Chapter One

Introduction

This chapter discusses the introduction of the research such as background of the study and statement of the study. This research also contains of two research questions that in line with the problem and objectives of the study to answer the research questions. Significance of the study in this chapter shows why the research is conducted. Further, the research outline explains the contains of every chapter in this research.

Background of the Study

English is considered as the most used language all over the world rather than other languages. This is in line with Abrar et al., (2018) who stated that English has been spoken among foreign learners all over the world. Besides, English has role as lingua franca where English is widely used by many people (Harmer, 2007). Hence, English is also being a unifying language when two or more people with different background of languages meet in a conversation. Thus, it will help the people to have a conversation and to avoid misunderstanding in giving an information.

In Indonesia, English is implemented as foreign language where the students still can learn this language. However, English is not easy to be studied by the students especially for English as a Foreign Language (EFL) students. Moreover, the students still faced some challenges in learning English either spoken or written. This is in line with Abdulrahman (2013) who agreed that every

students has different challenges in learning English. Further, English taught in order to enhance students' capabilities especially in communication in order to improve students' proficiency in English (Jin, 2014).

In English learning, there are language skills that usually become the focus. Language skills is a term of how the students use the language. Language skills is divided into two types such as receptive skills and productive skills. Receptive skills consists of reading and listening while productive skills consists of speaking and writing. Masduqi (2016) stated that receptive skills is the skills where the students only have to comprehend the material while productive skills is the skills where the students have to express their language.

Speaking is one of skills in language skills after listening, reading and writing. Shteiwi and Hamuda (2016) argued that speaking is being the main language for some people because it shows how good they are in knowledge measurement. Besides, speaking as one of the skill that the students have to master. This is in line with Nazara (2011) who stated that speaking mastery is needed for the students to master. Further, through speaking the students are able to communicate each other easily.

Those skills have their own challenges for the students especially for EFL students. One of the skills that is considered as the most difficult to be mastered is speaking. Speaking is the process of how the students can express ideas from students' mind. Meanwhile, speaking skills is one of language skills that has to be

mastered by the students to be implemented. Some challenges would appear in the implementation of speaking.

Mechanical Engineering Department students, as EFL students, have some challenges in speaking in English. As a teacher in English Study Club (ESC) from October 2017 until May 2018 in Mechanical Engineering Department, the researcher observed that the students faced some challenges in speaking in English. The students' lack of vocabulary is the first reason why speaking in English is quite challenging for them. Second, the students are confused what they want to speak when the teacher ask them to speak. Further, lack of exposure in English because the students are only taught by the teacher once in a week. Thus, speaking in English is quite challenging for Mechanical Engineering Department students.

In understanding these challenges, case study is used. Merriam (1998) defined case study as an investigation of phenomenon based on real life. Moreover, the purpose of case study is to give deep understanding about the problem happened. In accordance with the researcher, case study helps the researcher to gain comprehensive explanation of the problem. Moreover, the previous research mostly talked about teacher strategies to overcome students' challenges in speaking in English and does not discuss much about the strategies from students' perspective. Based on those statements, the research about challenges in speaking skills faced by EFL students should be conducted by the researcher.

Statement of the Problem

Speaking is quite challenging for Mechanical Engineering Department as one of EFL students. First, the students are lack of vocabularies. The students seem unenthusiastic in the practice of speaking in English. By seeing the problem, the students seem need a guidance from the teacher.

Second, the students lack of exposure in English language learning. English has been taught only in once a week for semester 3 and semester 4. Speaking is only taught in semester 4 where the schedule only two credits for every meeting. It means that it is only held 100 minutes in one meeting. Therefore, the students still need more time to learn speaking through the language learning in the classroom.

The other problems include students' performance in speaking in English such as the students make a lot of fillers, pause and think about the grammar. The students make a lot of fillers and pausing because it seems it has relation with the first problem which is lack of vocabularies. Additionally, the use of grammar is another problem. The students ask the teacher about the grammar whether it is right or not.

Those problems stated before are based on the researcher's experiences when being an English teacher in Mechanical Engineering Department. The problems stated before is based on researcher points of view from students physically when they are speaking in English. Further, the researcher also do a

little observations along the researcher being an English teacher in Mechanical Engineering Department.

To limit this research, the researcher only focused in Mechanical Engineering Department at one of Private University in Yogyakarta. The researcher does not limit the other factors that probably occured during the research is conducted. The reason is because the researcher wants to get in-depth data from the participants. Also, the researcher wants to explore the experience of the students. This because only the charateristics that can be seen during the observation. Thus, the researcher hopes this research get to know the challenges in speaking in English through students' experience and able to answer the research questions provided.

Research Question

Based on the problems stated, it is argued some formulations of the problem as follows:

1. What are the challenges in speaking in English experienced by EFL students at one of Private University in Yogyakarta in English classroom?
2. What are the strategies in speaking in English implemented by EFL students at one of Private University in Yogyakarta to overcome the challenges in English classroom?

Objectives of the Study

Based on the problems stated, the objectives of the study could be formulated as follows:

1. To find out the challenges faced by EFL students in speaking in English.

2. To find out the strategies implemented by EFL students in facing the challenges of speaking in English.

Significance of the Study

This research is expected to have a positive contribution and will be beneficial for EFL teachers, the students and future researchers.

EFL Teachers. The teachers will know the challenges faced by EFL students after reading this research. Thus, the teachers will know the suitable methodology for solving challenges in speaking in English. Further, the teachers also can support the EFL students in speaking in English.

The Students. By reading this research, the students will know the strategies implemented by EFL students in speaking in English. Others, students who have same challenges could implement the strategies provided in this research.

Future Researchers. The other researchers can use this study as a references. Other advantages are the future researchers can enrich literature on EFL speaking skills context.

Research Outline

This research contains of five chapters which every chapter has their own explanation. In the first chapter, it discusses about the introduction of the research. The introduction consists of background and statement of the study. There are two research questions. They are the challenges faced by EFL students in learning speaking skills and strategies implemented by EFL students to overcome the problems in learning speaking skills. The objectives of the study explain about the purpose why the researcher conduct the research based on research questions. The benefit of this study explains in significance of the study.

The second chapter explores about literature review of this research. It explains about type of language skills. Meanwhile, speaking skills which consists of the definition and challenges of speaking in English discuss in this chapter. In addition, strategies used by EFL students to overcome the challenges in speaking in English also discuss in this chapter. Further, review related to study includes to be explained.

The third chapter discusses research methodology. This research used qualitative approach as the research design. The researcher used case study as one of type of qualitative approach to know the problems. Meanwhile, the research setting is in Mechanical Engineering Department at one of Private University in Yogyakarta. The participants of this research are two Mechanical Engineering Department students at one of Private University in Yogyakarta and one English teacher. Data collection method, data collection technique, and data analysis are also explained further in this chapter.

The fourth chapter discusses the result and discussion of the research based on participants point of view. There are four findings related to the students' challenges such as lack of vocabularies, nervousness, unsupportive environment and lack of grammar knowledge. Furthermore, there are five findings related to the strategies such as using google translate, codeswitching, seeing the audience as the statues, making personal approach to the English teacher and encouraging self. Further, the scholar arguments also include in order to make the comparison with the result.

The fifth chapter is conclusion and recommendations. The researcher explores about the conclusion of the research also give some recommendations for EFL teachers, the students, the institution and future researchers.