

## **Chapter One**

### **Introduction**

This chapter presents introduction of the research. In the introduction, the points such as background of the research and statement of the problems as well as delimitation are discussed. Furthermore, the research questions used to guide the study are also formulated. Afterwards, this chapter shows purposes of the research. Finally, the significances of the research and organization of the chapter are also elaborated in this chapter.

### **Background of the Research**

In this global era, English is very important for people to do interaction because most of people speak using English as an international language in the world. Thus, English becomes necessary to be mastered, including in Indonesia. Efrizal (2012) stated that many people use English to communicate and it makes people who come from different countries to be easier in making interaction and communication. When the people make relationship with other countries, they have to understand among the four skills of English language like reading, writing, listening and speaking. These are very important to make interaction with others that have different language.

In addition, speaking has a purpose to communicate ideas and transfer message orally. According to Gert and Hans (2008: 207, as cited in Efrizal, 2012), speaking is a locution that has objectives that can be approved by the speaker and recipient in the process of recognizing their statements. Besides, speaking relies

on the information to be spoken, but the speaker sometimes receives it difficult to explain what they want to tell (Brown and Yule, 1999: 14, as cited in Efrizal, 2012). Therefore, speaking is important for every one to deliver their thoughts.

As language learners of ELED of private university in Yogyakarta who had learned English intensively, they have some problems in speaking English.

Triyadi (2017) mentioned that the first problem is they are difficult to find some word to share their ideas through speaking. The similar phenomenon is also found in Mandarani's study (2016) who stated that "the difficulties frequently faced by students when speaking English is they know the language but they cannot speak because they lack of vocabulary mastery". The next is about fear in making mistakes (Sofia, 2017). The similar phenomenon is also found in Tuan and Mai's study (2015) who suggested that "foreign language learners worried about making mistake, fear to be criticized, and losing face". Another phenomenon is also found in Ansari's study (2015) stated that "some students are afraid of speaking English, because they are afraid of making mistake in term of grammar". The last problem is they use first language to deliver their ideas with others who use the same first language. It is line with Hendrawan (2016) who said that the students still use first language in the class. The similar phenomenon is also found in Littlewood's study (1981) who found that "the using of first language in the classroom is one of speaking problems". If the students still use first language, they will not have chance to speak English in the classroom.

Based on the explanation above, the students of English Language Education Department in this university still find some challenges when speaking

in English. Therefore, this research then becomes necessary to be conducted to find out the challenges that they encounter when they speak in English. In addition, this research is intended to look for the strategies to overcome their challenges in speaking in English.

### **Statement of the Problem**

Based on the experience of the researcher and review on several researcher, it was found that the students of English Language Education Department have challenges when they want to perform English speaking skill. The challenges are about they have not been able to perform good speaking skill. Furthermore, they lack of English language capabilities will make it obstacles in learning activities, especially in speaking English. In addition, they lack enthusiasm and do not have the ability to speak English because English Department is not the main choice in taking study program. Therefore, it makes them difficult to follow learning English activities, especially in speaking English.

Related to the problems mentioned above, this research is conducted to find the challenges experienced the ELED students in speaking English. Furthermore, to solve the problems, this research needs deep observation.

### **Delimitation of the Problems**

This research delimited a few things. First, this research was merely focused on the students of ELED of private university in Yogyakarta batch of 2015. The reasons is that they have more experiences of the problems in speaking English. Moreover, they can solve their problems in speaking English. Next, the research was only focused on qualitative study using individual interviews as the data

collection technique. Afterwards, this research used descriptive qualitative as research design. Finally, this research delimited the participants into three students.

### **Research Questions**

Based on the information mentioned earlier, the research questions were formulated as follows:

1. What are the challenges in speaking English faced by the students of ELED in the private university in Yogyakarta?
2. What are the strategies used by the students of ELED in the private university in Yogyakarta to overcome their challenges in speaking English?

### **Purposes of the Research**

The specific purposes of the research are :

1. To find out the challenges faced by the students at ELED of private university in Yogyakarta to practice speaking English.
2. To find out the strategies used by the students at ELED of private university in Yogyakarta to overcome their challenges in speaking English.

### **Significance of the Research**

This study gives benefits to some related parties, such as :

**Students.** This research intends to give some information for students about several strategies that can help them during learning process in speaking English. Therefore, they can use the strategies to overcome their challenges in speaking English at ELED of private university in Yogyakarta.

**English teachers.** The strategies can be used by the English teachers as a solution to overcome students' challenges in speaking English. The English teachers also can motivate for students to face challenges in speaking English. For example, there are students who make mistake while speaking English, do not be humiliated. The English teachers can invite them to chat and ask them what are difficulties that they faced during learning speaking. Then, the students will share about their difficulties. After that, the English teachers will give a solution and give support for them to be brave in speaking English.

**Other researchers.** This research is beneficial for other researchers to develop their researches related to the similar topic. Furthermore, other researchers can continue this research into deeper study related in the topic.

### **Organization of the Chapters**

The research is organized as follows:

**Chapter one.** This chapter describes the introduction related to the background from the students at ELED of private university in Yogyakarta which can explore students' challenges in speaking English. Besides, statement of the problem and delimitation of the study are described in this research. The next is about research questions and the research purpose, which talking about the research project and objectives that are related to the research questions. Then, the significance of the research describes the benefits toward students, English teachers, and other researchers. The last part is the organization of each chapter that the researcher writes .

**Chapter two.** This chapter is an insight of the literature review that are relevant to the challenges in speaking skills of the students of ELED batch of 2015. There are four main sub topics to be reviewed in this chapter. In the beginning, it will explain about English as an International language. The next point is about English mastery of ELED students in Indonesia. Afterwards, this research will present about challenges in speaking English. Besides, it will be continued to explain the strategies in handling the challenges in speaking English. Then, there is summary based on the literature review related to the research. At the end of the chapter, the conceptual framework will be explored.

**Chapter three.** This chapter is about the methodology used to gather data that completes this research including the description of the research design. The researcher used a qualitative as the research method and descriptive qualitative as the research design. The second section is about the setting of the research in one private university in Yogyakarta. The third is participants of the research. In this part, the researcher chose three participants of the ELED in private university in Yogyakarta batch 2015. The fourth is about data collection method. The researcher uses open-ended interview as a data collection method to get the purpose of this research. The next is data collection procedure. The researcher collects the data using interview. Afterwards, data analysis, trustworthiness, and interpreting issues are elaborated in this chapter.

**Chapter four.** This chapter presents the findings related to the topic. To make it clear for the readers, the researcher relates the discussions of the findings. To begin with, the challenges in speaking English among students of English

Language Education Department in the private university in Yogyakarta will be explored in detail. There are five challenges in this finding, namely poor pronunciation, interference of first language, lack of grammatical structures, fear in making mistakes, and lack of confidence. The second finding is the strategies used by the students to improve speaking skills will be described. In this part, the researcher categories seven strategies that researcher found during interview like practicing debate, sharing with friends, asking for feedback from friends and teachers, practicing in speaking English everyday, listening to music, watching movie, and looking up the dictionary and practicing the pronunciation. Besides, this chapter also explains the theories of expert judgment to make it the data strength.

**Chapter five.** Chapter five discusses about the conclusion of the researcher or what the researcher can take from this research that is shortly described in this chapter. In addition, this chapter also concludes some recommendations for several parties such as for the students, English teachers, and other researchers regarding of students' strategies in speaking English at English Language Education Department in the private university in Yogyakarta.