

CHAPTER I INTRODUCTION

A. Background of Study

Speaking is the most important thing in four English language skill, because speaking is an oral communication, because human to express opinions or suggestions must be communicated verbally. Speaking English is not an easy thing for a beginner to do. The most critical prerequisite for teaching either the second language or a language that it still being learned is speaking skills. Among the three main language skills, it is generally agreed that learning a foreign language or second language is the most crucial. Talking is a communication tool to express something to others. Therefore, students must be able to become really good at talking and understanding each other.¹

At the time, the ability to speak English is extremely important that student need to master so as not to fall behind the development of the times. Speaking skills is really important for students to maintain in this world of globalization.² English teachers need to be more creative to arouse students' interest in mastering spoken English creatively, students will love unique and simple materials so that they can easily understand what the teachers saying. Members are communicating, they will be curious to know more about how to speak English fluently and easily without embarrassment.

However, to be able to speak English fluently there must be obstacles because Islamic Junior High School students who are still not fluent in English are due to various factors within the students themselves, the environment or external factors.³ According to Ur in Afisa, there are many factors that cause difficulty in speaking. These factors include inhibition,

¹Parupalli Rao, "The Importance of Speaking Skills in English Classroom" 2 (March 1, 2019): 6–18.

²Parupalli Rao, "The Importance of Speaking Skills in English Classroom" 2 (March 1, 2019): 6–18.

³A Kurniati, "The Students' Ability in Speaking Bilingual (English and Arabic) at Islamic Boarding School of Darul Huffah Bone" (UIN Alauddin Makassar, 2014).

not having anything to say, low or uneven participation, and the influence of one's mother tongue. Additionally, Raba'ah has identified several factors that contribute to difficulties in speaking English. These factors can be attributed to the learners themselves, the teaching strategies, the curriculum, and the environment. For instance, many learners struggle with a lack of vocabulary, which hinders their ability to effectively communicate and maintain a conversation. Insufficient strategic and communication competence can also be a hindrance in keeping the interaction going.⁴ Even students do not like English because they think English is difficult so they do not like it and are reluctant to learn it.

Based on interviews with three Grade 7 A students at Islamic Junior High School in Kudus, there are still some English speaking problems that students face. The students still have a low understanding of vocabulary. And there are also those who are not confident enough when they want to say something.

Some of the difficulties faced by the students are: the first is students find it a little difficult when translating a word, this shows that students are still lacking in mastery of vocabulary. The second is lack of confidence in students when they want to say something in English to friends or teachers because each friend or teacher has a different accent. The third is students do not understand the context conveyed by the teacher, so when students want to say something to the teacher, they become less confident.⁵ However, every difficulty must have a way out as long as there is an effort to fix it, as Allah says in the Qur'an Surah Al-Insyirah verses 5-6 and Surah Ar-Ra'd verse 11:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

⁴Santi Andriani Putri, Samsul Amri, and Ahmad Ahmad, "The Students' Difficulties Factors in Speaking," *J-SHELVES OF INDRAGIRI (JSI)* 1, no. 2 (May 31, 2020): 115–29, <https://doi.org/10.32520/jsi.v1i2.1059>.

⁵Interviewed about the problems in speaking with the students of Islamic Junior High School in Kudus, August, 21st, 2023.

“So, surely with hardship comes ease. Surely with (that) hardship comes (more) ease.”⁶

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ط

“Indeed, Allah would never change a people’s state (of favour) until they change their own state (of faith).”⁷

Many factors hinder students to learn speaking English such as lack of confidence, not understanding what the teachers say, and lack of vocabulary that make them have difficulty speaking English. However, the researcher would look for the most prominent obstacles experienced by students. Therefore, the researcher was interested in learning what obstacles students experience so that they are less fluent in speaking English. This study aimed to find out what factors hinder students in learning to speak English and how they attempt to speak English fluently.

From this background, the researcher wanted to carry out research with the title “**An Analysis of Islamic Junior High School Students’ Prominent Obstacles in Speaking English (A Case Study at an Islamic Junior High School in Kudus)**”

B. Research Focus and Scope

After doing a general study on learning how to speak English fluently and making observations in Islamic Junior High School, researchers would examine what factors cause students to have difficulty in speaking English in Islamic Junior High School. This research focused on the most prominent factors that cause students to experience difficulties in speaking English and students' strategies in learning to speak English in order to be fluent.

C. Research Questions

Based on the study’s background above, the researcher formulated the problem as follows :

⁶Al-Quran, Al-Insyirah verse 5-6, accessed from <https://quran.com/ash-sharh/5-6>.

⁷Al-Quran, Al-Ra’d verse 11, accessed from <https://quran.com/ar-rad/11>.

1. What are student's prominent obstacles in English speaking?
2. What strategies do students use to overcome obstacles in English speaking?

D. Research Objectives

By the formulation of the problem above, the researcher formulated the objectives as follows:

1. To know the students' prominent obstacles in English speaking
2. To know the students' strategies to overcome obstacles in English speaking

E. Research Significances

The researcher hoped that it can provide many benefits and contributions to learning English through this research. Especially for many parties, such as students, teachers, and other researchers.

1. English learners
This research was expected to overcome obstacles in speaking English. They can know the obstacles in speaking English and they know the strategies to overcome obstacles in speaking English,
2. English teachers
This research was expected to create a comfortable classroom for students to speak comfortable with little pressure to overcome the student obstacles in speaking English.
3. Other researchers
This research was expected to be used as a material consideration for other researchers to conduct further research regarding obstacles in speaking English.

F. Definition of Key Term

There were some key terms of this research:

1. Speaking is the use of oral language to interact directly and immediately with others⁸

⁸May, Lynette A .Co-constructed interaction in a paired speaking test: the rater's perspective

2. Obstacle is something that prevents or controls movement or progress⁹
3. According to Cambridge Dictionary, strategy is a detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill of planning for such situation.¹⁰

G. Organization of the thesis

This paper is divided into five chapters, To simplify the preparation writing system arranged as follows:

Chapter I Introduction. which consisted of the Background of the problem, Research Focus and Scope, Research Question, Research Objectives, Research Significances, Definition of Key Terms, and Organization of Thesis.

Chapter II Review of Related Literature. It contained Theoretical Description, Theoretical Framework, and Review of Previous Study.

Chapter III Research Methodology. It contained Research Method, Research Setting, Research Participant, Instrument and Data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Consideration.

Chapter IV Finding and Discussion. It contained of description of research and data analysis from research.

Chapter V Conclusion and Suggestion. It contained reference, appendices, and researcher's curriculum vitae.

⁹Oxford, Oxford Learner's Pocket Dictionary, (United Kingdom: Oxford University Press,2011), pp 30

¹⁰Francisco Sáez, "What a Good Strategy Means and Why You Need It," facilethings.com, accessed January 7, 2024, <https://facilethings.com/blog/en/strategy>.