CHAPTER I

INTRODUCTION

This chapter discusses the background, research questions, research purposes, research significances, conceptual framework, and previous studies.

A. Background of Study

In studying English, there are four skills to study: reading, listening, writing, and speaking skills. Among these skills, speaking skill as productive skill becomes one of the most important skills when the students learn English (Chastain 1988, p. 271). This is due to some reasons in which speaking is used in communication directly such as in conversation or presentation. Moreover, speaking is important for students because when students have good speaking skills, they can communicate more easily with others. Speaking skills are also the ability to use spoken language to explore the ideas, intentions, thoughts, and feelings of others so that the person receiving the massage can and will understand. Ur (1996) believes that people who know a language are referred to as speakers of that language.

However, speaking in English is not easy to acquire since a learner must practice some speaking aspects such as pronunciation, grammar, vocabulary, fluency and comprehension. Syakur (1987: 5) states that speaking is a difficult skill because it involves at least four components: grammar, vocabulary, pronunciation, and fluency. According to Shumin (1997),"learning to speak a foreign language requires more than knowing its grammatical and semantic rules." It requires the ability to use the language properly in social interactions. Although speaking is considered a major language skill that students need to improve, it is widely known that speaking English is difficult. Speaking English is not easy, and there are many factors that make it difficult to speak. Speaking in English is a difficult task to understand the language and to have good grammar and vocabulary, but it seems that there are lacking in vocabulary when speaking. Students usually have difficulty learning English and face difficulty constructing sentences. Students must be able to speak English, so that they can communicate with others smoothly.

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Based on the researcher's personal observation, the students at Mu'allimien 03 Pameungpeuk got difficulty in learning English, especially in developing their speaking performance, also students do not use English in their daily activities. They often make mistakes when giving a speech. Students sometimes hesitate, then pause in the middle of a sentence to think about what word to say next. Sometimes it takes a long time. Many English learners find it difficult to verbalize their opinions. They are confused by other students paying attention to the student. Occasionally the speech would possibly lack the final touch or wrong grammar; but, talking happens among human beings by the use of the language because of the approach of communication. To strengthen the evidence, the researcher distributed questionnaires to be filled out by 9 students of eleventh-grade research participants in that school. It is proved that 65.5% of students had difficulty in mastering English speaking which caused 35.5% of students to be less interested in learning English. The researcher assumes that these students are less trained in mastering English speaking, thus a media is needed to help students present their new words for speaking.

The problems on speaking English were not only having limited knowledge on the components of speaking skills including pronunciation, grammar, vocabulary, fluency, comprehension but also they have own personal reason, such as being shy to perform speaking, lack of self- confidence, lack of speaking practice, time management, speaking material, and exposure (Sayuri, 2016:49).

This study will discuss the students' speaking difficulties due to grammar problems. The gaps between this problem with the previous study is caused by other problems such as hesitation, nervousness, low self-esteem, and psychological sanity such as lack of vocabulary and how they are overcoming these difficulties. According to Syah (1999) there are two factors that cause learning problems namely internal and external factors. Both internal and external factors have their own contribution as the factors of students' problems in the learning process of English speaking.

There are several previous studies relevant to the current research. The first is a research conducted by Brown (2001) that the greatest psychological barriers

that lead to speaking reluctance are anxiety and shyness. Second, Meihua Liu (2007) in a case study in oral English classrooms in a Chinese university concluded that the moment when students give presentations in front of the whole class is where they get the most anxious.

Nevertheless, the previous researches are different from the current study in psychological barriers. In this current research, the researcher is interested in conducting the research entitled "EFL Students' Overcoming Difficulties in Speaking Activities: A Case Study at an Islamic Schools in Bandung"

B. Research Questions

Based on the problems above, this research is intended to answer the following questions:

1. What difficulties do EFL students face in developing their speaking performance?
2. How do EFL students overcome their difficulties in developing their speaking performance?

C. Research Purposes

Based on the research question above, purposes of this study are:

1. To figure out the difficulties do EFL students face in doing speaking activities
2. To find out the way EFL students overcome their difficulties in doing speaking activities

D. The Significances of the Research

The research has theoretical and practical benefits. The following are the significances of this research:

Theoretically, this research is expected to a useful contribution to education, especially to overcome the speaking difficulties of EFL students. Practically, this research is expected to help students in overcome speaking difficulties, and the result of this research will be useful for the English teacher.

E. Conceptual Framework

The English language is the primary language of several countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, and the second language in a number of multilingual countries, including India, Singapore, and the Philippines (Richard Nordquist, 2020). According to Panggabean (2015), English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school.

Speaking is defined as an interactive method of building that means that includes producing, receiving, and processing information. Its form and means are depending on the context in which it takes place, the individuals, and the purposes of speaking (Burns & Joyce, 1997). According to Bailey Puspitasari (2011), "Speaking is a productive aural/oral skill consist of producing systematic verbal utterances to convey meaning". It means, speaking is a productive skill of conveying meaning through utterances. Moreover, according to Chaney (1998) in Rahimy, R., & Safarpour, S.(2012), speaking is the process building and sharing meaning through the use of verbal and non-verbal symbols which is important in language learning and teaching because learner need to learn to speak in different communicative circumstances. It means, speaking is the process while speaking skill is the ability of speaking that important and can be improved through language teaching and learning.

Speaking skill is a skill of using language to communicate using verbal and nonverbal symbols orally in different context that can be improved through learning language. As a skill, speaking is part of the four language skill (reading, writing, listening, and speaking) and also known as a productive skill where the main point of speaking skill is to communicate orally (productive skill). According to Ur (1999:120) states that from all four skills, speaking is considered to be able to be the most important skill.

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The problems that most students faced in speaking turned into 'having a lack of vocabulary, 'not being confident to talk', 'now not being used to speak in magnificence', and 'problem expressing words or sentences. The motive of troubles most students confronted changed into 'being scared of making errors.

Studies show that many language learners face with lack of linguistic proficiency like grammar, vocabulary, pronunciation and intonation. Regarding to have sufficient vocabulary knowledge, many EFL learners suffer from lack or limited vocabulary knowledge while speaking, which prevent them to communicate (Maftoon & Sharifi Haratmeh, 2012). In this case, the researcher must be able to solve the problems faced by students in their difficulty in using English in the classroom with easy and fun method, so that students can easily speak English well and correctly.

Other important factor is not having enough grammar knowledge or making grammatical errors, especially when they want to translate the structure from one language to the other (Abbasi & Karimnia, 2011). The overall proficiency level of EFL students in the English language, influencing their performance in speaking activities, grammar proficiency, vocabulary knowledge, and comprehension skills. As stated before, the method of teaching English is by some pictures, videos, audio, and animations that make users more interactive.

F. Previous Study

There are several previous studies relevant to the current research. The first is a research conducted by Brown (2001) that the greatest psychological barriers that lead to speaking reluctance are anxiety and shyness. Anxiety and shyness are the main factors that hinder a person's ability to speak, especially in the context of learning a foreign language or the language being studied. This understanding is important for designing learning strategies that can help students overcome these psychological barriers and increase their confidence in speaking.

The second study is conducted by Meihua Liu (2007) in a case study in oral English classrooms in a Chinese university concluded that the moment when

students give presentations in front of the whole class is where they get the most anxious. These findings have important implications in designing learning strategies that take into account students' anxiety levels, especially when they are faced with presentation tasks. Teachers and researchers can use this information to develop approaches that support students in overcoming anxiety, improving speaking skills, and creating a more supportive classroom environment. By understanding the context and findings of this case study, the researcher can detail how a particular situation, namely when students gave a presentation in front of the class, became the focus of research due to its high impact on students' anxiety levels in the context of spoken English learning at a Chinese university.

The other study is conducted by Leo (2013:206) says students lose their self confident and will never try again if they feel embarrassed, unappreciated, disappointed, frustrated, or being looked down by others or even teachers. It will be worse if negative comments are given. Students then are losing opportunities to try even though they have a good intention to possess English speaking ability. that students can lose their self-confidence. The learning process, especially in speaking, can trigger feelings of lack of confidence if students experience situations that make them feel embarrassed, unappreciated, disappointed, or frustrated. Also, students will lose their enthusiasm to try again if they feel embarrassed, unappreciated, disappointed, or feel looked down upon by others, even by teachers. This reflects how negative feelings can be a serious barrier in the learning process, especially in developing speaking skills. and the impact of negative comments can make the situation worse. If students receive derogatory criticism, this can increase their negative feelings, making them more reluctant to try again. and students lose the opportunity to try, even if they have good intentions to master English speaking skills. This reflects how negative emotional impact can hinder the learning process and prevent students from taking risks and developing. Although students may have good intentions to improve their English speaking skills, negative experiences and unsupportive treatment may prevent them from achieving that goal.

These difficulties can be seen from each language skills or as a whole. In an English class that have different language competencies, the difficulties

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encountered are also vary. In this research showed difficulty learning English in four skills in the most difficult to easiest sequence as follows Speaking, Listening, Reading, Writing. The factors that cause learning difficulties in English are very much influenced by the level of language mastery of each student. Active students tend to choose writing. However, passive students tend to choose speaking as a difficult thing to practice. Video recordings show that active and less active students can carry out the final project well in terms of confidence and grammar. But for passive students, the results show that students lack confidence and cannot describe it smoothly.

Another study was conducted by Mido (2019). This study focused on the problems in second grade students' speaking performance. It resulted that there are two main problems were found from aspect of psychology and language. The psychological factors include fear of mistake, shyness, anxiety, lack of confidence, and less motivation. Meanwhile, some errors found from language aspects were inhibition of language use and the influence of mother tongue.

Another study is conducted by Natalia (2015) in a case study of Students' Problems in Speaking English Daily Language Program at Husnul Khotimah Islamic Boarding School. This exploration was grounded on the fact that the scholars still have some problems in speaking English, although they've been encouraged to use English every day. he scholars ' still lack of understanding of grammatical patterns, incorrect pronunciation, and they limited of vocabulary mastery, minimal openings, scholars interest, mama lingo use, infrequently to exercise and lower discipline, fear of making mistake and terrain factors. either, they also have a cerebral problem similar as lack provocation. The main factors of scholars ' problems because the environmental factors which don't support them to apply English in diurnal language communication. From this factor also have a big effect for scholars that they warrant of provocation and infrequently to exercise English. These show that scholars still have numerous problems of speaking English. The gap of this research with the previous research is the current research focuses on the students problems in speaking English daily language program.

However, the previous researches have different focuses with the current study. In comparison, two of the three studies discussed more greatest psychological barriers in speaking English. Moreover the previous studies mentioned above merely analyzed the obstacles face by students in speaking. This study, on the other hands, not only investigate the difficulties or problems faced by students, but also the strategies and how they handle the obstacles.