

CHAPTER I

INTRODUCTION

In this chapter contains some sections, namely the background of the study, statements of the problem, objectives of the study, theoretical framework, scope and limitation of the study, significance of the study, assumption, definition of key terms, and organization of the proposal.

1.1 Background of the Study

According to Rohmah (2005), most people consider English one of the languages most people can understand and speak. Learning the English language can be a good step for students in the future. Nowadays, many people want to learn English because of its many benefits. Pachina (2020) states that the essential benefit of learning English is employment opportunities, commonly in business. Knowing English increases the chances of getting an excellent job in a multinational company.

According to Ilyosovna (2020), learning English is important, and people worldwide have decided to study it as a second language. Many countries use English as a second language in their school syllabus, and children start learning English at a young age. Putra (2020) states that English also increases intelligence, they learn a language that is not their native language, which is the growth of our brain intelligence, especially for children.

Supina (2018) claims there are four primary language skills that students need to learn: Listening, speaking, reading, and writing. From the explanation above, speaking skill is essential. As humans, speaking is our expression to deliver ideas in any activity and situation. Moreover, if students can speak English fluently, they can give ideas or express their feelings more easily.

The goal of learning an additional language is to use it naturally. In addition, Yang (2014) speaking fluency is an essential component of communication competence because speaking fluently can help the speaker produce continuous speech without difficult comprehension for the listener and maintain the communicative ideas more effectively.

Based on the article by Al-Ghazali (2019), accuracy and fluency are two important aspects of using a language, either in speaking or writing. However, fluency is mostly attached to speaking more than other language skills. Therefore, fluency refers to how well learners communicate meaning rather than how many grammar, pronunciation, and vocabulary mistakes they make.

Fahira (2022) argues that speaking English is complex, and many factors make speaking difficult. Wulandari (2010) adds that the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

According to Rahayu (2015), English Department students are usually afraid to speak a foreign language because they are worried about making mistakes. In the English Education Study Program, the speaking course is one of the compulsory courses for the students in the second until the fourth semester. In that course, the students can learn and practice conversation between their classmates and the lecturer.

In order to understand more deeply about the problems encountered by the English Department students in learning to speak English and how they solve the problems, a study titled Speaking Problems Faced by the English Department Students is worth conducting.

1.2 Statements of the Problem

Considering the background of the study, the research questions are formulated as follows:

1. What problems do students in the English Department encounter as they learn to speak English?
2. How do students in the English Department overcome their English-speaking problems?

1.3 Objectives of the Study

Based on the statement of the problems above, this study aims at findings out:

1. The problems the English Department students encounter as they learn to speak English.
2. The ways English Department students overcome problems speaking English.

1.4 Theoretical Framework

a. Theory of Speaking

Putra (2020) says that people can convey information and ideas, express opinions or feelings, and share experiences, through communicating speak with others.

b. Speaking Problems in Learning English

According to Fitriani, Apriliaswati, and Wardah (2015), speaking problems are some problems that make someone needs to improve their speaking ability. In Addition, Faizah & Fitria (2021) state there are a lot of problems faced by students in speaking which can affect their speaking performance. Palijama (2020) Students learners have some challenges, such as linguistic and non-linguistic problems.

c. Linguistic Problems

Soreh et al. (2022) state that some linguistic problems affect someone speaking, such as poor grammar, lack of vocabulary, spelling problems, and pronunciation.

d. Non-Linguistic Problems

According to Auliyah (2019), another problems that may become a barrier for students to become good English speakers is psychological problems such as anxiety, fear of making mistakes, shyness, unsupportive environment, difficulty memorizing, and lack of self-confidence.

1.5 Scope and Limitation of the Study

This research is to focus on problems the students in the English Department encounter as they learn to speak English and to know how students in the English Department overcome their problems. The subjects are English Department students from batch 2021 a private university in Surabaya. Those subjects are questionnaires and interviews. Furthermore, the questionnaire through Google Forms, and the researcher ask permission from participants to do the interview activity.

1.6 Significance of the Study

This study's result is expected to give benefit for everyone who reads it. This study is also expected to contribute to English teachers acknowledging problems speaking faced by the English Department students.

Moreover, the results of this study provide students with an insight into how to overcome their problems in learning to speak.

1.7 Assumption

This study is conducted on the basis of the following assumptions:

1. It is assumed that each student may have problem as they learn to speak English.
2. It is assumed that the learning problem is researchable and the speaking problems may be elicited from the English Department's students.

1.8 Definition of Key Terms

The researcher provides some important definitions to avoid misunderstanding and give a clear concept of some terms used in this research study, as follows:

1. Speaking is the action of conveying information or expressing one's thoughts and feelings in a spoken language (Mardiah, 2022).
2. Speaking English problem is defined as the lack of student in mastering English speaking (Rahayu, 2015); it may be caused by both linguistic and non-linguistic factors.
3. Problem Solving is a mental process in finding problems and coming up with possible or appropriate solutions (Nasriah, 2017)

1.9 Organization of the Proposal

The first chapter is the introduction and opening of the study. It contains nine parts: The background of the study, statements of the problem, the objective of the study, theoretical framework of the study, scope limitation of the study, the significance of the study, assumption, definition of key terms, and organization of the proposal.

The second chapter is a review of related literature. It consists of underlying theories and previous related studies. The third chapter is about the research methodology. It contains the research design, the participants, the instruments, the data sources, the data collection procedure, and the data analysis technique. The fourth chapter is consists of findings and discussion. Furthermore, Chapter five consists of conclusion and suggestion.