

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

In learning English, four basic skills need to be mastered; listening, speaking, reading and writing. Students should be able to use the skills, whether oral or written. Speaking is one of the most challenging skills. According to Cameroon (2001:40), speaking is an active use of language, but within the mental movement it includes the demands that they make on learners of dialects in terms of finding and sharing meaning. Speaking with great choice isn't simple for Indonesian students. They do not speak English can be caused by the social condition of students who are accustomed to using their local languages, so that a foreign language is difficult to accept and communicate in. "Speaking the foreign language in order to share understandings with other people requires consideration to express details of the language," writes Harmer (2001). A speaker has to discover the most appropriate word and the proper linguistic use to communicate meaning precisely and has to organize the talk so that an audience will get it. In conclusion, their ability to have good speaking is very difficult because of some problem that they face. The researcher aims to study the difficulties faced by students learning English.

In Indonesia's educational context, speaking is additionally emphasized in learning. It has become one of the students' weekly exercises. Most students face tension when speaking English for verbal communication purposes (Haidara, 2016). They face difficulties when speaking English, such as when creating words and seeming unable to think of anything to say. English is decidedly the main foreign language, which is given more significance than any other language that is instructed in Indonesian (Haidara 2016).

Based on statement above, in Indonesia, the educational system places significant emphasis on learning English, particularly focusing on developing students' speaking skills through regular weekly activities. Despite this emphasis, many students experience anxiety and tension when speaking English, which can be attributed to fear of making mistakes, difficulty in finding the right words, and challenges in thinking quickly in the language. These difficulties can impede their fluency and confidence, leading to hesitations and a lack of conversational smoothness. English is prioritized over other foreign languages in Indonesian schools due to its global importance for communication, business, and education. Thus, while the educational push for English proficiency is strong, students often struggle with the practical aspects of verbal communication due to both emotional barriers and language skill limitations.

Students' difficulties in speaking skill at tenth grades of SMA N 8 Jambi City that the main problems they face in learning speaking skills are a lack of vocabulary, the need for articulation, the need to speak without hesitation, and anxiety of making mistakes when speaking. In addition, students feel embarrassed to speak English and express the right assumptions and concepts because they are afraid of making mistakes in pronouncing the words. In addition, students face various components that affect their speaking ability, as shown by several students. Tuan and Mai (2015) discovered, for example, that poor student performance in speaking was influenced by a number of factors, including a lack of student inspiration, the use of the mother tongue in the learning process, the need for vocabulary, and interest

during instructing exercises. Hamad (2013) explained that there were a few negative components that influenced students' speaking skills. They were in line: the use of mother tongue in education influences students' proficiency, students are perplexed to utilize English before opening, less the use of English discussion exercises.

Speaking is imperative in students' ranges. Since that opportunity, the students have shown great competency in speaking aptitude. This could make it easy for them to communicate with others. Therefore, for foreign language learners, learning to speak has become their greatest interest. Besides, people learn a language in order to develop their proficiency in speaking the target language (Barnard et al., 2002).

The researchers selected SMA N 8 Kota Jambi for the English lesson because in this school, English is very important. Even though some schools reduce the allocation of time to learning English, in this school the teacher emphasizes the students' need to have good English skills, especially in speaking. They realize that speaking is needed when students apply for a job, especially for students who do not continue their studies at college. Finally, their ability to communicate effectively is severely limited due to a number of obstacles. The researcher aims to study the difficulties faced by students learning English.

As far as the researcher find in the literature, there are numerous researchers who have studied about students' difficulties speaking English. Windi Hiyati (2019) with the research title "An Analysis of the Difficulty Level in Speaking English by the Eighth Class Students of SMP Unismuh Makassar", the researchers analyze information by giving a set questionnaire and analyzing it. In conclusion, there are some difficulties faced by students when speaking English. The researcher could conclude that the factors could be divided into two categories: linguistic factors and social factors. These are linguistic factors: grammar, pronunciation, and vocabulary. Social factors are confidence and motivation. .

The researcher is interested in conducting research about the analysis of students' difficulties in speaking English. The researcher wants to know what factors contribute to the students' difficulties in speaking English and the solution to solve the problem. Based on the background above, the researcher is interested in conducting research entitled "An Analysis Students' difficulties in speaking skill at tenth grades of SMA N 8 Jambi City."

1.2 Identification of the Problems

Based on the explanation elaborated above, The problem identifications in this study were:

1. The students struggled to organize the structure of words to express themselves in English.
2. The students are afraid to make a mistake.
3. The students still lack confidence when they speak English.

4. The students could not pronounce the word correctly.

1.3 Limitation of the Problems

In this research, the researcher limits the research to the factors and solutions to the students' difficulties in speaking English at the tenth grade SMA N 8 Jambi city in the academic year 2023/2024.

1.4 Formulation of the Problems

In this research, the researcher formulates the problems of the study as follow: What are the factors that contributing the students' difficulties in speaking English at the tenth grade SMA N 8 Jambi city in the academic year 2023/2024 ?

1.5 Objectives of the Research

Based on the research problem, the purpose of the research is to find the answer to the questions stated in the problem statement as follow: To describe the factors contributing to students' difficulties in speaking English at the tenth grade of SMA N 8 Jambi city in the academic year 2023/2024

1.6 Benefits of the Research

The results of the research are expected to have theoretical and practical benefits.

1. Theoretical Benefit

a. The result of this research can be used as a reference for conducting similar kinds of research in the future.

b. The result of this research can add knowledge to readers about descriptive studies on students' difficulties in speaking English.

2. Practical Benefit

a. The result gives information about the factors that contribute to students' difficulties in speaking English.

1.7 Definition of Key Terms

1. Speaking

Harmer (2007) stated that speaking is the ability of people to talk English fluently and with good pronunciation about the information, knowledge, or features of the language and deliver it by mouth. On the other hand, Rizvi (2006:92) also explains that speaking is a conversation. It includes the speaker and the listener. In communication, the speaker must learn to change their language to that of their listener's, to express themselves in different ways, to use dialogue to clarify their feelings, and to continue the conversation to improve their thinking and thoughts.

2. Students' difficulties in speaking English Zhang (2009),

Who stated that speaking remains the most difficult skill for almost all English students, and they cannot speak English well. According to Chens (2009), difficulties in English speaking students' common difficulties are that they lack confidence, limited fluency, and a limited vocabulary. In this study, difficulties in speaking refers to the students of the tenth grade of SMA N 8 Jambi city in the academic year 2023/2024.