

## **CHAPTER I INTRODUCTION**

### **1.1 Background of the Problem**

English is an International language. It is spoken all over the world and it also has an effect on living. English is very important in the human life because it is not only used for communicating to people in the world but also it is used for getting better jobs or work in the future. In Indonesia English is one of a number of foreign languages which have been in use for some time or which are coming to be taught. However, it seems that English is a very special subject since it is taught from elementary school to university level (Madkur, 2018:39).

Generally, English have four important skills that are listening, speaking, reading, and writing. All of skills are important to be mastered in order to enable learners communicate using English. Among all of the skills, speaking is considered as one of the most important skills to develop since it involves the learners not only with the language aspects, but also with many aspects like confidence, anxiety, shyness, nervous and others.

It is stated by Alsubaie (2016:4) and Leong and Ahmadi (2017:35) Speaking is not only know how to produce specific point of language or linguistic competence such as grammar, vocabulary, pronunciation, fluency, comprehension and other, but also know what ways to produce language and how to use in the context of language.

Speaking is an activity to articulate something which is done by speaker in order to conduct communication each other. It means that speaking is a process of building and sharing meaning through verbal and nonverbal communication. When talking about speaking people also think about language, Akbari (2018:35) states that language is a tool of human that used for communicating meaning, conveying message, sharing the knowledge, joking, and other. It can be concluded that human always use language in every situation and their activities.

Most learners of English nowadays need to be able to communicate with other people in the language (Abbaspour, 2016:144). The fact, it is different from the reality. Most of the learners who take English education program cannot speak English fluently. It occurs because they do not believe in themselves that they can speak English (Handayani and Rabbianty, 2017:97).

The learners cannot show up their ability to speak English in public because they are shy and afraid to speak English. They think that their accuracy on speaking English is not good and worry that people who listen to their speaking will laugh. Another problem is about the vocabulary and grammar for example. Most of the learners fail to be fluent speakers due to the fact that they have limited vocabulary and bad grammar mastery. All of the problems will be barriers for developing English skills especially to learners' speaking skill.

The speaking barriers in learners of English as a foreign language learners consist of internal barrier and external barrier (Nuraini, 2016:10). Both of internal and external barriers will influence learners' speaking ability because if there is any one causing barriers in learning process for mastering English especially speaking skill, then learners will feel difficult in using the target language

(English). For example the use of mother tongue, Jahbel (2017:244) states that “mother tongue is regarded as one of the causes of learners’ low performance in speaking”. The use of mother tongue in the class is certainly not without reason. Some of the causes for using the mother tongue in class are the lack of motivation to speak using the target language (English), shy for using English, lack of confidence, and other. The effect of using mother tongue in teaching and learning process will weaken the target language or learners will not master English speaking skills properly.

Meanwhile, the other problem is environment factor. Environment factor can influence of learners’ speaking abilities because through the environment learners can continue to practice their ability to speak English so that they are accustomed to using the language. Environment will form the learners’ language, because when in the environment learners use dialect languages, then the language that use to learners are dialect languages, when the environment uses Indonesian to communicate then the Indonesian language that will be formed, and when the environment uses English then the language that form to learners is English (Swary, 2014:40).

Based on the examples above, it can be seen that the mastery of speaking English can be disturbed by the either internal or external barriers. Therefore, it is important to find out what barriers present in a speaking ability of English foreign language learners. Based on two examples above then the researcher is determined to conduct a research entitled **speaking barriers in learners of English as a foreign language**, which will discuss about both internal and external speaking barriers in learners of English as a foreign language learners at

the fourth semester of English education study program in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi academic year 2018/2019.

There are several reason why the researcher chooses barriers as the object of the research. First, English as a foreign language poses lots of barriers that experienced by the learners. Therefore, the researcher want to find out what are barriers experienced by the learners. So the result of this research can help learners in mastering English especially in speaking skill more easily. Second, from the object of this research (barriers) the researcher will conduct qualitative research because based on the researcher's observation, the qualitative research still very little in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi especially in English education study program. Therefore, the result of this research for enriching the qualitative research that any in English Education Study Program of Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi.

The researcher has chosen the learners of English education study program at the fourth semester as the subject of the research because they have passed several subjects of speaking skills such as English Speaking Basic as the speaking subject in the first semester, English Fluency in the second semester, Advanced Speaking in the third semester, and Public Speaking in the fourth semester. Public Speaking is the top level of speaking subject. Theoretically, they should already master English especially in speaking skills, but the fact based on little observation of the researcher on November 15<sup>th</sup> 2018 until December 10<sup>th</sup> 2018 they still have difficulties communicating in the target language.

To reveal speaking barriers in learners of English as a foreign language, the researcher chooses Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi as the location of the research because Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi is the only one college in North Lampung that has a major of English education study program. In English education study program, Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi has specific subjects for increasing learners' speaking ability as has been mentioned above. So, it is appropriate with a research that done by the researcher and it will be easy for researcher to collect and get the data especially in the barriers of speaking English for English foreign language learners.

## **1.2 Focus of the Problem**

Concerning background of the problem above, then the researcher draw the title about "Speaking Barriers in Learners of English as a Foreign Language at the Fourth Semester in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi Academic Year 2018/2019". However, this research will be so wide if all of problems become object of the research. For getting a good research, then the researcher just focus on what are speaking barriers in learners of English as a foreign language at the fourth semester of English education study program in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi academic year 2018/2019.

### **1.3 Formulation of the Problem**

As explained and revealed in background of the problem, the essential problem that would be described and investigated in this research could be expressed by a question: what are the speaking barriers in learners of English as a foreign language learners at the fourth semester of English education study program in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi academic year 2018/2019?

### **1.4 Objective of the Research**

This research is expected to find the speaking barriers in learners of English as a foreign language at the fourth semester of English education study program in Sekolah Tinggi Keguruan dan Ilmu Pendidikan Muhammadiyah Kotabumi academic year 2018/2019.

### **1.5 Use of the Research**

The result of this research is expected to give benefits both theoretically and practically. The uses of this research are as explained below.

1. Theoretically
  - a. The result of this research is expected to support and strengthen the existing theories and from the result of this research, the researcher hopes to find out new theory especially about barriers of speaking English for English foreign language learners.

- b. The result of this research is expected to enrich the theory in teaching speaking skill especially in teaching speaking English for English foreign language learners.

2. Practically

- a. The result of this research can be used as reference for improving the quality of learning for the learners especially in learning speaking skill.
- b. The result of this research can be used as reference for improving the quality of teaching for the teachers especially in teaching speaking skill.
- c. This research can be used as a reference for the next researcher who has the same topic in his research.