

## CHAPTER I

### INTRODUCTION

This chapter presents about research context, research focus, research objective, significance of study, definition of key term and previous study.

#### A. Research Context

Part of the language skills that have to be mastered by language learners or foreign language is speaking (speaking skills). Speaking is one of the most important ability in any language around the world, someone who masters a language they are able to speak the language intuitively.<sup>1</sup> Speaking skill is considered one of the most difficult aspects of language learning, some students find it difficult to present themselves in spoken language, students are generally facing problems to use the foreign language to express their thoughts effectively. They can not continue talking because they face unconfident or cannot find the suitable words and some expressions, the importance of having English speaking skill is as a tool of communication and thought. Generally, the purpose of learning Speaking is to perform skills speak English orally so that they can compete in the outside world.

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<sup>1</sup> Endang, Indrawati, *Faktor-faktor yang Mempengaruhi Speaking Performance Mahasiswa Jurusan Pendidikan Bahasa Inggris*, Jurnal Filsafat, Sains, Teknologi, dan Sosial Budaya, Vol. 25 (2019), 27.



Learning speaking is not an easy skill to be mastered by learners. They consider speaking as the most difficult skill since it needs great bravery as well as preparation to speak well in the new language.<sup>2</sup> The students are trained to be able to speak English well and accurately, it is reflected that speaking is a productive skill because most of the time, this ability is expressed by a speech, dialogue, conversation or sharing information to the others. Speaking is the art of communication, therefore if we want to teach this significant skill to students we have to be consistent in class to engage them in this ability throughout communicative activities such as debates, oral presentations, discussion etc.

Teaching English speaking is the most used skill to communicate and interact with others by oral expression not only arrest the use of the right sounds in the appropriate patterns of rhythms and intonations, but also the choice of words and inflections in the appropriate arrange to convey the correct meaning. Speaking skill is related with communicative capability, enhancing the ability to speak, methods, oral communication background, motivation and psychological competence are also the parts

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<sup>2</sup> Sofyan A Gani, Dian Fajrina, Rizaldy Hanifa, "Students' Learning Strategies for Developing Speaking Ability," *Siele Journal, Studies in English Language and Education*, (Banda Aceh: 2015), 17.



in developing a language effectively.<sup>3</sup> All English learners hope to get the advantage of modern education, research, science, trade, because nowadays without speaking skills people will be miserable in this era of competitions and may find it difficult to realize what becomes goals, speaking mastery process is affected by some factors. The teachers have to conceive the factors that may affect students' speaking mastery, cognitive factors (Grammar, Vocabulary, and Pronunciation), while affective factors (Motivation, Confidence, and Language ego).

BFEC (Branch of Fan of English Course) is the branch of English course in Banyuanyar Islamic boarding school Potoan daya, Palengaan, Pamekasan. That is the branch of English course that usually students taken before before taking course in Banyuanyar English Center (BEC), there are four classes in that course namely; Smart A, Smart B, Highest A, and Highest B class.<sup>4</sup> English students of Highest A Class are the main subject to be analyzed because they are favourite class which have quality in speaking and they are able to communicate with each other in English. Additionally, they have many reasons why they are able to master English speaking, they show many competencies on the most basic

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<sup>3</sup> Juan Antonio Fonseca Morales, *Factors that Affect the Development of the Speaking Skill of English, in the Students of 11<sup>th</sup> Grade "A" at Augusto Cesar Sandino-Managua Second Semester 2019*, (Managua: Nicaragua, 2020), 11.

<sup>4</sup> Moh Hafidz, Banyuayar Islamic Boarding School Pamekasan, *Wawancara Langsung*, (02 Februari 2022).



grammatical structure, in other words they make no mistake when they speak up with their teachers in their daily activities and in some cases up to this point almost at the end of the year most of them, they are able to compete with the other branch in Banyuwanyar Islamic Boarding School. For many students speaking is not difficult to be mastered, there are some ways faced by students in speaking activities, there are vocabulary, pronunciation, grammar, fluency and comprehension. From that all make easy to expression that foreign language as an international language in the world.

Speaking mastery is one of the main object for students of Highest A Class because most of the time they have the English class many times per week and this is enough for developing this language as they have chance to deliver a topic, oral presentations, debates, and they are exposed to the language.

Therefore, this research is intended to analyze the factors affecting their speaking mastery, and consequently it is important to identify and describe the main obstacles that affect the factors of speaking mastery by taking the importance of the other skills which are the basic for learning a second language. It is also pretended to provide to the teacher different strategies while the class in order to develop the speaking skill



that will enable teachers to broaden speaking mastery well in this ability.

Classroom Speaking Activities of Highest A Class Branch of Fan of English Course, the activities of speaking class are; First, Memorizing vocabularies, in this section the students have to memorize at least 10 vocabularies per day, the teacher asks the students to submit it at evening after isyak prayer, after submitting it the students have to make sentence using the vocabularies which have been submitted. Second, Speaking practicing, it is one of activities which can help students enrich their speaking fluency, it is particularly suitable for the students in mastering the language, it is designed to provoke communication between students, so that the students have to talk to a partner in order to solve a problem or title given by teachers. Then the third is listen up, this one of weekly activities which many students enjoy, for sometimes teacher use English song to be puzzled, teacher write the lyrics in white board and many words are missed, the students given chances for twice to hear the song played, then students have to fill in the blank by correct word, and the students who can fill in by right word they get score, those make them interested in listening activity. The last is Discussion, this program in conducting the discussion is the students' chance to give their opinion in front of their friends particularly when the students are



mastering the topic of discussion. Therefore to encourage the students is to provide activities which force the students in expressing the ideas through the topic which is familiar with student's world.

Totally in a week the students have many speaking activities, but they have one only chance in practicing their speaking outside the classroom in front of public, that is in discussion activity, and some of students look unconfident in English communicating orally for they are looked by many people who they do not know before. This problem which usually happened outside the classroom is when the teacher asked them to give their opinion in English, they preferred speak unconfidently. However, the students were able to write, read and listen. This is due to lack of self confidence in those who are afraid, shy, lacking mastery of vocabulary, lack of the grammar and incorrect pronunciation. Based on the fact above that is why the researcher tries to research factors affecting their speaking mastery, why do the students have lack of self confidence in speaking English outside the classrom? Besides they are able to speak and practice their English correctly in the classroom with their friends. And what factors are affecting their speaking mastery?



## B. Research Focus

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.<sup>5</sup> Based on research context as described above, this research is focused on the formulation of the problem as follow:

1. How is the speaking teaching learning process at Highest A class Branch of Fan of English Course (BFEC)?
2. What are the factors affecting the speaking mastery at Highest A class Branch of Fan of English Course (BFEC)?

## C. Research Objective

John W. Creswell stated in his book that a purpose is the major intent or objective of the study used to address the problem.<sup>6</sup> Research objectives are usually short statements to indicate the purpose of a study. Based on the research problem above, researcher has the following objectives to be achieved:

1. To describe the speaking teaching and learning process at Highest A

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<sup>5</sup> John W. Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson, 2012), 59.

<sup>6</sup> Creswell, 60.



class Branch of Fan of English Course (BFEC).

2. To know the factors affecting the speaking mastery at Highest A class Branch of Fan of English Course (BFEC).

#### **D. Significance of Study**

The significance of this research may improve student's English speaking mastery in teaching and learning process at Branch of Fan of English Course. It can help the students to know the factors that affect their speaking mastery, so they can prepare in order to have a good ability in speaking. It can present new knowledge regarding the factors that affect student's speaking mastery. For teacher and department of English language education, to improve student's speaking skills is very significant. The result of this research expected to give positive input to English teacher in teaching especially speaking skill:

##### **1. Theoretically**

The results of this study will help provide contributions and information about the factors affecting speaking mastery, and it also will be an alternative reference to enrich speaking skill.

##### **2. Practically**





a. For Students

The aim of this study is to find out students could raise the awareness of factors affecting their speaking ability to improve and increase student's competencies.

b. For Researcher

As prospective teachers, the results of this research will be one of experience and knowledge about the factors affecting students' speaking mastery.

## E. Definition of key Term

Definition of key terms or operational definitions are required for avoid differences in meaning or lack of clarity of meaning.<sup>7</sup> To avoid misunderstanding and word difficulty for readers in clarifying about the key term, the researcher wants to provide an explanation of the term, as follow:

1. Factor

Factor is something which contributing to influence the occurrence of something, it is always related with something that will be a result

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<sup>7</sup> *Pedoman Karya Tulis Ilmiah*, 19.



and it gives an effect to the other.

## 2. Affect

Affect is to have an influence on someone or something, or to cause a change in someone or something.

## 3. Speaking

Speaking is the delivery of language through the mouth to speak we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips Speaking is the process of building and sharing meaning through the uses of verbal and non-verbal symbol in various contexts. It is one of the most important skills that must be practiced to communicate orally.

## 4. Mastery

Having power to dominate or defeat, it is great skill in a particular job or activity.

## F. Previous Study

Actually, the researcher found the study written by Juan Antonio Fonseca Morales entitled "Factors that affect the development of the speaking skill of English, in the students of 11<sup>th</sup> grade A at Augusto Cesar



Sandino-Managua, second semester 2019".<sup>8</sup> This research told about the factors that affect the development of speaking skill, it is also stated that to master English speaking uttered some factors that affect the development of the speaking skill in the students. Declarating the factors that affect the development of the speaking skill in English in the students were proposed variables and tools capable to answer to the questioning with respect to the mentioned problem and applied to the teacher and students.

Then, the researcher also reads the study written by Marriam Bashir, Muhammad Azeem, and Dr. Ashiq Hussain dogar entitled "Factor effecting students' English speaking skills."<sup>9</sup> This research clarifies about the factors in English speaking skills, more than half of the teachers use English as a medium of instruction, the students also reported the same thing. Both teachers and students are using interactive manners for teaching learning process. Teachers as well as students have the view that English is better medium of guidance. Teachers are also applying mother language during instruction. Teachers and students are

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<sup>8</sup> Juan Antonio Fonseca Morales, "Factors that Affect the Development of the Speaking Skill of English, in the Students of 11<sup>th</sup> Grade "A" at Augusto Cesar Sandino-Managua Second Semester 2019," (Managua: Nicaragua, 2020), 1-58.

<sup>9</sup> Mariam Bashir, Muhammad Azeem, Ashiq Hussain Dogar, "Factor Effecting Students' English Speaking Skill," 34.



promoting questioning and answering in English. Teachers are using helping material for their effective English speaking teaching.

The last, the researcher also read the study written by Khalil Jahbel entitled "Factors Affecting Students' Speaking Performance at High School in Malang".<sup>10</sup> This research describes the involvement, this study investigated the factors that may affect EFL students' speaking performance and the problems they face in speaking classes, it is noticed that students experience several factors such as psychological and linguistic factors. The psychological factors include students are frighten about making some mistakes and feel shy; lack of confidence and motivation, whereas the linguistic factors include using their mother tongue which is a result of lack of memorizing vocabulary and incorrect English pronunciation. The similarity of this research with the research that researcher will do is about the factors that affect English speaking mastery and the studies were carried out to identify the factors affecting students' speaking performance and students' speaking problems. While the difference between this research and the research that the researcher will do is that this research is carried out when the students' learning

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<sup>10</sup> Khalil Jahbel, "Factors Affecting Students' Speaking Performance at High School in Malang," *International Journal of English and education*, (Malang: Universita Negeri Malang, 2017), 242.



English in school, while the research that the researcher will do is in place of English course in Banyuwanyar Islamic Boarding School, and that research factors using minimal responses, recognizing script, and using language to talk about language, while the research that the researcher will do is using cognitive factors and affective factors, so that this research has the novelty of previous research.





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