

CHAPTER I

INTRODUCTION

1.1 Background

English as an international language has a very important role in various aspects of life. English has become a universal language that connects various nations. According to Wijana (2018: 91-98), “in Indonesia the use of foreign languages is increasingly widespread and highly appreciated by schools and various international programs.” Mastery of English at the education level is very important to improve the quality of human resources in Indonesia. In the context of education, mastering English opens the door for students to access unlimited learning resources. From scientific journals, textbooks, to online learning platforms, everything is dominated by English. By mastering this language, students can enrich their knowledge and keep up with the latest scientific developments around the world. Difficulties in speaking and listening skills are a major challenge faced by secondary school students in learning English (Deswalantri et al. p.50, 2020). This condition certainly hinders the achievement of the expected English language competence, both in the context of education and in facing global challenges.

Good English language skills are a demand in the world of work and higher education. Harmer (2007) stated that “the role of English as lingua franca makes English widely used by many people.” Moreover, Abrar et al. (2018, p.128) stated that “foreign learners had spoken English all over the world.” Thus, English will help people to have conversations and to avoid misunderstanding in giving information. According to Krashen (1982), language acquisition is influenced by affective factors such as motivation, anxiety, and self-confidence, which can either

facilitate or hinder learning. Similarly, Brown (2007) emphasizes that both intrinsic and extrinsic factors play a crucial role in language learning success. By correctly identifying the obstacles experienced by students, whether it is related to internal factors such as motivation and interest in learning, or external factors such as teaching methods and available facilities, efforts to improve the quality of English learning can be carried out effectively. Therefore, it is important to identify the challenges students face in learning English.

Relating to the above mentioned backgrounds, a research has been conducted at SMA Negeri 1 Amarasi. The reason why the researcher chose to conduct the research in this school is because of personal interest in the field of language learning and the problem that the researcher wants to solve. This study aims to uncover the challenges students face in learning English at school, as well as the factors that influence English learning difficulties. By specifically identifying the barriers that students experience, this research is expected to contribute to the development of more effective learning strategies. In addition, the results of this study can also serve as a reference for educators, policy makers, and other related parties in an effort to improve the quality of English language learning in Indonesia. Therefore, the researcher wants to conduct research entitled "**AN ANALYSIS OF CHALLENGES FACED BY STUDENTS IN LEARNING SPEAKING FOR GRADE 11 OF SMA NEGERI 1 AMARASI : A QUALITATIVE APPROACH**"

1.2 Research Problems

From the title and background above, the researcher identifies problem to be studied is “what are students’ challenges faced in learning English speak in classroom?”

1.3 Aim of Research

The aim of this research is to analyze students’ challenges face in learning English speak in classroom.

1.4 Significance of Study

This research seeks to identify and understand various challenges students face in developing English speaking skills in classroom. The main focus of this research is on the factors that influence students' learning processes, including linguistic, psychological and environmental barriers. By highlighting these challenges, this research provides a clearer picture of the complexities of learning to speak English, without focusing on possible solutions.

1.4.1 Implication

Theoretically, the results support Brown’s (2007) perspective that speaking is a complex skill involving not only linguistic components such as vocabulary, grammar, and pronunciation, but also affective factors like anxiety and motivation. The challenges identified among the eleventh-grade students of SMA Negeri 1 Amarasi such as vocabulary deficiency, grammatical limitations, pronunciation issues, and speaking anxiety

clearly reflect the components outlined by Brown, especially in relation to fluency, accuracy, and psychological readiness.

1.4.2 Application

a. For Students: Implementation of Practical Solutions

Hold group-based training (peer-learning) where students can do practice speaking in a supportive atmosphere, such as casual discussions or simulating real situations (role-play).

Providing learning modules containing independent speaking practice, including tips for overcoming fear of speaking, comprehension lists, and dialogue examples.

b. For Teachers: Improving Teaching Methods

Teachers are given training on communication-based learning methods, such as task-based learning or project-based learning, which focuses on speaking skills.

Teachers can utilize technology such as language learning applications (e.g. Duolingo, Babbel) to facilitate interactive learning.

c. For Researchers and Academic Development

Compile academic articles from research results to be published in educational journals, so that the results can be accessed by other researchers.

Gather at research-based workshops or seminars for teachers in other areas who have similar challenges in learning to speak.

Building a framework for further research that utilizes a qualitative approach to explore other aspects of English language learning, such as listening or reading.