

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The importance of learning English nowadays cannot be overstated, as it is spoken in the majority of the world. Despite its importance, many students in bilingual classes continue to face various speaking performance problems (Rada, 2023). Previous studies have mostly focused on linguistic aspects such as pronunciation, vocabulary, and grammar, but research examining how these speaking problems emerge within real classroom communication is still limited (Candraloka & Rosdiana, 2019; Fachrunnisa & Nuraeni, 2022; Pratiwi & Prihatini, 2021). This gap indicates the need for a deeper investigation into the factors that influence students' speaking performance in bilingual learning environments.

Speaking as one of the productive skills, is often considered the most challenging aspect of English learning (Riadil, 2020). As (Brown, 2001) states in his book "Teaching by Principles: An Interactive Approach to Language Pedagogy", speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In this process, speakers are required not only to express their ideas but also to understand, interpret, and respond appropriately to others' utterances. (Brown, 2001) emphasizes that successful speaking performance is influenced by several essential components such as conversational discourse, pronunciation, accuracy and fluency, affective factors, and interactional effects. Each of these components plays a vital

role in determining the quality of oral communication and learners' overall communicative competence.

In addition, previous research by Chea, (2024) has identified a number of obstacles that affect students' speaking performance, such as a lack of opportunities for authentic practice, high levels of anxiety, inadequate vocabulary and grammar knowledge, cultural influences, and less than ideal teacher-student interactions. Umisara et al., (2021) assert most students feel awkward and insecure when it comes to speaking in a foreign language, especially English. One significant factor causing this is the unbalanced condition of bilingualism (Filipović, 2022). For instance, many Indonesian students grow up in environments where local languages and Bahasa Indonesia are used interchangeably, which results in very limited exposure to English (Nyoman Tantri1 & Santosa, 2024).

Bilingualism is a common occurrence in the more globalized world of today. Due to social contact, media exposure, or formal instruction, learners frequently pick up and utilize many languages in their everyday life Irene et al., (2023). When it comes to learning English as a foreign language (EFL), bilingualism can help or hurt the process. Alisoy, (2024) states, many learners struggle with learning English words due to phonological differences from their native language. (Roza et al., 2024) also noted that the structural differences between Indonesian and English often cause students to produce grammatically incorrect sentences when speaking in English.

As Supakorn, (2020) states, the phenomenon can also be analyzed through Conversational Analysis (CA), which provides insight into how individuals organize, respond to, and manage spoken interactions during communication. In the context of

language learning, CA helps to reveal how students construct meaning, take turns, or respond to communication breakdowns while speaking in English. (Song et al., 2022) This analytical approach is useful for identifying subtle interactional challenges that may not be immediately visible through traditional language assessments. Therefore, using CA can help researchers gain a deeper understanding of students' real speaking performance, not only from a linguistic perspective but also from the interactional process that occurs during conversation (Oladipo et al., 2022).

Based on the pailed study conducted by the researcher through recording bilingual class students while performing speaking activities in front of the class, it was found that many students still face noticeable struggles in speaking English. Some pupils seemed reluctant when answering questions, stopped a lot while speaking, and frequently utilized Javanese or Indonesian terminology when their vocabulary was limited to English. Others avoided making eye contact, spoke extremely briefly, or shown a lack of confidence when giving presentations. These results show that speaking issues are still prevalent among bilingual students and imply that these issues are influenced by psychological and interactional elements in addition to linguistic structure. This occurrence emphasizes how crucial it is to use Conversation Analysis to examine multilingual speaking performance.

Numerous studies have examined speaking issues and its effects on English speaking performance (Jaya et al., 2022). Most of the existing research has focused on learners in general school settings, particularly on common difficulties such as conversational discourse, pronunciation, accuracy and fluency, affective factors, and interaction effect (Brown, 2001). However, these researchs still only look at a small

number of situations and educational levels. Moreover, the majority of previous research has addressed only one or two aspects of speaking related problems.

Very few studies have comprehensively examined multiple speaking difficulties simultaneously as in research (Nuraeni et al., 2024). Therefore, this study is significant as it focuses exclusively on the bilingual class at SMA Muhammadiyah 1 Ponorogo to provide a deeper understanding of the speaking problems faced by students in this specific learning context. A thorough investigation into the speaking difficulties faced by the bilingual pupils at SMA Muhammadiyah 1 Ponorogo has not yet been conducted.

Furthermore, there aren't many studies in Indonesia that try to integrate (Brown, 2001) theory of speaking difficulties components with the Conversation Analysis (CA) perspective. While Brown's framework classifies the main speaking problems, such as conversational discourse, pronunciation, accuracy and fluency, affective factors, and interactional effects, CA concentrates on how students handle real time interactional factors. The combination of these two viewpoints is uncommon in Indonesia, particularly in bilingual classes, which makes this study unique and significant from an academic standpoint.

Therefore the aim of this study is to examine the kinds of speaking issues that SMA Muhammadiyah 1 Ponorogo bilingual students face and how these issues affect their speaking abilities. It also seeks to understand the root causes of these issues and to uncover patterns that may assist educators in better addressing the challenges that bilingual kids experience. In contrast to previous studies that mostly relied on surveys or descriptive analyses, this research employs an interactional approach that captures authentic speaking practices and communication breakdowns occurring in real classroom

discourse. Furthermore, as the first study focusing specifically on the bilingual class at SMA Muhammadiyah 1 Ponorogo, it is expected to provide valuable insights for improving students' English-speaking performance in similar bilingual learning contexts.

Furthermore, the results of this work are intended to provide both theoretical and practical contributions. In theory, it will contribute to the current literature on speaking challenges by providing a more in-depth analysis within the setting of a bilingual classroom. Practically, the study's findings can help English teachers, curriculum developers, and school administrators design effective teaching strategies, classroom activities, and support systems that directly address the challenges that bilingual students face when developing their speaking skills.

1.2 Statement of the Problem

Based on the primary observation and the theoretical framework, this study addressed the following questions :

1. How do bilingual students at SMA Muhammadiyah 1 Ponorogo display speaking performance problems in real classroom interaction, particularly in terms of conversational discourse, pronunciation, accuracy and fluency, affective factors, and interactional effects?
2. What bilingualism-related factors such as L1 interference, limited exposure, cognitive load, and affective dimensions contribute to bilingual students' speaking performance problems?
3. What strategies or classroom practices can effectively support bilingual students in overcoming these speaking performance problems within the bilingual learning environment?

1.3 Purpose of the Study

Based on the background of the study above, the purpose of the study is:

1. To identify the speaking performance problems experienced by students in the bilingual class at SMA Muhammadiyah 1 Ponorogo.
2. To describe the factors that contribute to speaking performance problems in the bilingual class.
3. To explain the possible solutions or strategies that can help students overcome their speaking problems in a bilingual learning environment.

1.4 Significance of the Study

This research is expected to provide both theoretical and practical significance, as described below:

1. Theoretical Significance

The findings of this study are expected to enrich the existing literature on bilingualism and speaking performance. It may contribute to a deeper understanding of how bilingual students experience and overcome speaking difficulties, especially in bilingual classroom contexts. Moreover, the study can serve as a foundation for future research that seeks to explore effective approaches to enhance speaking ability within bilingual environments.

2. Practical Significance

Practically, the findings of this research are expected to provide valuable benefits for several parties, particularly educational institutions and teachers involved in bilingual programs. For schools or colleges, this study can serve as a meaningful reference to better understand the speaking challenges experienced by students in bilingual classes. Through this understanding, institutions may develop more effective teaching programs and create

a supportive learning environment that helps students build greater confidence and competence in speaking English.

The results of the study may be useful to educators in identifying and addressing the unique speaking challenges that bilingual kids encounter. By being aware of these difficulties, educators may adapt their teaching methods, make use of pertinent materials, and design interesting classroom activities that satisfy the needs of their pupils. In the end, this research is expected to inspire teachers to create a more encouraging, conversational, and stimulating atmosphere that enhances students' speaking skills.

1.5 Scope and Limitations

This research was conducted to eleventh grade senior high school students at SMA Muhammadiyah 1 Ponorogo. The focus of the research is on the *Bilingual Class*, where students' speaking skills are honed in academic and formal contexts.

The limitation in this study is that the research will only discuss speaking problems that directly affect students' speaking performance, conversational discourse, pronunciation, accuracy and fluency, affective factors, and interaction effect. The study did not cover other language skills such as reading, writing and listening.

1.6 Definition of Key Term

Speaking	Speaking performance refers to an individual's ability to
Performance	produce effective oral speech, including aspects of fluency, accuracy, vocabulary, pronunciation, and grammar in the context of oral communication (Yayuk Hayulina Manurung, 2020)

Bilingualism Bilingualism is the ability to use two or more languages in everyday life, either in oral or written form, across different contexts (Baker & Wright, 2021).

Bilingual Class A bilingual learning program is a bilingual learning system designed to improve students' ability to use a foreign language (Sujarwati, 2023).

Conversational Analysis Conversation analysis (CA) is a social research method that studies how conversations are structured to understand participants' perceptions and cooperative strategies (Ian Hutchby, 2019).

