

Chapter One

Introduction

This chapter presents several points to assert a definite discussion of the main problem of the research. In this chapter, the researcher talks about the background of the study to explain the problems which occur in speaking. Furthermore, this research shows statement of the problem. After that, the researcher gives limitation of the research. Afterwards, the researcher mentions the research questions which are related to the topic. Besides, the researcher goes to the objectives of the study. Finally, the researcher delivers the significance of the study.

Background of the Study

In Indonesia, English language learning has been playing an important role in educational context. English language learning has become one of the requirements to graduate from every school in junior high school and senior high school. English becomes one of the subjects in the Indonesian national final examination or it is well known as UAN. Thus, the students should master English subject to pass their final examination. Based on Ministry of Education and Culture (2015), the subjects of the Indonesian national final examination of high school are English Language, Indonesian Language, Science, and Mathematics. Furthermore, Indonesia has been applying a system of Asian Economic Society where every person is able to work in every country in Asia, so Indonesian people should use English to communicate with other people dealing with their business in other countries in Asia. Thus, nowadays, English in Indonesia is not only for educational field but also for business field as Lauder

(2008) stated that English in Indonesia has played an important role in education, politics, and society at large in particular business. It is clear that English is very important to be learned from children to adult to support them as a part of Asian Economic Society.

In learning English, students should be able to master four language skills in English. The four skills are speaking, listening, writing and reading skill. Listening and reading belong to receptive skills whereas speaking and writing belong to productive skills. It is in line with Mundhe (2015) that four skills in English which need to be mastered by EFL students are speaking and writing as productive skill and reading and listening as receptive skill. According to Lalima (2013), English students' need to master four language skills of English, covering listening, speaking, reading, and writing. From all of them, speaking is one of productive skills which is important to be mastered by English students. Sari (2013) also believes that speaking becomes an important component of human being and it cannot be separated from each other. In addition, speaking skill also becomes the special demand that must be mastered by people who include of AES (Asian Economic Society) to encourage their business activities. It is believed that English quickly becomes a universal language, because it is used for communication almost every people in the world (Richards, 2001; Hussein, Demirok, and Uzunboylu, 2009; Pakir, 2009; Wozniak, 2010; Alzubaidi, Aldridge, and Khine, 2016).

Whereas English speaking skill is important to be mastered, there are some problems faced by students in mastering English speaking skill. Zhang (2009) argued that the majority of EFL students are difficult to master speaking skill, and

they are still incapable in English oral communicating. In addition, Al Hosni (2014) said that the strongest reason for students' difficulty in speaking is having lack of motivation to speak English. One study at Turkish EFL classroom was done by Tok (2009) resulting that unwillingness and anxiety were the two problems often faced by EFL students when speaking. Besides, students' environment may become another factor in oral communication obstacles. It occurs when the class becomes noisy. In addition, Jdetawy (2011) pointed out that there are many factors that become the problem in speaking English among EFL students which are from the students themselves, the teacher teaching strategy, the curriculum, and the environment. Thus, problems in speaking do not only come from the students itself but also come from their external factors.

To overcome the problems above, speaking strategies are intensely needed for students. Learning experience may be applied as an effective strategy, even in speaking. Speaking strategies become good partner for students in learning speaking skill. Students who have strategy in learning speaking can improve and master their speaking skill easier than students who do not have strategy in learning speaking. According to Nakatani (2010), EFL students can improve their speaking ability easier by applying learning strategy, and it allows them to become autonomous students. However, EFL students should understand the appropriate strategies that they are going to use, so the students can improve their speaking skill immediately. Al Hosni (2014) and Tokoz-Goktepe (2014) revealed that suitable strategies used by the students are helpful to establish their learning goals including speaking skill. Thus, speaking strategy is very important for students to help them in learning speaking.

English Education Department of Universitas Muhammadiyah Yogyakarta offers many courses which focus on speaking skill. Those subject courses are listening and speaking for daily conversation, listening and speaking for formal setting, listening and speaking for academic purposes, listening and speaking for career development, grammar 3 (focus on speaking) and English for tourism. Although EED of UMY students have learned the courses, they still find the difficulties to speak English fluently. Based on the researcher experience, when the students did the presentation in front of the class, they did not speak English well. It seemed that they have lack of vocabulary. Sometimes, the students made a long pause and speak unclear information. Another case, some students in English Education Department also faced anxiety and lack of participation. As a result, when the students did group work or work discussion, some students kept silent in that group.

From those cases, EED of UMY students are indicated that they have difficulties in speaking English. Therefore, the researcher is interested in investigating the problems faced by the students in their speaking and the strategies used by the students in solving their speaking difficulties.

Statement of the Problem

English Education Department students have some problems dealing with speaking English. The students' problems in learning English are students' motivation, students' English proficiency, teachers' teaching style and students' strategy (Al Hosni, 2014; Jdetawy, 2011; Tok, 2009). Based on the researcher's experience at EED of UMY, when the students are learning speaking, it may potentially create problems. The problems may come from the students

themselves and external factors may also participate in students' speaking problems including the environment that does not support the students to learn speaking. As the consequences, the students will leave behind the other students and they cannot make improvement of their speaking ability. In fact, those problems can be minimized by using appropriate strategies in learning speaking. The strategies play an important role in speaking English because they can facilitate the students to speak effectively in order to convey the meaning successfully.

Limitation of the Problem

From the problems above, the researcher has some limitations to make this research feasible. Firstly, this research only focuses on finding the problems and strategies used by the EED of UMY students. Secondly, the researcher only focuses to EED of UMY students batch 2014.

Research Questions

The researcher would like to obtain the problems faced by the EED of UMY students and their strategies used to overcome those problems. The questions can be formulated as follows:

1. What are the problems faced by EED of UMY students in speaking?
2. What are the strategies used by EED of UMY students to deal with speaking difficulties?

Objectives of the Study

The objectives of this research are to find out the problems encountered by EED of UMY students in speaking and to discover the strategies used by EED of UMY students in solving speaking difficulties.

Significances of the Study

This research also provides some significances for the researcher, students, teachers, and future researchers.

The first significance is for the researcher. This research will make the researcher more aware of the problems and apply the appropriate strategy dealing with the problems in speaking as the student. Furthermore, the researcher hopes to be able to share the strategies to other teachers and apply the proper strategies in speaking to solve those problems as the future teacher.

The second significance is for students. Every student has different problems, in term of speaking and strategies in overcoming those problems. This research can give more information and new ideas in strategies to solve speaking difficulties which are probably appropriate for the students who face the problems in speaking so that they can apply them.

The third significance is for teachers. This research also intends to give information for the teachers about problems commonly faced by the students and the strategies used by the students in solving those problems. Furthermore, by knowing the problems, teachers can choose and apply a proper strategy to deal with the problem in learning process.

The fourth significance is for further research. The researcher hopes that other researchers could continue this research into deeper study so that other researchers could find other strategies in solving speaking difficulties. Furthermore, the researcher also hopes that other researchers could investigate the problems in speaking which is not only from students' perception through doing

an interview but also from observing the curriculum. The researcher then hopes that this research can be as a reference for other researchers in the related topic.