

CHAPTER I

INTRODUCTION

1.1 Background of this Study

We communicate in English in this age of globalization. English is spoken as a second or foreign language in various nations. This is because English is an essential language. As a result, English is taught in many countries so that students can learn the language.

One of the goals of learning English is to enable them to communicate effectively, whether in written or spoken form. As a result, when communicating in English, they understand what is being said or even what is written in a text, article, and other materials (Andika & Mardiana, 2023).

According to Feruza (2023), Speaking, writing, listening, and reading are the four fundamental language skills that are essential to language instruction. Amelya & Baa (2022) also say that learners should be proficient in the following language skills: speaking, writing, listening, and reading. These language abilities are separated into two categories: receptive (reading and listening) and productive (writing and speaking). Mastery of these skills already supports and contributes to effective communication skills, allowing students to understand and use the language effectively in various contexts.

From this condition as teachers, teachers should encourage students to speak, write, read, and listen in English class to familiarize them with the English language, especially in speaking. Communication usually involves

speaking ability. The ability to accurately utilize language to convey meanings to impart or obtain knowledge and information from others in a given context is known as speaking skills (Diep, 2017). Teachers may assist students become more confident and fluent speakers by creating an atmosphere where speaking is encouraged. This will enable students to express themselves more successfully in a variety of contexts. Consequently, this enhances their general language skills and equips them to communicate in English in everyday situations.

Although English language learning has been implemented since primary education, many students have difficulty mastering English speaking skills. Anxiety and self-confidence are two psychological factors that can affect speaking a foreign language. In foreign language classes, students who experience significant levels of anxiety, concern, fear, and poor self-confidence may find it challenging to improve their speaking skills (Tridinanti, 2018). According to Anggraini et al. (2022), Students who struggle with speaking have trouble interacting verbally due to linguistic and non-linguistic/psychological problems. Lack of vocabulary, pronunciation, and command of syntax are examples of linguistic problems; on the other hand, non-linguistic problems include insecurity, nervousness, shyness, lack of drive, and fear of making mistakes. Students' lack of confidence and perception of their incapacity to speak English are the main causes of their difficulty mastering the language (Candraloka & Rosdiana, 2019). Even though English language instruction has been in place since

elementary school, many students still struggle to become proficient speakers. Speaking in a foreign language can be impacted by psychological issues like nervousness and insecurity. Students who experience anxiety, worry, fear, and lack of confidence often struggle to become better speakers. Non-linguistic problems like anxiety, self-doubt, and a fear of making mistakes contribute to this challenge in addition to linguistic ones like a lack of vocabulary and grammatical proficiency. In students' minds, they will get judged by their friends in front of many people because of making mistakes and then feel ashamed.

Based on the background, the researcher investigates why students struggle to speak in front of large crowds, particularly when speaking in English. Thus, the researcher carries out a study called "An Analysis of Students' Difficulties in English Speaking Skills at 8th Grade in SMPN 26 Bintan".

1.2 Identification of the Problem

Given the context, the following were the research problems:

1. Students had low scores.
2. The changing atmosphere of the class when learning English
3. Lack of motivation. Where students lack extrinsic or intrinsic motivation, so they don't think about the long term of learning English.

1.3 Limitation of the Problem

The researcher focused on identifying the challenges eighth-grade students face with speaking English in order to facilitate the investigation.

1.4 Research Question

The research question, given the preceding context, is: What are the eighth-grade pupils at SMPN 26 Bintan having trouble speaking English?

1.5 Research Objective

Finding out which eighth-grade pupils at SMPN 26 Bintan have trouble speaking English was the aim of this study.

1.6 Significance of the Research

1. Theoretically

The findings in this study can assist students or anyone else in understanding what exactly is causing them to have problems with English.

2. Practically

The researcher believes this study would help students identify the areas in which they struggle most with speaking English help them find a solution, and give them more study time to improve their speaking skills to become good speakers.

1.7 Definition of Key Terms

1. Speaking

Producing, receiving, and processing information are all part of the interactive meaning-construction process that is speaking. Speaking skills are methods that help a speaker communicate successfully. These skills include appropriate word choice and body language.

2. Speaking difficulties

Speaking difficulties refer to the challenges students face when they try to speak in English at school or in daily activities. These issues could be caused by psychological issues like worry and insecurity as well as linguistic issues like poor grammar and vocabulary.

