

Chapter One

Introduction

In this chapter, the researcher presents the background of the study, the statement of the problem, limitation of the research and the research questions. Furthermore, the researcher also explains the purposes of the research. In addition, the researcher presents the significances of the study and the outline of the research.

Background of the Study

In Indonesia, English is learned by learners in higher education as a foreign language. Consequently, as a country which the people learn English as a foreign language, there are not many exposures in English for the students to learn. As the result, not all English materials are mastered well by the learners. This condition will make the learners difficult to master English since the learners just learn English in the limited of time (Brown & Yule, 1999).

As a foreign language, learners should have more time to learn English and practice to speak in English continuously in order to make them understand about English and understand how to speak. In addition, the learners who have high expectation to be able to speak with what they believe as correct grammar and good pronunciation in English will use their opportunities to learn English. This happens because the learners are aware with the importance of English for their future life. Besides the learners' awareness to learn English, the lecturers play roles as a motivator and educator to help the learners learn English and also the lecturers should have good strategies in teaching English as a foreign language (EFL) in order to

enhance the learners' ability in English. The lecturers should have good ability and capability in English when they teach English as a foreign language. According to Act number: 20/2003/Section: 28, Subsections: 1 & 2. Ministry of Education in Indonesia prepares good English lecturers to teach the learners to be able to speak in English as good as possible which to prepare the learners to be able to compete in their future. Hopefully, it will make effective English teaching and learning in limited of time.

In learning English as a foreign language, the lecturers play important roles as a leader for the learners to lead the learning process which the learners will follow the lecturers' instructions and also as creator which the lecturers make the learners interest with the learning situation and the learning materials to make the learning process run effectively. English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies (Cole, 2008). The English lecturers who expect successful teaching should face many aspects such as; teaching materials, classroom environment and students. Lecturers can also help the students build up their ability with appropriate strategies in teaching. According to Cole (2008), lecturers' strategies in English learning should involve the students to be able to master four skills especially speaking. Therefore, the lecturers should motivate and encourage the students to speak in English in order to make English learning successful.

At the English Education Department (EED) Universitas Muhammadiyah Yogyakarta (UMY), to speak English is obligated to all students. In fact, most of

instructions are given in English. The students should master English since it is very important for their competency as a future English teacher. That is why lecturers should optimize the students' ability in English especially in speaking. In addition, the lecturers have major responsibility to invite and encourage the students able to speak English whether in classroom or in their environment.

Based on the researcher's experience studying in EED UMY, in the early semester learning English, the researcher feels anxious with the English education because it is not the first researcher's choice that he want to learn in higher education. Then, he was not interested in courses related to skills because he has no ability in English skills and also he feels if the communication in the classroom makes him confused. Besides, most students frequently used Indonesian language to communicate with each other. As the result, the students were less aware whether English will help their life in the future. On the other hand, students' speaking ability in the first year study might be undeveloped and the lecturers should encourage them to be able to speak English.

According to the researcher's observation, the EED lecturers should give suitable strategies based on students' need in teaching speaking to encourage them to speak English. In fact, the students might feel motivated if the lecturers could apply various strategies that make the students interested so that they want to participate and involve in the English learning process.

Statement of the Problem

Based on the researcher's experience as a student in English Education Department, there were some difficulties faced by students when they spoke in English in classroom. Firstly, some students haven't a lot of vocabularies. Secondly, the limited of times to practice speak English. Thirdly, students felt anxious when they should speak English because they worried with their grammar. The last one is the students used Indonesian language in classroom communication. Students might think that they can communicate with Indonesian language rather than using English that make them confused, because all students' habit is using their first or second language. Therefore, the researcher wants to investigate the strategies used by the lecturers to encourage students to speak English.

Limitation of the Problem

The focus of research will be limited on the EED lecturers' strategies to encourage students to speak English in classroom activities.

Research Questions

Based on the background, problem statement, and the limitation of the research, the researcher formulated two research questions. The research questions are:

1. What are the strategies used by EED lecturers to encourage the students to speak English?
2. What are the challenges faced by EED lecturers in applying the strategies?

Purpose of the Study

Based on the formulation of the problem, the purpose of this research can be framed as follows:

1. To find out the EED lecturers' strategies to encourage the students to speak English.
2. To find the challenges faced by EED lecturers in applying the strategies.

Significances of the Study

This research is aimed to give benefits specifically to the researcher, lecturers, students and institution.

The Researcher. This research will give benefit to the researcher to know the strategies used by EED lecturers to encourage the students to speak English. Then, this research will enhance the researcher's understanding about the challenge faced by the lecturers in implementing the strategies. The researcher who is the prospective teacher might learn from the result of this research so that he can understand with the challenge in teaching speaking and then, he can adopt the appropriate strategies to reduce some challenges in this teaching.

The Lecturers. This research will give the lecturers some various strategies in teaching-speaking to encourage students to speak English. This research might become reference for the lecturers to reflect their teaching. Therefore, lecturers can adopt and apply the teaching strategies from this research to encourage students to speak English.

The Students. For the students, this research will make the students understand about the lecturers' strategies to encourage students to speak English and the lecturers' challenges in applying strategies. Hopefully, after they are aware of the lecturers' strategies and challenges, they might be able to employ the strategies in peer tutoring activity when they want to encourage their students to speak English.

The Institution. For institution, this research will give benefits which the institution get some teaching strategies to encourage students to speak English that will documented and then, the teaching strategies can apply by other lecturers to encourage students to speak English. Also, the institution can review the lecturers' strategies in teaching speaking that already used.

Outline of the Study

The first chapter of this research will explain about the background of the research, statement of the problem, limitation of the problem, research questions, and the purpose of the research and the significance of the research. Second chapter will explain about some review of literatures that related to the study. The third chapter will explain about research method including research design, research setting, and research participant, data collection method, research instrument and data analysis. The fourth chapter will explain the finding of the research and also the discussion of the finding. The last chapter will explain the conclusion and some recommendation.