Chapter One

Introduction

In this chapter, the researcher presents several points to discuss the main problem of the research. The chapter is arranged into background of the study, statement and limitation of the problem, research question, the purpose of the research, significance of the research and outline of the research.

Background of the Research

There are four skills in English namely listening, speaking, reading, and writing. One of the most important skills to be mastered is speaking. Speaking is the way to communicate or deliver the ideas orally. Speaking is speech with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. When people in a country want to deliver their ideas in front of the foreigners, they usually use English because they do not master their first language. Speaking English is not only important for global era but also for education. There are so many institutions used English for their introduction of the subject. And also there are many international schools in Indonesia which demand English.

According to Boonkit (2010) speaking is one of skills which is very important for effective communication particularly when speakers do not master the mother tongue. Speaking English becomes very important today just because English is an international language. This means that people should use English when they want to communicate with foreigners.

There are three classifications of English (Kirkpatcrik, 2007). Firstly is English as a native language (ENL). ENL is spoken in countries where English is widely used. These countries are Australia, Canada, New Zealand, the United Kingdom, and the United States. Secondly is English as a second language (ESL). ESL is spoken in countries where English is important and official language but not the main language. For the last is English as a Foreign language (EFL). EFL happens in the countries where English is not spoken in the daily life. In these countries, English is usually learned in school. Students in EFL have little opportunity to use English outside classroom. Therefore the speaking ability of the students is lower (Kirkpatrick, 2007).

All students in English education department Universitas Muhammadiyah Yogyakarta has gotten speaking subject. However, some of them still cannot speak English fluently. Otherwise, some students speak English very fluent. Those students who are unable to speak English fluently will take a high risk because they will be teacher in the future. Thus, the research about problem in speaking and how to solve should be carried out.

Statement of the Problems

In English education department, there are some students who are fluent in speaking English. However, some of them are not although they are English education students. Some of students use English with their accent. For example Javanese will speak English like they speak Javanese language. The other students will laugh at the way they speak English. After that they will decide to use first

language rather than English. Sometime, they do not know what to say so that they will use their first language to protect from losing face in front of the class.

EFL students may have difficulties in speaking English. According to Hosni (2014), there are four difficulties in speaking. For the first is linguistic difficulty. Students are difficult in finding the appropriate vocabulary when they want to speak. The second is mother tongue use. EFL students tend to use their mother tongue. For the third is inhibition. Students' participation in the class may be low because they fear in making mistake. Thus, English education department students may have some problems in speaking because they are EFL students.

Some EED students of UMY have problems in speaking English. Effective communication will make teaching learning process run well. However, there are some problems in speaking English which is experienced by EED students. This may obstruct their ability in teaching hence having good speaking skill is EED students responsibility. There are some difficulties in speaking English for English education department students. This study is limited only on the early batch of English education department.

Question of the Research

The main goal of this study is to disclose the students' perception about the problems faced in speaking English and strategies to overcome the problems. This research tries to investigate the students' opinion about what kind of problems that faced by students. More specifically, research questions in this study are set up as follows:

1. What are the problems faced by EED students in speaking English?

2. What are the strategies used to overcome the speaking English difficulties?

Objective of the Research

The objectives of this study are:

1. To explore EED students' problems in speaking English.

2. To explore students' opinion on strategies for their speaking difficulties.

Limitation of the Problem

The research on Exploring student's difficulties and strategies toward speaking skill was only limited to the student's perception based on problems and problem solving of speaking English difficulties of students batch 2013 at English Education Department UMY.

Significance of the Problem

The results of this study are expected to give benefits to the readers. There are some specific significance of this study:

1. To give information about the difficulties in speaking for EFL students so that EFL students can look at themselves whether the students feel the same problems or not.

2. To give information for other EFL students why they cannot often use first language in speaking English so that they will decrease the intensity of speaking first language in dealing with speaking skill improvement.

3. To give motivation for EFL students to be brave in speaking English so that they will be more fluent in speaking English.

4. To give information about speaking skill that can be explored by the teacher.

5. To give further explanation for the other researcher. So, the other researcher can do further research on speaking difficulties.

Outline of the Research

Chapter one of this research explain the background of the research. This chapter talks about why the title is taken. Chapter two describes literature review related to the study. This chapter reviews the definition of speaking class, the difficulties in teaching speaking, and also the way in solving the problem, and review some papers related to the study. Chapter three explained about methodology of this research. Chapter four discussed findings and discussion relates to the topic and the last chapter explained conclusions and give recommendations.