

CHAPTER I

INTRODUCTION

A. Background of Study

Language is not merely a conduit for communication; it also serves to unite a nation when communicating with other countries. English is a universal language that is widely used in many countries, including Indonesia. Consequently, in light of the aforementioned developments in society, particularly among the younger generation, it is imperative that they are able to communicate in English in order to connect with the outside world (Sari and Maharini 2023).

English is a global language that is consistently used across diverse contexts and is essential for the mastery of various technologies, knowledge, and scientific disciplines². Furthermore, English is a language that can be employed to search for job vacancies. Given the prevalence of English as a global language, many companies require their applicants to demonstrate proficiency in English communication skills. English is a medium of communication that must be mastered. In the contemporary era of globalisation and digitalisation, the concept of borders, space and time is becoming increasingly irrelevant (Sanggau, Astuti, and Enawaty 2023).

The objective of the English language classes is to prepare participants to communicate in everyday life in accordance with global expectations, as well as to enhance their communication skills to a higher level. Competence is a personal attribute. It would be a significant achievement if this could be disseminated on a global scale. It is of great importance to be able to communicate effectively in both oral and written forms (Sanggau, Astuti, and Enawaty 2023).

A further examination of the English language study field reveals that it is an adaptive field of study which functions to support the teaching and learning process in schools. This enables students to fulfil the abilities or competencies set by their study programme. The objective of English teaching and learning activities at the vocational school level is to ensure that students gain the ability to understand basic knowledge and skills in English in a study programme that is appropriate to their major (Fitriana and Friends. 2023).

Mastering spoken English can facilitate communication for students, both on social media and on a global scale. The ability to compose sentences is a fundamental aspect of effective communication. Sentences serve as the building blocks of language, allowing individuals to express their thoughts and ideas in a structured manner. By understanding the nuances of sentence composition, individuals can effectively convey their intentions and differentiate their behaviors within different communities (Mandasari and Friends. 2022).

Learning English is a crucial asset for vocational students to respond to a variety of challenges in their professional world (Aflah, Mita Nur., Rahmani 2018). However, many Indonesian vocational students struggle to speak fluently. One of the difficulties that vocational students face when communicating with their classmates is pronouncing English sounds, and the lack of vocabulary possessed by each student results in communication failure (Tangerang 2023). Regina Febriani and Mega Febriani Sya (2022) express their opinion that learning English is much more challenging than learning Indonesian. Apart from understanding the meaning of the language itself, students must also be able to write and pronounce English words correctly. Language is not just about communication, but also about understanding the meaning of words and sentences.

It is not uncommon for vocational students to experience difficulties in communicating in English in a classroom setting. The difficulty an individual experiences in achieving a goal can be attributed to a combination of personal factors that make the action unattractive. Students' reservations about utilising English in the classroom may be attributed to a multitude of factors, including internal challenges and those encountered with their peers. Furthermore, there is a concern that students are fearful of making mistakes when speaking in English, which may result in them becoming more reticent and inclined to merely listen. Additionally, many students are apprehensive about using English in public settings due to the potential for making mistakes. Additionally, there are students who refrain from speaking English in class due to embarrassment in the event of being corrected by their classmates.

In the context of English language teaching, students encounter a multitude of challenges that impede their progress in developing their English language skills. One of the most challenging issues encountered is that of pronunciation, which affects the ability to speak. One of the most straightforward aspects of oral communication to observe and assess is pronunciation. When an individual speaks English, those who are listening will be able to identify the manner in which that individual pronounces the language. One of the most significant developments of the present century is the emergence of education as a pivotal force in enhancing the quality of human resources. The acquisition of English proficiency is a challenging endeavour due to the complexity of the language, which encompasses four fundamental skills: reading, writing, speaking and listening. In order to achieve optimal English language skills, it is necessary to employ professional language instructors in order to produce quality students. In addition, it is essential to ensure that students receive an appropriate balance of instruction and practice (Susanthi 2020).

The process of teaching and learning within the education sector is not always smooth, especially for those who do not have a liking for certain subjects that they are required to study. Obstacles always arise in the learning process regardless of the educational setting. Consequently, these learning difficulties have a negative impact on the academic performance of students who are pursuing education. Therefore, many educators feel responsible for conducting ongoing research. This research includes analyzing the difficulties experienced by students, investigating internal and external factors that cause student learning difficulties, and developing teaching methods to increase student interest in learning. Another aim of research is to develop and advance the teaching and learning process in the classroom. As educators, it is our responsibility to ensure the optimal development of our students. Therefore, we must pay attention to the individual abilities of each student in the teaching process, with the aim of understanding and assisting their development. By identifying the strengths and weaknesses of our students, we can develop methods of learning and research within the classroom (Tambunsaribu and Friends. 2021).

Researcher need to comprehend the factors influencing the learning process and outcomes of their students since learning difficulties stem from such factors. Research aiming to discover the challenges faced by students during the learning process would be highly beneficial to educators in finding solutions to help these struggling students. This is what underpins the need for a diagnostic concept of learning difficulties experienced by students, particularly in the context of learning English, which they have been studying for years from primary school to vocational level (Tambunsaribu and Friends. 2021).

The English language learning process is influenced by four key factors.

1. Factors related to physical condition include visual impairments, hearing deficits,

disorders of balance and spatial orientation, negative body image, hyperactivity, and malnutrition.

2. Environmental factors Learning difficulties are the result of an unsupportive family, community, and school environment, which can impede psychological and social development and negatively affect academic performance.
3. Motivational and affective factors can pose a challenge to students in their pursuit of learning. Those who frequently struggle in one or more subjects might experience lowered self-confidence and self-esteem. Such attitudes can significantly diminish their motivation to learn and also trigger negative feelings towards learning-related matters, resulting in passivity and reluctance.
4. Psychological Impairments. The psychological impairments comprise of weakened attention span, impaired vision, reduced ability to hear, impacted motor function, hindered cognitive abilities, and slow language acquisition.

Once the factors that impede students' learning have been identified, it becomes evident that there are two primary causes: internal and external. Internal factors stem from the student themselves, whereas external factors arise from sources such as family, school, community, and friends. These two factors contribute to students experiencing difficulties in learning. In this scenario, students may find it arduous to accept, comprehend, and implement the knowledge that has been imparted to them. These difficulties might lead to students achieving low learning outcomes, and in some cases, may even cause them to fail to meet the stipulated achievement standards (Tambunsaribu and Friends. 2021).

B. Research Problem Formulation

Based on the background information, the research will aim to address the following questions: It is necessary to focus on an objective and comprehensible

presentation of the information with an emphasis on clear language, technical terms, and a formal register.

1. What challenges do Arriyadh grade 11 Islamic vocational students encounter when communicating in English?
2. What factors contribute to the communication difficulties experienced by Arriyadh grade 11 Islamic vocational students in the English language?

C. Research Purposes

Based on the problem formulation outlined above, the research aims to achieve the following objectives:

1. The objective is to assist students at Arriyadh Islamic Vocational School in grade 11 in overcoming the challenges they encounter in communicating in English.
2. The objective of this study is to ascertain the factors that impede the communication abilities of students at the Class 11 Arriyadh Islamic Vocational School.

D. English Benefits of Research

It is anticipated that this study will yield both theoretical and practical advantages, which will be examined as follows:

1. Theoretical benefits: This research has the potential to enhance scientific knowledge pertaining to the learning of English, specifically in addressing communication difficulties encountered by vocational students.
2. This research is expected to play a significant role in education by contributing to the understanding of communication issues faced by vocational students using English. The practical insights gained from this study will benefit educational staff, pupils, students and researchers seeking to develop effective communication strategies.

E. Confirmation of Terms

Explanation of the term is intended to provide readers with a clear understanding of the scope of this research by establishing its boundaries. The term refers to

1. This study examines the communication difficulties encountered by 11th grade vocational students at Arriyadh Islamic Vocational School.
2. The objective is to identify the factors that impede effective communication in English for 11th grade vocational students at Arriyadh Islamic Vocational School.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

A synthesis of the findings from the research and discussions conducted indicates that students in Class 11 at Arriyadh Islamic Vocational School have not yet attained the level of proficiency in everyday communication that is expected of them. The limited vocabulary and lack of proficiency in pronunciation pose significant challenges for these students in communicating in English. The lack of exposure to English in their daily lives and at school means that they are unable to develop their communication skills. Furthermore, the influence of peer interactions is also an impediment to their development in English communication. In their social interactions, they do not use English but instead employ regional languages.

B. Suggestions

In light of the observation data, questionnaires and interviews, it is this author's recommendation that:

1. At the conclusion of each lesson, the instructor presents a list of new vocabulary for students to commit to memory.
2. It is incumbent upon students to begin communicating in English with their peers, both within the school environment and beyond.
3. It is incumbent upon educational institutions to designate a specific day on which students may engage in English-language communication within the school setting.

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