

Chapter One

Introduction

Chapter one discusses several sections. The first section is the background of the research. The background of the research discussed the information in the research, where this section explains the more general topics before moving on to the more specific topics. The next section is the identification of the problem. This section describes the findings of the problems that were discussed in the study. The study also has several limitations that were explained in the delimitation of the study. In this study, research questions contain the objectives of the research based on the problem to be studied. This part of the significance of research contains the benefits that can be taken by readers. Then the last is the organization of the research, which contains parts of the next chapter that were discussed in this research.

Background of the Research

Speaking in English is an important thing that needs to be developed. This is in accordance with Derakshan, Khalili, & Beheshti (2016) who said that speaking is an activity that exists in everyday life so it needs to be developed. Learning a foreign language like English has many benefits for life. People who can master two languages can make it easier for them to communicate because they understand the structure of different languages (Diaz as quoted in Kanisius, 2017). In addition, people who master more than one language can interpret sentences that have

ambiguous meanings better than monolingual (Cummins & Mulcahy as quoted in Ninawati, 2012).

Another benefit of being able to speak a foreign language like English is that it makes finding a job easier. This is because many companies are starting to cooperate with companies abroad, so many companies include mastery of English as one of the requirements in applying for jobs. According to Urbanhire (2019), the ability of employees to communicate verbally and in writing in English will aid the employer's negotiation process with foreign parties.

Learning to speak English is not easy because there are many new things that can be learned. In addition, sometimes the pronunciation and structure of the mother tongue are different from the English. Studying speaking English, students are required to understand how native speakers use language in communicating, not just understand the structure of the language (Shumin as quoted in Hamad & Alnuzaili, 2022).

There are various barriers faced by high school students in speaking English. One of the barriers experienced by most students in speaking English is anxiety. This anxiety is often experienced by students, especially when they have to speak in front of the class. This anxiety arises when someone has to communicate with other people so that it gives rise to thoughts of bad opinions that will be obtained when speaking in front of the class (Romlah, 2021). Another barrier in speaking English is

pronunciation. Pronunciation also became one of the barriers faced by students in speaking English. Pronunciation became a barrier in speaking English because there are many students who are influenced by their mother tongue (Celik and Kocaman, 2016). Many students think that using their mother tongue can help them understand the target language being studied.

However, based on the barriers faced by students in speaking English, they have strategies to overcome them. Simulation is one strategy (Hamad & Alnuzaili, 2022). In addition, there are metacognitive strategies and cognitive strategies. The other strategies that are usually used to overcome their barriers are practicing their speaking skill, using a dictionary, being relax and positive thinking.

The reason the researcher is interested in exploring the barriers experienced by students in speaking English is because the researcher wants to know what are the barriers experienced by students in speaking English and what are the strategies students use to overcome the barriers they experience. The researcher only focused on research on grade 11 students at one of the high schools in Kendal. There are several notable reasons why this research holds significance especially for language learning and teaching practice. Firstly, understanding these barriers allows language teachers to tailor their teaching practices and curriculum to address the specific needs of students. By recognizing the challenges that students face, teachers can develop targeted strategies and interventions to help students overcome these obstacles and enhance their language learning experience.

Moreover, identifying barriers can have a significant impact on students' confidence. When students encounter difficulties in speaking English, such as inadequate grammar mastery or poor pronunciation skills, they may feel insecure and hesitant to engage in conversations. By identifying these barriers and providing appropriate support, teachers can help boost students' confidence levels, encouraging them to actively participate in language activities and express themselves more freely. Increased confidence can create a positive cycle (Aziz and Kashinathan 2021). Therefore, students become more willing to take risks and practice their speaking skills, leading to further improvement in their language proficiency.

Motivation is another key aspect influenced by the identification of barriers. Motivation can affect students' desire to speak (Al Nakhalah, 2016). When students encounter persistent barriers in their language learning journey, they may experience a decline in motivation. Feelings of frustration and discouragement can hinder their progress and lead to disengagement from language activities. By recognizing these barriers, teachers can design motivating and relevant learning experiences that address specific challenges. For example, incorporating interactive and communicative activities can help students overcome their fear of making mistakes and maintain their motivation to learn and improve their language skills.

Understanding the barriers faced by students also enables teachers to adapt their teaching strategies and materials to target specific areas of improvement. For instance, if a common barrier identified is a lack of vocabulary mastery, teachers can

incorporate vocabulary-building exercises, provide engaging materials, and encourage regular practice to enhance students' vocabulary acquisition. By directly addressing these barriers, teachers can create a more effective and tailored learning environment that supports students in overcoming their challenges and progressing in their language proficiency.

Identification of the Problem

The problem taken for this research is based on the researcher's experienced when doing an internship in the Program Kompetisi Kampus Merdeka (PKKM) for six months in one of the vocational schools. The researcher did observation in English class. During the internship, the researcher participated in various activities carried out in English class. In observing activities in English class, there are barriers when students speak in English.

The first problem that the researcher found when conducting observations during an internship was that several students have problems when they are asked to speak English in front of the class. Some students refused to speak in front of class. They are afraid of making mistakes while speaking in front of class and unconfident in speaking English. This fear makes students passive in learning activities, especially speaking English.

The second problem was that some students felt that they were poor at acquiring vocabulary. Thus, students did not know how to answer teacher questions.

Actually, students know the answers to the questions asked by the teacher. However, the students could not answer because they did not know some English words to answer the question.

The third problem, students have missed pronunciation for some of vocabulary because of the difference in how to read letters in English. Sometimes students also have not responded to the teacher when speaking in English. Therefore, the teacher sometimes explains using two languages, namely mother tongue and English.

However, based on this problem, the researcher wanted to know what barriers students face when speaking English and what strategies can help them in overcoming these barriers. Like what methods do they use to overcome their fear of making mistakes or improve their English speaking skills after receiving an evaluation from the teacher.

Delimitation of the Research

This research was carried out to identify problems faced by students in speaking English and what strategies could help them overcome these barriers. Therefore, this study discussed the barriers faced by students in speaking English and strategies to overcome them. Therefore, this study focused on students' barriers in speaking English and strategies to overcome barriers. Then, the researcher delimitates the research site. This research has been conducted at one of the state vocational high

school in Kendal, central Java. Participants for this research also have delimitation. Participants for this research only six students that were recruited on this research. Finally, this research used qualitative methods for collecting data.

Research Question

Based on the problems that have been discussed above, this research has research questions:

1. What are the barriers faced by students in speaking English?
2. What are the strategies used by students to overcome the barriers in speaking English?

The Objective of the Research

Based on research questions the research aims to:

1. Explore the barriers faced by students in speaking English.
2. Investigate strategies that can help to overcome barriers in speaking English based on the barriers faced by students.

The Significance of the Research

The results of the research that has been carried out were expected to provide benefits and insights for readers, especially for students, teachers, and future researchers.

Students. The results of this study can be used for EFL students who are learning a foreign language, especially in learning English speaking skills. For them, they can find out what barriers students face in learning English so they can implement strategies that are appropriate to overcome their barriers in speaking English.

Teachers. In addition, this research can also be used for teachers in carrying out teaching activities according to the barriers or difficulties of students in speaking English. For instance, when students do not believe in answering questions from the teacher in English, then the teacher can apply strategies to overcome them.

Future Researchers. This research is also useful for future researchers as a reference to conduct the study or find out ideas in research study.

Organization of the Research

The researcher wrote this research in five parts. The first part is in the form of chapter one which contains explanations for conducting research such as an introduction, research background, identification of research, delimitations of research, research questions, objectives of the research, the significance of the research, and organization of the research. The second part is chapter two which presents a literature review. This literature review section contained a more detailed explanation of the barriers students faced in speaking English. This section also

contained an explanation of various strategies that could be used to help overcome barriers to speaking English which were supported by the opinions of various experts.

The third part included the methods used in conducting the research. This section described what methods were applied based on the methods that had been applied by previous experts. The fourth part is in the form of findings and discussion. This section explained the results of research that has been carried out and the implementation of these results. The fifth section is the conclusion section. This fifth section contains conclusions from the research that has been carried out.