

CHAPTER I

INTRODUCTION

This chapter consists of the background of research, the research question, the purpose of the research, the significances of the research, rationale, research limitation, and previous study.

A. Background

According to (Herdiansyah, 2012) One of the English language skills that must be mastered by any foreign language learner is the ability to speak. The common question that arises from anybody who wants to know one's ability in a foreign language is whether he/she can speak English or not. According to Brown (2007: 14) "Speaking is the productive process of turning thought into meaningful language".

Speaking is a human way of communicating with other humans and speaking is also essential in life; speaking can get some critical information. It can also learn the information that we need, so speaking is necessary. Speaking in a foreign language is a challenging aspect of language learning that demands competence and mastery in learning any foreign language. Vocabulary learning verifies to play an essential role in oral communication. However, the literature lacks the studies where both English as a foreign language (EFL) students and teachers' views are obtained to provide analyses of the situations in which learners are not showing desired results in speaking (Al Hosni, 2014)

There are some speaking problems: some of the research indicates that EFL learners are incompetent in oral communication. In the practice of EFL teaching, making EFL learners fluent in verbal communication is challenging. In one study on Libyan EFL teaching, for example, learners were reported to encounter great difficulties in speaking skills, after spending years in learning English. They are failed to employ knowledge of real communication. According to (Khan, Radzuan, Shahbaz, Ibrahim, & Mustafa, 2018) on students' skill speaking English in a non-English speaking country such as Indonesia is limited.

The purpose of this phenomenological study was to document Indonesian EFL student teachers' experiences in speaking English at one public university in Jambi, Indonesia.

Data came from demographic semi-structured interviews obtained from eight participants. We organized our analysis and discussion around Indonesian EFL student teachers' perspectives and the contexts in which experiences they encountered emerge. Our analysis of the text revealed overarching themes and sub-themes including (1) language barriers (Vocabulary, pronunciation, grammar, and fluency); (2) psychological factors (anxiety, attitude, and lack of motivation); (3) learning environment (lecturers, peers, and topics of speaking modules), and (4) practicing the language (self-practice, practising the language with tutors and peers, practising the language with media and technology, and maintaining a positive motivation). The findings indicated that all of the themes and sub-themes appeared to be intricately interrelated; the students' barriers in EFL speaking might be the outcome of inadequate teaching.

In this present study, Vocabulary is considered the key factors in students' speaking (Add Reference, 2017). The researcher believes that the lack of Vocabulary impairs the students' speaking performance. Therefore, the researcher investigates. The purpose of learning the Vocabulary to speak correctly is this research about department students has the same problem, namely Vocabulary. Unfortunately, speaking is necessary because, without a lot of Vocabulary, students cannot speak well using a foreign language.

Because this research will focus more on vocabulary problems, and how to overcome vocabulary problems.

Thus, from the background of the explanation above, this study discusses to find out "EXPLORING EOC VOCABULARY PROBLEMS OF EFL STUDENTS IN SPEAKING CLASS in English Language Education UIN Sunan Gunung Djati Bandung"

B. Research Questions

1. What are vocabulary problems faced by students in speaking class?

2. How can the students solve the vocabulary problems that they faced in speaking class?

C. Research purposes

The study intended:

1. To describe student's vocabulary problems in speaking of English Education Department UIN Sunan Gunung Djati Bandung.
2. To find out the way to solve those problems in Speaking class of English Education Department at UIN Sunan Gunung Djati Bandung

D. Research significances

Practically, the research is the benefit for the students of English Education Department of UIN Sunan Gunung Djati Bandung to solve the vocabulary problem in speaking class the research of study is expected for the lecture of the researcher and other researchers for the details:

1. For the student: can find the solution in their vocabulary problem
2. For lecturer: the lecturer can find out why students have difficulty speaking English and the lecturer can find out what students, especially in vocabulary problems References.
3. For other researchers: other researchers can use the results of this study as a comparative study.

Theoretical Significance:

This researcher will clarify whether speaking weaknesses affect because of the lack of Vocabulary that English education department students have

E. Research limitation

This research was conducted as many as two meetings in November from the second week to the third week. This research was conducted in class B speaking classes the first semester of English Education Department UIN Gunung Sunan Gunungati Bandung, the object of this study was limited to the vocabulary problems of students in the speaking class. The data is taken by distributing questionnaires, conducting interviews and observing in the classroom to see learning speaking in the classroom. data from this study are only represented on the first semester of English language education UIN Sunan Gunung Djati

F. Rationale

Harmer (2006:1) said that speaking is so much a part of daily life that we take it for granted. According to Plato quoted by Purwanto (1996:43) had ever said in his book *sophists* that "*berbicara itu berfikir yang keras (terdengar) dan berfikir itu adalah Bahasa batin*". So based on those definitions, speaking is more complex skill than other because the speaking must know the sound, structure, and vocabulary system of the language, in addition the speaker must think of idea he wishes to express, either initiating the monologue or change the position of the tongue and jaw in order to articulate the grammatical, lexical and culture feature needed to express his idea, he must be sensitive to any change in register or style necessitated by person (s) to whom he is speaking and the situation in which conversation is taking place. All of these interrelated acts mental and physical must take place simultaneously.

Vocabulary is commonly defined as "all the words known and used by a particular person". *Knowing* a word, however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge. Hiebert and kamil (2005) (PUSPITASARI, 2018) suggest a basis of communication, especially in the English language. Mastery of Vocabulary is not only to support the four language skills: listening skill, speaking ability, reading ability, and writing ability, but also the existence of words mastery is very crucial in learning English as a foreign language. We cannot communicate using English without mastering Vocabulary. The student with limited knowledge of Vocabulary cannot demonstrate in English language will. Consequently, they will not be able to understand any ideas delivered to them.

There are no sources in the current document. Recent vocabulary studies draw on an understanding of lexis, the Greek for word, which in English "refers to all the words in a language, the 2 Teaching Vocabulary entire vocabulary of a language" (Barcroft, Sunderman, & Schmitt, 2011, p. 571), So it will probably not surprise you to learn that Vocabulary also includes lexical chunks, phrases of two or more words, such as Good morning and Nice to meet you, which research

suggests children and adults learn as single lexical units. Phrases like these involve more than one word but have an explicit, formulaic usage and make up a significant portion of spoken or written English language usage. Also called formulaic sequences (Alali & Schmitt, 2012), they are central to English vocabulary learning and therefore worth teachers' attention as they teach Vocabulary (Lewis, 1993), Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their ideas. Wilkins (1972) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112),

English as a second or foreign language is the use of English by speakers with different native languages. Language education for people learning English may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). The aspect in which ESL is taught is called teaching English as a foreign language (TEFL). A traditional term for the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication., *English as a Foreign Language* (EFL) corresponds roughly to the Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985). **EFL** instructional approaches differ in significant ways. ESL is based on the premise that English is the language of the community and the school and that students have access to English models. EFL is usually learned in environments where the language of the communities and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students As the number of ESL students has increased in schools across North America, more classrooms and school have become more like EFL than ESL environments." (Lee Gunderson, *ESL (ELL) Literacy Instruction: A Guidebook to Theory and Practice*, 2nd ed. Routledge, 2009)

Teaching English as a Foreign Language (TEFL) refers to teaching English to students in the first variety of languages. TEFL can occur in either a public-school system or more privately, in a language school or with a tutor. TEFL can also happen in English-speaking countries for people who immigrate there (either temporarily for school or work or permanently). TEFL teachers may be native speakers or not native speakers of English. Other abbreviations for TEFL are TESL (Teaching English as a Second Language), TESOL (Teaching English to Speakers of Other Languages), and ESL (English as a second language, a term usually used in English-speaking countries, and more often referring on learning rather than teaching)

G. Previous Studies.

In journal by (Herdiansyah, 2012) several problems often occur in talking about the issue of speaking variation between the teacher and the student, and there are differences in some material which will be conveyed concerns in the journal together with the theme being examined in the journal. Students can discuss and discuss any issues they experience in vocabulary grammar is very limited, and it becomes one of the obstacles they speak English correctly. In this study students could not speak because they did not have the Vocabulary needed on a topic, they also lacked the skills to form a sentence, and they translated using mother tongue and some students still thought they were afraid of mistakes when speaking English, making some students choose not to speak in class and in front of their friends so as not to feel embarrassed if he mispronounces English, in this study there are five ways for teachers to make students want to speak English the teacher indirectly tells the student to talk about a topic raises their confidence do teaching strategies, curriculum, extracurricular activities, and assessment rules.

One research was provided by (Khan et al., 2018) speaking in a foreign language is considered to be a challenging aspect of language learning that demands competence and mastery in learning any foreign language. Vocabulary learning verifies to play an important role in oral communication. However, the literature lacks the studies where both, English as a foreign language (EFL) students and teachers' views are obtained to provide analyses, of the situations in

which learners are not showing desired results in speaking. The current study explores the problems of lack of Vocabulary that Saudi EFL students face with particular focus on their speaking proficiency, explains if anxiety is very influential with the way a person speaks.

Fear can be very negative for students who use English as a second language, and which several factors that make a person unable to speak normally because, lack of confidence speak in front of people the lack of comprehensible linguistics and the lack of Vocabulary that they have lack of support from teachers in this journal there is a strategy to help students fight anxiety when speaking English by the way the teacher tells students to prepare before they enter the class, trying to make students think afraid to make mistakes in speaking a foreign language. The teacher becomes prohibited from correcting students' errors in a way that makes the student embarrassed in other words the teacher plays an essential role in this matter because if the teacher makes a wrong decision the student may become afraid or anxious when told to speak in front of people using foreign languages.