

CHAPTER I INTRODUCTION

Chapter one begins by introduction then consists of background of the study, scope and limitation, research questions, purpose of the study, significance of the study and last the definition of the key terms.

A. Background of The Study

Based on Law Number 20, 2003, article 15, in vocational high school, the students are indeed prepared and guided to be ready for work (Cahyati, S.Rahmijat, & Rizkiani, 2014). The major which is taken by students expected that after graduating from the school they can get good job or perhaps students can open their own business and open employment opportunities for people around them later. The students of vocational high school must prepare their self to compete with others. One of the things that must be prepared by students is language, especially English. In this global era, the language most often used is English and wherever you are there is always English so the students are expected to be fluent or at least understand about English (Soegeng, 2005). English is one of terms for apply jobs vacancy also. Either passive or active, many companies have that term. Unfortunately, based on researchers pre-observation in a vocational high school in Surabaya, the students in vocational high school are not fluent in English even though English is needed when they work.

There are many obstacles or barriers that occur when students learn the second language. The obstacles or barriers to speak English fluently in the second language are very common among students in the classroom, for example lack of knowledge, fearful of criticism, lack of motivation to learn, use of mother tongue (Leong & Ahmadi, 2017). Moreover, sometimes the students feel shy and cannot express themselves in front of others, especially when they are being asked to give personal information or opinion, they will feel worried or anxious about speaking badly, and, therefore losing face in front of their classmates (Harmer, 2002).

However, According to Ur (1996:121), there are some barriers factors in speaking skill that is happen in EFL's students, worry about making mistakes, anxious, nervous, unconfident, lack of knowledge, low of motivation, and using mother-tongue. In the other hand, Rababa'ah in Al Nakhalah (2016) from Arab shows that the barriers factors in speaking is not only related with the student's themselves but it can happen from other side for example teaching method and student's environment. Furthermore, Leong & Ahmadi (2017) from School of Educational Studies, University Sains Malaysia, assume "learners with a low self-esteem, higher anxiety and low motivation have serious difficulties in speaking skill in spite of having acceptable linguistic skills". In additional, Tanveer (2007) says that stress can be causes the barrier factors in speaking.

The important thing in this research is the teachers must know and understand the barrier factors in speaking English and some their difficulties. If the teachers have known the barriers factors in speaking skill, furthermore the teacher must have the solution to decrease the barriers and make an interest situation or teaching method to help the students during learning process. Based on the studies above, this research will describe the barriers or obstacles factors of vocational high school students in speaking English by internal and external factors, focus in Indonesia's school especially ones of vocational high school in central of Surabaya City.

B. Scope and Limitation of the study

The scope of the study is teaching speaking English. The limitation of the study is focused only in the barrier factors of vocational high school students. The place of the study takes in one of vocational high schools that located in Surabaya.

C. Research Questions

The research question in this research is: what are the barriers factors faced by vocational high school students in speaking English?

D. Purpose of the study

The study have primary purpose to know the barrier factors in speaking English and give the teacher more information about the barrier factors at vocational high school students in speaking English.

E. Significance of The Study

This project provided an important opportunity to advance the understanding of the barrier factors of the students at vocational high school in speaking English. For the researcher the benefits of this study the researcher will know the barrier factors in speaking English. For the English teacher, this research gives some factors that makes the students in difficulty in speaking and can help them to decrease the barrier factors in speaking English.

F. Definition of The Key terms

1. The Barrier Factor : A natural formation or structure that prevents or hinders movement or action (Definition of Barrier by Merriam – Webster).
2. Speaking : An act of making vocal sounds (Slideshare: Speaking Skills, 2018). Furthermore, Brown (1994); Burns & Joyce (1997) shows that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. In addition, Thonburry (2005:20) considers that speaking activity is interact which is to deliver the ideas of the speakers to listener or hearer. In same line, Aguilera and Filologia (2012:163) say “speaking is a productive skill which is involves using speech to express other meanings to other people”.
3. Vocational High School : A type of educational institution which is designed to provide vocational education, or technical skills

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required to perform the tasks of a particular and specific job.
(Wikipedia, 2019)