

CHAPTER I

INTRODUCTION

In this chapter, the researcher deals with background, identification of problems, problem limitation, problem statement, the objective of the study, and definition of key terms.

1.1 Background

In the current era of globalization, English is an international language used to communicate with other people from different countries.

As with education, education has an important role in life and also in finding a job. In Act 20 the Year 2003 on National Education System, Education means conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the nation, and for the State. In general, the higher the level of education we achieve, the better the position we might be able to get where we work. With the knowledge we have, it will greatly help us in doing a job. Therefore, one of the most important types of knowledge to master is English. English is an international language that is indispensable in the world of work. Especially in the current era of globalization, English plays a very important role. That's why English is also important to learn.

Based on Baharudin (2020) learning is the acquisition or acquisition of knowledge about a subject or skill through research, practice, or training. According

to Megawati (2016), said to be able to optimally improve the English language skills, English has three very important additional abilities, namely Grammar, Vocabulary, and Pronunciation. In learning English also four language skills have to be mastered: listening, speaking, reading, and writing. Mastering these four skills will help us to understand and learn English well. The four skills will complement each other and are interrelated. According to the researcher, these four skills also apply to all languages we want to learn.

Learning English at school is very important for students. Based on Ayu & Viora (2019) in Indonesia, English has been taught for many years it started in the 1960s and is included as a compulsory subject. Now, English has been included as the material in elementary school. The aim is to equip students to be able to face the current era of globalization. However, there are still many students in Indonesia who experience difficulties when learning English.

The difficulty is one of the phenomena that often arises in the field of education, especially during the teaching and learning process. Based on the results of research conducted by Baharudin (2020) the factor that affects the difficulty of students in learning English is the motivation or low interest of students in learning English. In general, the researcher has seen some factors in several journals. The first one is a lack of vocabulary. Students with little vocabulary will have difficulty understanding a reading or even difficulty understanding the interlocutor typing conversations in English. The more people master vocabulary the more they can speak, write, read, and listen as they want Rohmatillah (2014). Next is the lack of support from parents. Parents play an important role in children's education, and the

support provided by parents can greatly help children to develop more in their learning. Parents can provide support such as buying books related to English language learning, or maybe providing additional tutoring to increase the child's knowledge.

The last, thing that causes students to feel difficulty learning English can be caused by the way the teacher delivers the material to students. If the teacher teaches their students without seeing the ability of the student and also the teacher delivers material in a language that is difficult to understand, then students will find it difficult to understand the learning material. This makes most students when learning English feel afraid to learn English because they have already thought of theory, which will make students think more about grammar than enjoy learning English in a relaxed way. Lack of confidence for fear of wrong grammar or mispronunciation will make students not dare try to speak or communicate with others using English. This cannot be denied because English is not a first language but a second language. Even for some students, English is a foreign language that is very difficult to understand. As we know, writing and pronunciation in English are very different from the Indonesian language so that can be the reason why many students find it difficult to speak English.

As we know, mastering English speaking skills is the most important aspect of learning English. But the difficulty in speaking English makes students afraid to appear when the teacher gives assignments in front of the class. Students are afraid that when they go forward and speak English, they don't pronounce it correctly, and their friends will laugh, so they don't want to develop their speaking skills. As said

by Nurfitri (2021:67) speaking is the most difficult part of learning a foreign language because the meaning of its use involves the manifestation of the phonological system or grammatical system of the language.

According to Azeem (38: 2011) cited in (Hidayati, 2019), two factors influence the difficulty in speaking". Linguistic factors were pronunciation, vocabulary, and grammar. While social factors were motivations and confidence.

Pronunciation difficulties are very common among students. This difficulty occurs because of differences in the way words are pronounced in Indonesian and English. Most students in Indonesia certainly use Indonesian as their first language. Indonesian is a language that is written and pronounced in the same way. This is different from English, where there are differences in the way of writing and how to pronounce it.

Mastering a lot of vocabulary in English is one of the important things. Why is vocabulary included as one of the factors that cause students' difficulties when learning English, if students do not master English, they will experience problems in speaking and giving ideas in English. In other words, when learning English students will choose to be silent because they cannot speak English. A lack of vocabulary can also prevent students from understanding learning material because they don't master a lot of vocabulary and can't interpret the instructions in their textbooks.

The last linguistic factor is grammar. Grammar is the rules used to regulate the use of words and sentences. Grammar is used so that the words or sentences to be spoken or written have the appropriate meaning. Because if in one sentence there

is an error in the grammar then the meaning and meaning of the word will change and it may not be what the author intended. Grammar is what makes students feel that learning English is difficult because when they are going to talk to other people, they have to use the right grammar.

Apart from linguistic factors, there are also social factors, namely motivation and self-confidence. According to the author, why motivation is one of the factors that cause students to have difficulty speaking English because if students are not given the motivation or encouragement to dare to try, they will still choose to be silent and not want to try. Students will dare to try if there is support from the teacher, therefore the teacher must provide support so that students dare to try. When students make mistakes, instead of scolding these students, the teacher should explain to students where their mistakes are, so that students will dare to try.

The second social factor is self-confidence. In general, when learning English students' self-confidence will decrease, because if seen from the explanation of some of the factors above, it can be a trigger where students will lack confidence when they will speak English. For example, some students lack vocabulary, and because of the lack of vocabulary, students find it difficult to make one sentence, so, in these sentences, students do not use proper grammar. Due to the lack of vocabulary, students also find it difficult to pronounce words in English correctly, because they have never heard the word in English, which will make it difficult for students to pronounce it. Because these things will make students less confident to speak in English.

Based on the statement above, the researcher is interested in taking the title "Analysis of Eighth-Grade Students' Difficulties in Speaking English During Classroom Interaction in EFL Class At SMP YPK Kotaraja ". To see what difficulties students, experience when speaking English during classroom interaction in EFL class.

1.2 Problem Identification

Based on the background of the research, the problems that can be identified are as follows:

1. Students find it difficult when speaking in English.
2. Students are afraid of mispronunciation when speaking in English.
3. The pronunciation of students in grade 8e is still lacking.

1.3 Problem Statement

Based on the statement above, this study limits discussion by stating the following research question:

1. What are the difficulties experienced by students in speaking English during classroom interaction in EFL class at SMP YPK Kotaraja?
2. What are the factors of students' difficulties in speaking English during classroom interaction in EFL class at SMP YPK Kotaraja?

1.4 Objective of Study

The main purpose of this research is as follows:

1. To investigate the difficulties experienced by students in speaking English during classroom interaction in EFL class at SMP YPK Kotaraja.
2. To find out the factor of students' difficulties in speaking English during classroom interaction in EFL class at SMP YPK Kotaraja.

1.5 Problem Limitation

Based on the identification of the problem above, the researcher set a problem limit only focusing on identifying Students' Difficulties in Speaking English During Classroom Interaction in EFL Class SMP YPK Kotaraja. The limitations of the problems in this study include:

2. Research is only carried out during the English learning process.
3. This study focuses only on seeing the difficulties experienced by students when speaking English during classroom interaction in EFL classes.
4. The study was only conducted on grades VIII E students.

The research was carried out when students were practicing dialogue about invitations in front of the class.

1.6 Definition of Key Terms

1. Students' Difficulties

The difficulty that will be spoken is the difficulty experienced by students when speaking English during classroom interaction in EFL SMP YPK Kotaraja. Difficulty in responding to the interlocutor during dialogue.

2. Classroom Interaction

The interaction between learner and learner in the classroom when doing invitation/task simulation during dialogue in front of the class.

3. EFL class

EFL class is a foreign language class. In this case, the EFL class discussed is the English class which is carried out / scheduled every Monday and Friday in class 8E SMP YPK kotaraja.

