Chapter One

Introduction

In this chapter, the researcher describes an introductory part of this study. First, background of the study is explained. Second, the statement of the problem is stated. Third, the limitation of the problem is elaborated. Fourth, the research question is drawn. Fifth, the purpose of the research is described. Last, the significances of the research are stated.

Background

Speaking is the main skill used in verbal communication. In speaking, people can deliver their idea and their feeling. The example of delivering idea is students present their idea in front of people like presentation and discussion. In addition, the example of delivering their feeling is students use speaking skill in daily verbal communication.

In daily verbal comuniation, there are detailed examples of delivering feeling using speaking skill. First, when friends are on their birthdays, people usually speak English to congratulate them that people are happy to know. Second, when people have a mistake to other people, they will be sad by speaking English. It means that delivering feeling using speaking skill can be in both happy situation and sad situation.

Speaking skill is important for people. There are the reasons about why speaking skill is important. First, it is to interact among people. Efrizal (2012) stated that speaking skill is used for people in an oral form to communicate to other people. Second, it is to deliver information to other people. Cameron (2001)

as cited in Khoiriyah (2011) said that in language, speaking skill is used actively to show a fact in order to be understood by people.

Based on the researcher's experience, reasons why speaking skill is important are as follows. First, in job interview as English teacher for part-time job, people need speaking skill. In job interview, the researcher ever delivered his personal information needed using speaking skill. In delivering his personal information, it was about the researcher's educational background, the reason of working and working experience related to that job. Second, during thesis proposal examination and thesis defense, speaking skill is needed. In this opportunity, students are required to deliver their works. Third, in a teaching and learning process in the classroom, students often do presentation in their classrooms. Hopefully, by doing presentation, students learn about speaking skill very much. That is why knowing students' influencing factors to have a good speaking skill is needed to be done. Therefore, the researcher wants to investigate the research entitled "Factors Influencing Students' Speaking Skill at EED of UMY".

The Statement of The Problem

Based on preliminary-observation done by the researcher, there were students who had good speaking skill and students who still needed improvement in their speaking skill at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY). The characteristics of students who had good speaking skill were as follows. First, they had good fluency. It was supported by Akhyak and Indramawan (2013) who stated that fluency was one of characteristics for a good speaker. Second, they had good confidence. Kadri and

Sahraoui (2015) said that good confidence could make students' speaking skill well. Third, they had correct pronunciation. It was supported by Burns (2003) as cited in Marza (2014) who mentioned that people would have good speaking skill if people had good pronunciation.

In contrast, students who needed improvement in their speaking skill meant that their speaking skill is little. Based on preliminary-observation done by the researcher, they had characteristics for students who needed improvement in their speaking skill as well. First, they did not have confidence while speaking skill. It was supported by Irianti's (2015) questionnaire about EED of UMY students' problems batch 2011 in speaking skill. One of questionnaire results showed that students had little confidence in speaking skill at EED of UMY. Second, their English pronunciation was incorrect. It was in line with Sinta's (2015) study result about EED of UMY students' problems in speaking skill batch 2012. The study result was EED of UMY students had limited correct pronunciation.

In the researcher's consideration, the students who had good speaking skill can be good examples for the students who needed improvement in speaking skill. The students who needed improvement in their speaking skill need to follow the success of the students who had good speaking skill. It is hoped that the students who needed improvement in speaking skill will have better speaking skill.

The Limitation of The Problem

The researcher is interested in investigating more about factors influencing students' speaking skill that help students to improve their speaking skill at EED

of UMY. The research is limited to study the factors that happened at EED of UMY at the time the research was conducted. The results may vary when the subject of research or the setting of the research changes.

The Research Question

Based on the limitation of the problem above, the researcher formulates research question of this study. Research question of this study is "What are factors influencing students' speaking skill that help students to improve their speaking skill at EED of UMY?"

The Purpose of The Research

Based on research question formulated by the researcher, the purpose of this study is to investigate factors influencing students' speaking skill that help students to improve their speaking skill at EED of UMY.

The Significances of The Research

The results of this research can be used by these parties.

The English teachers. The findings reveal influencing factors that make students good at speaking English. From the findings, English teachers can know influencing factors that make students good at speaking skill. For example, the English teachers can have their students read their favorite books. After this, the students can discuss information found in their favorite books to their friends.Therefore, English teachers can have their students learn and implement influencing factors of speaking skill found in this study's results.

The students. The students can practice results of this study. Students can make creative speaking strategies based on influencing factors found in this study.

For example, if students only implement discussion in their English learning before, then this study reveals other learning strategies except discussion. For further example, while students stop doing discussion, they can turn on English songs every break of discussion. It is good for increasing students' vocabulary as well. This discovery is very useful for students. Therefore, students' English learning would reach a maximum result by combining their own learning strategies and learning strategies found in this study' result.

The other researchers. The other researchers can do other studies related to the same topic. They may use this study as a reference. Moreover, they can develop their studies using ESL context.