

Chapter One

Introduction

In this chapter, the researcher provides the introduction of this study which consists of background of the study, formulation of the problem, and limitation of the study. Besides, this chapter also puts three research questions regarding the important issue that is appropriate with the context of the study, purpose of the study which helps strengthen the research questions, and significance of the study which shows the reason why this research is important to be conducted.

Background

There are four skills that should be learned by the students who are studying English such as speaking, writing, reading, and listening. Those four skills are characterized into two types those are receptive skill and productive skill. Listening and reading are categorized into receptive skills, while speaking and writing are categorized into productive skills (Brown, 2000). Speaking skill is one of the major skills for effective communication in any language, especially when first language is not utilized by speakers (Boonkit, 2010).

To speak English well and fluently are more challenging than to read, write, and listen to English, it is caused of lack of confident if errors in pronouncing a word or in using grammar is made. One among several reasons to take into consideration might be lack of confidence in terms of nervousness about making errors (Trent, 2009). Kuśnierek (2015) also noted that speaking requires foremost a great deal of practice, so it is considered as one of the most difficult skills. It means that several considerations might be thought by the students when they are speaking and it is hard for them. The students may consider their

pronunciation, vocabulary, and grammar whether they have a good pronunciation, whether they use not too common vocabulary, or whether they use the right grammar when they are speaking. It is also supported by Boonkit (2010) who stated that to enhance communication achievement with both native speakers of English and other participants of the international community, English speaking skills should be developed along with the integrated skills such as skill in grammar, skill in pronunciation, and vocabulary mastery. So, it can be concluded that to be able to speak English well and fluently they have to understand about English in several aspects like pronunciation, grammar, and vocabulary.

English students are demanded to have ability in speaking to be used as communication device in both informal and formal context. Besides, they may not informally talk in English continuously, because they have to regulate when the exact time to talk both formally and informally, so it needs lecturers' role to elucidate the theory. Specifically, the use of English by lecturers to deliver materials in a class may be able to give influence for students to increase their speaking skills. Hargreaves and Cristou (2002) advised that teaching methodology should be planned not only to legalize the programs, but also to support learning by concentrating on the teaching and learning practice at the program level. So it means that the lecturers should tell not only the theory of English to the students but also the activity that can support the students to practice. Lecturers should creatively set context of the class like English environment, and one of ways is to use English as a communication device. Although, the students do not mainly learn speaking, at least they are used to listen to sentences in English that can be an experience to increase their speaking skills, so through listening to the lecturers

speaking English might indirectly teach the students to speak with a better grammar and pronunciation and to enrich vocabularies. Patil (2008) asserted that a priority that should be considered by the lecturers is building up the learner's confidence to reduce fear of making errors, in order to make the learner feel comfortable with their language use. Therefore, when the students have had better grammar, better pronunciation, and a lot of vocabularies, they might have confidence more to improve their speaking skills.

Through the use of English as a medium of instruction (EMI), it is good for the students' linguistics to be able to be adjusted by the lecturer if they are making errors when they are giving response in English. Because the students do not have much time to specifically learn about pronunciation, vocabulary, and grammar in a class, it is extremely important for the lecturers cooperating with the students to utilize English as a medium of instruction, and it may be going to give very good influence to increase student's speaking skills. Ibrahim (2001) stressed that more exposure to English and more chances to acquire English will be gained by students through EMI. So, if the students have been used to respond using English in a class, they may be able to automatically increase their verbal communication which can also be applied by them to communicate outside class. Sometimes, there are some learners who are not able to really know what the lecturers say when the lecturers use English as a medium of instruction, yet it is no problem, because the students have to be used to listen to English moreover to speak English in a class. So, the students should also increase their speaking ability by themselves through practice.

The use of English as a medium of instruction at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) has been implemented by lecturers. As a student who has also been studying at EED of UMY, the researcher found that not all lecturers really prioritized to use English as a medium of instruction in class, whereas the use of English as a medium of instruction might be very important to help students enhancing their speaking skills. In the other side, there were only view students who keep using English to respond the lecturers who use English as a medium of instruction, and they were the students who already have passion and they who were strongly able to motivate themselves. Hence, if the use of English as a medium of instruction is prioritized by the lecturers, it may help the students who are less motivated to use English as a medium of instruction moreover for the students who are already motivated by themselves. Therefore, that becomes the researcher's reason to investigate the correlation between English as a medium of instruction and student's speaking skills at EED of UMY to conduct this study, because the researcher is curious whether the use of English as a medium of instruction has positive correlation to the student's speaking skills. So, the researcher uses this problem as the research topic in this study.

Formulation of the Problem

In developing student's speaking skills, both lecturers and students should cooperate to each other to achieve the goal of the teaching and learning process. Implementation of the use of English as a medium of instruction by the lecturers might be able to be one of ways to develop the students' skills especially in speaking skills, because the students will always attempt to talk in English.

Additionally, in implementing the use of English as a medium of instruction, the lecturers should strictly commit, for it is to avoid the students' attitude to underestimate the regulation that they should also give response in English. Even though, it may be harder for some students who have not understood English more yet to always respond in English than the students who have already known, yet it might actually help them to enhance their ability in understanding English more, because it also lets the students to acquire English by listening continuously to the lecturers and their friends. Also, it looks that the students have to force themselves to always use English as a communication device, yet it will be helpful to exercise, because if it is not early applied, the students will only increase the theory of English, and their ability in speaking will be hampered.

Passively talking in English when teaching and learning process are happening can be an obstacle for students to enhance their speaking skills, because speaking is a fundamental skill that should be mastered by the students in learning English through practice. At least by the use of English as a medium of instruction in class can help the students to train their ability in speaking, because learning a language is far different from learning other subjects like psychology, history, or others. Language is about talking, so one of ways to measure the success of learning language can be the way the students use that language to speak.

Limitation of the Problem

This research only focuses on the use of English as a medium of instruction at EED of UMY. The researcher's experience showed that the use of English as a medium of instruction at EED of UMY has not been effective yet,

because not all lecturers are consistent to use English as a medium of instruction in their teaching process. Then, there are only few of students who have good ability to speak well and fluently. In the other hand, the researcher thinks that the use of English as a medium of instruction has positive correlation to the students' speaking skills at EED of UMY, so that is why the researcher tries to find out whether the use of English as a medium of instruction has correlation to students' speaking skills. If the result shows that there is correlation, the researcher will also distinguish the relations between negative correlation and positive correlation.

Research Question

The research questions being investigated in this study are:

1. How is the use of English as a medium of instruction by lecturers at EED of UMY?
2. How are students' speaking skills at EED of UMY?
3. What is the correlation between English as a medium of instruction and students' speaking skills at EED of UMY?

The Purpose of the Study

This research intends to find out:

1. The frequency and the impact of the use of English as a medium of instruction by lecturers at EED of UMY.
2. The student's ability in speaking English at EED of UMY.
3. The correlation between English as a medium of instruction and students' speaking skills at EED of UMY.

Significance of the Study

This research aims to give benefits to researcher, lecturers, students, and institution.

Researcher. This research gives benefit to the researcher to know how the use of English as a medium of instruction influences students' speaking skills at EED of UMY. After knowing the correlation between English as medium of instruction and students' speaking skills, hopefully as a future teacher, the researcher can pay more attention to the use of English as medium of instruction.

Lecturers. By knowing the influences which are caused by the use of English as a medium of instruction in teaching and learning process and the correlation between English as a medium of instruction and students' speaking skills, the lecturers who have been teaching in EED of UMY can apply a more suitable methodology in teaching or it can also be a consideration.

Students. The students will know their ability in speaking and they will also know how far they have done some efforts to increase their speaking skills. Thus, they will try to find out better techniques for themselves to improve their speaking skills and try whether the use of English as a medium of instruction can help them.

Institution. This is beneficial for the institution to know more about the use of English as a medium of instruction by EED of UMY lecturers and the students' speaking ability who have been studying at EED of UMY. Afterward, the institution will give instruction to the lecturers to always try enhancing the students' abilities in English especially for speaking ability by using English as a medium of instruction in teaching and learning process effectively. So, when the

institution finds that the use of English as a medium of instruction can give benefit to the students' speaking skills, automatically it can also give benefit to the institution that the teaching methodology quality of English Education Department of UMY is being better.