

Chapter One

Introduction

This chapter presents the introduction to the research being conducted. This chapter contains five sections. The first section talks about the reasons why the researcher is interested to investigate the topic. It is followed by the statement of the problem, where the researcher points out the issues that are going to be observed. Nonetheless, these issues are limited to some points. Research question and the purpose of the research will be provided afterwards. Finally, this chapter also discusses the significances of the research.

Background

Speaking skill tends to be ignored in the teaching process especially in teaching foreign language. The teacher more often teaches writing or reading skill. In fact, based on the researcher' experience when studying in the elementary school until seniorhighschool, speaking skill was not included in national examination, but speaking skill was tested in practical examination in the school. Therefore, the teachers of foreign language tend to teach writing and reading skill to prepare the students for the national examination. Prator (1991) stated that reading and writing are considered as the focus of language teaching, while the ability to speak a foreign language is regarded as irrelevant.

Speaking is an important skill that must be mastered by the students. This is in line with Cahyono and Widiati (2006) who revealed that speaking or oral communication has been considered an important language skill for second or foreign language. By mastering English, students are likely to get a job because

they have bilingual communication competence. However, mastering speaking is not easy to be learnt by students. Yesilyurt & Dincer (2013) stated that speaking is complex and difficult to master because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, and gesture. Based on the researcher' experience when studying in high school, the learners of foreign language were not be able to master English language. This shows that English is failure to be taught in Indonesia (Nur & Renandya, 2004 as cited by Widiati & Cahyono, 2006).

According to Yesilyurt and Dincer (2013), speaking ability is underestimated in foreign language learning contexts and taught with old-fashioned teacher-centered approaches. They also stated that the teacher in teaching speaking uses audio-lingual method by focusing students in memorizing and repeating conversation from textbook. It means that the teacher still use old way to teach speaking. Besides, based on the researcher' preliminary observation before doing teaching practice, the teacher often used drilling in teaching speaking. Whereas, there are some various kinds of the teaching speaking that can be applied in their teaching and learning process of foreign language.

Teaching speaking is not easy to be done by the teacher. Based on the researcher' sharing experience in the observation of internship program, the teacher told that there were some challenges regarding to teach speaking. The challenge encountered by teachers is time constraint. Teachers are unable to explore and teach comprehensively in ninety minutes. Another challenge faced by teachers is managing classroom in the teaching and learning process. The teachers

they found teaching speaking is a challenge, especially the pre-service teachers who do not have many experiences in teaching speaking. Based on the researcher' and the other pre-service teachers' when teaching English in internship program, they used several strategies to promote students' ability in teaching speaking skill. Pre-service teachers chose the appropriate strategies based on the age and students' ability. Every pre-service teacher use different strategies in teaching speaking. However, they still found that teaching speaking is very challenging especially to ask students to speak up. Students did not seem enthusiastic because they remained silent when the pre-service teachers requested them to practice speaking. They also seemed to underestimate the pre-service teachers. It causes the students not respect pre-service teachers as their teacher. Whatever the pre-service teachers ask, the students do not want to do their instruction.

For this reason, the researcher is interested in investigating the strategies used by pre-service teachers of English Language Education of Department of Universitas Muhammadiyah Yogyakarta (ELED of UMY) and challenges in applying the teaching strategies in teaching speaking.

Statement of the Problem

Most of English Education students are likely to have to implement theories they got during studying into practice in the future. Therefore, the department provides an internship program as the opportunity for these pre-service teachers to apply what they have understood. Since, teaching is basic skill that should be mastered by the pre-service teachers, students can develop their teaching skill through the internship program. Internship program can give some

benefits to pre-service teachers such as learning about classroom management, acquiring strategies used in teaching practice, and knowing media used in teaching practice.

In internship program, pre-service teachers teach some skills such as reading skill, writing skill, listening skill, and speaking skill. Pre-service teachers teach in the school only in some particular meetings. They also teach based on a syllabus given by the school. Nevertheless, in internship program, it also has some problems. Some of them are problems in designing the lesson plan, limited time given to do teaching practice, lack of facilities to support students learning at school, and challenges in teaching practice, especially in teaching speaking.

Based on the researcher' experience, the researcher presents some challenges in teaching speaking. The example is that students are less enthusiastic when learning English. Limited time also becomes one of the problems when doing teaching practice. Finally, students have mispronounced, lack of vocabularies, and speaking ability problem. Therefore, the role of teacher is to provide the strategies to improve students' speaking ability.

The Limitation of the Problem

Based on the statement of the problems above, this study has to be limited due to limited time, cost, and places. The researcher focuses on the strategies used by pre-service teachers. The researcher also focuses on challenges faced by pre-service teachers of ELED in employing teaching strategies in teaching speaking.

The Research Questions

To achieve the aim of this research, there are two research questions that are addressed, namely:

1. What are the teaching strategies used by pre-service teachers of ELED of UMY in teaching speaking skills applied in their teaching practicum?
2. What are the challenges faced by pre-service teachers of ELED of UMY in employing the teaching strategies in teaching speaking skills applied in their teaching practicum?

The Purpose of the Research

The purpose of this research can be identified as follows:

1. To find out the teaching strategies that are used by pre-service teachers of ELED of UMY in teaching speaking skill applied in their teaching practicum.
2. To find out the challenges faced by pre-service teachers of ELED of UMY in employing the teaching strategies in teaching speaking skills applied in their teaching practicum.

The Significance of the Research

The researcher believes that this research is important. The significance of the research can be applied to ELED students, lecturers, and other researchers.

Pre-service Teachers. This research can give benefits for students at English Language Education Department as pre-service teacher who will conduct teaching practicum. This research provides some information about strategies in teaching speaking skill that they can implement in their teaching practice. This

research can also be a reference for English Language Education Department pre-service teachers to know the difficulties that they may face during teaching speaking skill. By knowing the challenges in employing speaking strategies, the students can find the solution to minimize the challenges before doing the teaching practice.

Supervisors. The supervisor is a lecturer who control or supervise students in teaching practicum. Based on the result of this research, the supervisor can recommend English Language Education Department students to use some strategies in their teaching speaking skill in their teaching practicum. Afterwards, the supervisor can help pre-service teachers to find the solution in overcoming the challenges in implementing the strategies.

Institution (ELED of UMY). This study can be beneficial for this institution because from this research, the institution can know the challenges faced by the pre-service teachers in applying the strategies in their teaching practice. Therefore, the institution can evaluate the internship program and help students to minimize challenges through regulation or facilitate them with preparatory course before the pre-service teachers do actual teaching practice in the internship program.

Other Researchers. This study is expected to give benefit for the other researcher. The result of this study can be used by other researchers as a reference in their study. The other researchers are those who will conduct another research about related topic. Theories in this study might become references for further researchers who conduct similar study.