CHAPTER 1
INTRODUCTION

This Chapter discusses some information to find the basic concept of this research. It explains the background of the study, the statement of the problem, the purpose of the study, the significance of the study, and the scope and limitation of the study.

A. Background of Research

Communication skills play a key role in people's ability to be successful in different fields of life in the era of globalization. All people need to get proficient overall skills in the language. Between these skills, speaking occupies the core position. The purpose of communication cannot be carried out effectively without using this skill. Speaking skill is used for communication[1]. Speaking skills can also be assessed from how a person can use a grammar pronunciation, and the vocabulary they use[2]. There are also four factors causing a person to have difficulty in speaking English, namely personal factors, namely personal factors, teaching strategy factors, curriculum factors and, environmental factors.

English speaking skill is a skill that students need to learn because it is crucial to the development of their English language ability. Student difficulties are impairments that can hinder their progress in education and lead to failure in their academic endeavors. In the process of learning English, a student must have experienced an obstacle in learning. These obstacles can induce student learning outcomes. This phenomena can happen to anyone including students who take English and non-English study programs. In learning English, equal propotion of material mastery and practice are required. Realizing the ideal language course is not an easy

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[1] Shamim Akhter, "Exploring the Significance of Speaking Skill for EFL Learners," *Sjesr* 4, no. 3 (November 25, 2021): 1–9.

[2] Santi Andriani Putri, Samsul Amri, and Ahmad Ahmad, "THE STUDENTS' DIFFICULTIES FACTORS IN SPEAKING," *J-SHELVES OF INDRAGIRI (JSI)* 1, no. 2 (May 31, 2020): 115–29, https://doi.org/10.32520/jsi.v1i2.1059.

task. A language teacher should be knowledgeable about teaching student's level of language proficiency in addition to having a firm grasp of the necessary material. The desired learning objectives will be challenging to attain if all conditions are generalized because every student essentially possesses a unique set of traits, including unique learning styles and varying degrees of subject matter retention according to the theory of multiple intelligences.

There are many difficulties in learning English language that extend beyond the primary, intermediate, and tertiary levels and remain up to the University level. Understanding the pronunciation of English spoken at regular speed through listening materials is challenging for many English language learners[3]. The difficulty in understanding text comes from a lack of familiarity with the subject matter and from a failure to understand how to link concepts from one sentence to another. In any case, this skill is more challenging than other skills due to the speaking problems that students face, including low vocabulary acquisition, pronunciation problems, confusion in word placement, anxiety, and various other issues related to teaching methods, curriculum, and environment.[4]

The existence of individuals and institutions depends on communication[5]. The majority of students are not familiar with English because English is a foreign language in our country. Although students have limited time to learn English in the classroom, they are still less encouraged to practice their language skills outside the class. This case is the difficulties of communication in English. Because most of students are under the weak impact of English grammar, they have a distinct level of

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[3] Phoenna Ath Thariq et al., "Sosialisasi Pentingnya Menguasai Bahasa Inggris Bagi Mahasiswa," *Jurnal Pengabdian Masyarakat: Darma Bakti Teuku Umar* 2, no. 2 (March 14, 2021): 316, https://doi.org/10.35308/baktiku.v2i2.2835.

[4] Lulud Oktaviani et al., "PELATIHAN TIPS DAN TRIK MAHIR BAHASA INGGRIS UNTUK MENINGKATKAN KEMAMPUAN SISWA SISWI SMAN 1 PADANG CERMIN," *Jurnal Widya Laksmi: Jurnal Pengabdian Kepada Masyarakat* 2, no. 2 (August 13, 2022): 70–75, https://doi.org/10.59458/jwl.v2i2.34.

[5] Stephen B. Stryker and Betty Lou Leaver, *Content-Based Instruction in Foreign Language Education: Models and Methods* (Georgetown University Press, 1997).

language ability. Some students find it difficult to study English on their own, while others simply follow a routine of textbook exercises and reading assignment. Finally, they struggle with speaking and listening in higher education. They struggle with word pronunciation, word meaning, phrase meaning, linking words, grammatical structure, expressing their ideas, thoughts, and opinions in English, as well as problem-solving.

Self-confidence is another factor that may influence a person's language learning, particularly in addressing students' difficulties. Speaking abilities among individuals are significantly impacted by their confidence, which is crucial as it can provide students with energy, courage, and motivation. As a result, students who are confident will perform at their highest level when it comes to speaking fluently. A student's self-confidence is their conviction that they are truly capable of finishing a task. All learning revolves around students' confidence in their capacity to finish assignments[6].

Becoming a fluent in English is one of the big challenges for UNIDA Students. This is because they learn English in general and not specifically. This makes difficult for them to focus on the skills that exist in English. In addition, the researcher also conducted a pre-observation, which is interviewing several UNIDA students directly about they have obstacles in learning to speak. The activity involves meeting random students and encouraging them to discuss and share the various difficulties they experience, particularly in speaking English.

The use of English in various activities, clubs or large events should help students improve their ability. However, this implementation has not been able to improve English speaking skills for students, especially non-English language students.

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[6] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (Prentice Hall Regents, 1994).

One of the many clubs or major events that Unida presents is The Friday Lecture. Many speakers at The Friday Lecture spoke in English for delivering the material, yet many students were unable understand what they were saying. This is supported by the interviews which the researcher did with several students, they said that they found the difficult to follow the speaker's discussion and would have rather talk with friends instead of listening to the speaker during the event. In Unida there also English week in every 2 weeks in one moth, which the student must speak English language. In fact, no one speak English language. There are also many students who talks on IELTS learning. They said that the teaching system did not develop their English skills, because the teachers did not use English language.

The results of the pre-observation conducted with UNIDA students revealed that some of them tend to make mistakes when attempting to speak English. When such mistakes occur, individuals around them may respond by laughing or criticizing the grammar they use. Another difficulty faced by them is a lack of English vocabulary, which will make them confused when they want to understand or respond to the Lecturer's explanation when teaching, or when they speak to their friends. Based on these data, it can be concluded that students have not been able to completely understand the discussion topics presented by speakers at various activities, associations or University events.

This research will be specific to the 1st Semester students at the language class, because twice a week they are required to attend language class. Arabic classes are scheduled every Sunday and Monday, while English classes are held every Tuesday and Wednesday. Language class start at 1 to 3 p.m, and they will learn various skills in English language. Therefore, it can be ascertained that 1st semester students have more time and opportunity to improve their English skills.

There is a similar study that relates to this research conducted by Jaya (2021) "The Difficulties by Non-English Department Students in

Speaking English at Madako University". This study used a qualitative research design. Purposive sampling was used in selecting the 15 students from A Class of the second semester for the participants. The data was obtained from questionnaires and interviews. The researcher concluded from the data analysis that students' difficulties were a lack of confidence (50%), afraid of making mistakes (60%), and less English ability (67%) the researcher also discovered from the results of interviews that students have the difficulties in vocabulary and pronunciation. The results obtained by the researcher from the internal factor interview are interest, intelligence, shyness, and nervousness. Based on the data above, the researcher's findings from the interview on the external aspect included the classroom or student environment, which comes from family and lecturer.

There is also a similar study conducted by Salsabila (2023) "A Study of Speaking Anxiety Faced by Non-English Department Students at EFL Classroom at University of Malang". 30 fourth-semester students, 15 from the Department of Mathematical Education and 15 from the faculty of Economics and Business were randomly selected to participate in this study. The researcher used a questionnaire. The conclusion of this research shows that the 25 students have anxiety, and the majority of the University of Islam Malang 4th semester non-English department students experience test anxiety and trait anxiety.

One of events at Unida is The Friday Lecture. During this event, many speakers deliver their material in English. However, a significant number of students struggle to understand the content. This was confirmed through interviews conducted by the researcher, where several students admitted they found it difficult to follow the speaker's discussion. As a result, they preferred chatting with friends rather than paying attention to the speaker during the event.

UNIDA also organizes an English Week every two weeks within a month, requiring students to communicate in English. However, in practice, most students do not use English during this time. Additionally, many students have expressed concerns about the IELTS learning program. They feel that the teaching methods do not effectively improve their English skills, as the instructors often do not use English in their teaching Research has revealed that the difficulties experienced by non-English-speaking students are limited and have not focused on specific skills.

In contrast, this study comprehensively and holistically analyzes the difficulties faced by non-English-speaking students in English-speaking skills. The study focused on 1st semester of Non-English Department students in language class. Using purposive sampling, the researcher selected students who were active in class to identify the challenges of speaking English among students who were considered to have greater motivation compared to others. This research employs interviews, observations, and documentation as data collection methods. The findings of this study aim to complement the results of previous research.

B. Statement of The Problem

Based on the research background the researcher formulates the research question as follows:

1. What are the difficulties faced by students Non-English Language Department speaking English especially in students' language class?
2. What are the factors that become the reason faced by students Non-English Language Department speaking English especially in students' language class?

C. Purpose of The Research

According to the research question above, the researcher formulates the purpose of the research as follows:

1. To Describe the difficulties encountered by Non-English Department students in speaking English

2. To describe the reasons or factors why students Non-English Department students experience difficulties in speaking English.

D. Scope and Limitation of the Research

This research was conducted on students with non-English Language Department at University of Darussalam Gontor, especially for language class. Through direct interviews with students, observing and taking data from students. There have been many studies that discuss research on students, but there are no studies that discuss this research, especially on non-English students at University of Darussalam Gontor.

E. Significance of the Study

The research is estimated to give information for theoretical aspects: This research not only provided practical understanding of difficulties faced by students, but also contributed to develop the knowledge in the field of linguistics and language education. And this research is estimated to give information for practical aspect:

1. For Institution

    This study will be beneficial for the institution as a strengthener. It is expected that this study would increase the Institution's capacity to comprehend, accommodate, and make students feel at ease when dealing with pertinent issues in the future.

2. For a further researcher

    The study results are intended to provide information and understanding of the issues faced by ELF non-English students, and to future researchers, which focus especially on paying attention to speaking abilities and problem-solving techniques.

3. For Lecturers

    Lecturers can create a supportive learning environment and increase student motivation to participate actively. Lecturers can develop teaching methods that are more appropriate to overcome the difficulties faced by students.

F. Writing System

CHAPTER I

INTRODUCTION

The writer needs to identify the main problem of the incident in general, then briefly explain to the researcher what is critical in conducting research. In this section, the researcher explains the background of the study, problem formulation, the purpose of the research, the significance of the research, and the writing system.

CHAPTER II

LITERATURE REVIEW

The researcher requires a theory or materials to clarify some of the terms used in related research. This clarification is necessary to prevent and avoid misunderstanding. That is why researchers and readers have the same perception.

CHAPTER III

RESEARCH DESIGN

This chapter presents the research design, the content of the research, the data collection technique, and the data analysis technique.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the research discovery and enriches the researcher's discussion based on factual evidence obtained and collected during the investigation.

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the researcher presents two explanations regarding conclusions and suggestions. In the conclusion section, the researcher explains this conclusion regarding the results of the analysis of research evidence and provides tips to all those involved

in the research, such as English students, lecturers and institutions, the government, and future researchers