

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significances of the study.

### **1.1 Background of the Study**

English is a foreign language, especially for those who have not applied English as their daily language. According to Abrar et al. (2018) The rapid advancement of the technology and science era has made English an opportunity to be able to communicate and open international horizons because English is an international language which is mostly used. In addition, According to Crystal (2000), English is a global language with a wide scope, because it can be used in various countries to communicate with each other using English. Thus, English has a big role in life, which is very useful for dealing with the public, plays an important role in education as well as in speaking English for interaction with others.

In learning English, it is important for students to practice their ability to speak English. According to Ur (2000), English has four skills, speaking skills are one of the most important skills and must be mastered by someone in effective English communication. Burns and Joyce (1997), also emphasized that speaking means an activity in expressing oneself, an activity to convey information, the ability to communicate, process information and opinions according to the context that occurs. This means

that speaking ability is one of the English language skills that must be mastered by students and speaking ability is an important aspect of learning and teaching (Bahadorfar and Omidvar, 2014). Thus, students must continue to be able to hone their speaking skills in English so that they can continue to improve their good speaking skills, even though most students still face difficulties in speaking English.

Basically, speaking English is not an easy thing for students, there must be difficulties faced by students in speaking English. According to Bygate (2008), there are several factors that cause student difficulties in speaking, namely: first, students experience linguistic problems or language barriers such as grammar problems when speaking English. Second, students have difficulty processing speech because in everyday life students are accustomed to using their mother tongue. Third, students find it difficult to discuss using English. Fourth, the students' speaking difficulties were also caused by the lack of confidence in speaking English. Thus, the difficulty of speaking students English is one of the problems that has a big influence on students' English performance. In line with this, according to Mukminin et al. (2018), students have difficulties, namely not having the courage or willingness of students to speak English, which is an obstacle for students to speak English. Therefore, the teacher's role is needed by students in learning activities and teaching speaking English.

In line with this, it is very important to have guidance from teachers in teaching speaking English to help students improve their speaking skills. According to Brown (1994), there are several principles in teaching English, especially student speaking, which is to provide training for students in order to build fluency and make students understand that mistakes in learning language are normal (accuracy and fluency), providing opportunities for students to be able to start speaking orally, encourage students to be able to speak authentically or use native language and develop speaking strategies, it is important for teachers to provide feedback to students, provide motivation and use the natural relationship between speaking and listening. In addition, according to Abrar et al. (2018), the teacher's role by maintaining positive motivation and using better methods in learning to speak, it is very influential to improve students' speaking skills. In essence, with the guidance of the teacher, it makes it easier for students to learn English, because the teacher will guide a teaching style that affects students' ability to speak English.

However, it is not easy for teachers to teach speaking English to students because some teachers have difficulty teaching speaking English. According to Mukminin et al. (2019), the thing that is an obstacle for teachers in teaching speaking English is that students do not have the will in speaking using English and lack of motivation for students to communicate using English in class. In addition, Brown (2000) also states that the problems faced in the learning process are students' self-anxiety to

convey ideas or ideas and provide responses that are in accordance with what is heard and provide information. Thus, this can become an obstacle for teachers in teaching English speaking skills to students.

In Indonesia, there are difficulties faced by some English teachers, especially in teaching speaking English. For example, an English teacher at SMP IT Fathona Palembang. When at SMP IT Fathona Palembang, the writer found a problem in the English teacher, namely the difficulty in teaching speaking to students. Therefore, the writer determined SMP IT Fathona Palembang as a place of research.

In relation to this, a preliminary study was conducted at SMP IT Fathona Palembang through an informal interview with the teacher of English at SMP IT Fathona Palembang that students studying at SMP IT Fathona use a handbook that has been specially designed to stimulate students' English skills because English lesson at SMP IT Fathona focused on speaking skill, but in the English lessons students were still less than satisfactory (D. A, Personal Communication, october 31<sup>st</sup>, 2020). On the other hand, an informal interview only for confirmation were conducted with three students of the mention that they had difficulties in speaking skills. Consequently, the result of the preliminary study about English teachers' difficulties in teaching speaking skills for eighth grade students became the main concern of this research.

In this section, the previous related studies are explained. First, a study conducted by Clarita and Mukminin (2020) which indicated that twenty-five percent of students experienced English difficulties, so that teachers and students made efforts to overcome challenges and improved English speaking skills, such as practicing English skills, taking English lessons, and solutions. The teacher gave is additional lessons to help students with English difficulties. Another study was written by Ramadhani and Bahri (2017) which stated that the problem of the teacher in teaching is that the teacher cannot manage the class well, so that they could not predict the time in teaching speaking skills to students and reduced the opportunity for students to talk more, did not associate the material provided with daily activities. In addition, the problem of teachers in teaching speaking to young learners was that teachers treated young students almost the same as older students. In short, this study found the problem of teachers in terms of time prediction and the lack of analysis of students' difficulties in learning to speak English. The last research was written by Nor et al. (2015) which stated that the biggest obstacle to ESL students was speaking skills because many had vocabulary problems and also in using grammar correctly, besides reading skills which became the obstacles for ESL students.

As a result, along with the description above, this encourages the deepening of the difficulties of English teachers in teaching speaking skill in the process of teaching and learning activities carried out at SMP IT Fathona Palembang. Therefore, the writer was intended to conduct research that aims to determine the difficulties faced by English teacher's in teaching speaking skill for students. Thus, a study entitled "English Teacher's Difficulties in Teaching Speaking Skill for Eighth Grade Students: Case Study at SMP IT Fathona Palembang" conducted by the present writer.

## **1.2 The Problems of the study**

Based on the observation background, the writer has several questions related to the difficulties of the English teacher's in teaching speaking skills for students at SMP IT Fathona Palembang, following:

1. How were the difficulties faced by the English teachers' in teaching speaking skills for eighth grade students at SMP IT Fathona Palembang?

## **1.3 The Objectives of the study**

Based on the problems formulated above, the objectives of this study is as following:

1. To find out the difficulties faced by the English teachers' in teaching speaking skills for eighth grade students at SMP IT Fathona Palembang.

#### **1.4 The Significance of the Study**

This research was conducted with the hope that the results of the research can provide benefits that are presented through information related to research, as well as real participation for educators, especially junior high school teacher's at Fathona Palembang. First, this paper provided clear explanations and information for educators about teaching English, especially in teaching speaking skills. Then, in teaching English, the teachers can guide or nurture students in speaking English and direct students to be confident. That way, teacher's and students will find it easier to overcome the difficulties faced in English classrooms in teaching speaking skills.

Second, this research provided many benefits and more information about the difficulties of teacher's in teaching speaking skills. Then, the writer can find out what causes the students difficulty speaking English. The results of this study will help to identify the factors that affected difficulties of the English teacher's. In the future, the writer will be more courageous to create many interactions and appropriate strategies in teaching speaking skills.

The last, this research was expected to give a contribution for other researchers to get knowledge about teacher's difficulties in teaching speaking skill for eighth grade students, and to expand information to help other researcher as the guidance in developing their research in the same field. Especially, to identify difficulties in teaching speaking skill.