

CHAPTER I

INTRODUCTION

1.1 Background of the Research

For most high school students in Indonesia, learning English is one of the frightening experiences that must be faced, especially when they learn how to speak in English. This problem is because English is a foreign language that is rarely used in their daily lives. When the researcher did the preliminary investigation for his potential research in SMK 4 in Batanghari Regency, the researcher found that the problem faced by students majoring multimedia when learning English in the classroom is speaking skills. For example, they cannot deliver their ideas in English well or correctly say a word in English. Because of that, they use Indonesian more often than English in English classes.

Moreover, when the learning process took place, students tended to passively participate whenever the teacher asked them questions related to the English lesson. Besides, based on the K13 curriculum, students are required to be more active in the learning process, and the teacher is only a facilitator. Unfortunately, the facts are inversely proportional to those in the field; the teachers are more active than the students. This, of course, also affects the development of students' speaking skills. Also, several studies indicated that oral language development has largely have been neglected in the classroom, and frequently, oral language is used more by teachers than the students (Hosni, 2014).

However, speaking skills are important in communication, without ability to speak, someone is unable to convey their ideas. Ur (1996) states that speaking is the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This suggests that using language is more important than knowing it because "there is no point in knowing much about a language if you cannot use it" (Scrivener, 2005, p.146).

Although speaking is a crucial language skill that students should work on, it has been generally observed that they have various issues on speaking English. Because of the reasons that the researcher mentioned above this research aims to find what speaking difficulties that have been encountered by the eleventh-grade students of SMK 4 Batanghari. Therefore, the researcher investigated the topic by proposing a study entitled “An Analysis of Efl Students’ Speaking Problems at One of Senior High School in Batanghari “.

1.2 Research Question

The researcher formulates the research question for this study as follows:

What are speaking difficulties encountered by eleventh-grade students of SMK 4 Batanghari in English classroom?

1.3 Purpose of the Research

The purpose of this research is to identify the speaking difficulties encountered by eleventh-grade students of SMK 4 Batanghari in English classroom.

1.4 Limitation of the Research

The research limits its investigation to the difficulties that students face when they speak in English in the classroom. The subject of the research is limited to the eleventh-grade student from SMK N 4 Batanghari.

1.5 Significance of the Research

The result of the study potentially can help English teachers to understand factors that cause students' difficulties in speaking. Hopefully, they will consider the findings of this research to revise their teaching methods and materials given to the students. Finally, the findings of this study can be used as reference material for further research, especially those related to speaking difficulties.