

Chapter One

Introduction

In this chapter, the researcher describes the research in several points. First, this chapter presents the background of this research, which includes the reasons why the researcher chose the topic. This chapter also presents identification of the problem and delimitation of the problem. After that, the researcher presents the research questions, objectives of the research, and the significances of the research. The organization of the chapters is also presented in this chapter.

Background of the Research

Speaking is one of skills that should be mastered. By speaking, students can communicate with each other to express their feeling or sharing their opinion. Speaking is the most skill that is often used by the students. River (1981) assumed that speaking is used twice as more than reading and writing in communication. There are two types of speaking namely formal and informal. Speaking English for formal context refers to formal English. Formal English uses longer, full sentences and perfect grammar. Fikri (2017) stated that formal English is used in “serious” formal situations, for example in official documents, news reports, articles, business letters or official speeches. Meanwhile, informal English speaking refers to informal language. It is used in daily conversations and in personal letters in daily life.

Speaking in formal context as it is different from informal one may raise several problems for students. The reason is that speaking for formal context is considered not as simple as speaking in informal context. The students might be not familiar with the language of formal speaking. This is because speaking in formal context is usually used in an academic meetings, in working places or formal events.

There are some problems when people learn spoken English. Hinkel (2005) assumed that the causes of lack of speaking are that students often use words that they do not know before and they do not understand the meaning of the word that they use. They do not know how to use, and they are unable to express their intended meaning. Another problem is students' lack of confidence. Lots of students do not want to speak in front of people because they feel unconfident, shy, anxious, nervous, and worried. If students are unconfident to speak up in front of other students, it can be one of the problems for them. According to Lawtie (2004), difficulty to speak to the other is probably because of speakers' feeling. Usually people will speak well when they have good confidence. Confidence is one of important factors to consider when they speak to the others.

In overcoming the problems in learning speaking for formal context, students usually do some strategies in the learning process. Chamot (2008) stated that learning strategies are techniques which are careful actions that students take in order to facilitate the learning and recall of both linguistic and content area information. Malley and Chamot (1990, p. 1) state that "learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Therefore, in learning speaking in formal context, when the students face difficulties, they usually also use several strategies to solve their problems.

At English Language Education Department (ELED) of a private university in Yogyakarta, as a part of its language curriculum, speaking for formal context is taught as a compulsory course under the subject of Speaking and Listening for Formal Setting. Based on the informal conversation that the researcher made with the students who were learning in speaking for formal setting there, they said that they had several problems in learning. In solving their

problems in learning speaking for formal context, the students used several strategies which were different from one student to another.

Since the students' mastery in speaking for formal context determines the students' performance in their related subjects and their future career, it is important to explore their problems and strategies to help them succeed in learning speaking for formal context. Therefore, the researcher was interested in conducting a research on learning speaking in formal context based on the students' experience. It specifically dealt with the students' problems and strategies in learning speaking in formal context at ELED of one private university in Yogyakarta.

Identification of the Problems

Naturally, speaking in formal context is different from informal one. The difference is potential to raise problems who are learning speaking, especially learning speaking for formal context. The problems may deal with students' linguistic factors such as grammar, pronunciation or vocabulary. The problems may also relate to teaching materials and method. Students' self-confidence or other psychological factors may also contribute to students' problem during their learning. Dealing with their problems, the students also usually use several activities to overcome their problems, which can be group works, media use or some other strategies. Using certain strategies can minimize the problems. The strategies used by the students might be different from one student to another. There is possibility that the students lack strategies so that they are not able to solve their problems successfully. Therefore, it is important to identify different problems experienced by the students as well different strategies the students did during their learning process in learning speaking for formal context.

Delimitation of the Problem

This research only focuses on the problems and strategies in learning speaking in formal context. What is meant by formal context in this research is the situation which requires the students to use formal language such as English used in formal meeting, offices, or academic presentation. Therefore, learning speaking in formal context in this research refers to the learning process during the students learn speaking using English used in formal situation on the opposite of English for daily conversation. In this research. It took Learning Speaking for Formal Setting class provided in the first semester at one private Islamic university in Yogyakarta. Therefore, the researcher focused on the problems that the students faced during their learning process. In addition, this research focused on the strategies that the students used in their learning process. This research was conducted at the English Education Language Department (ELED) of one private Islamic university in Yogyakarta.

Research Question

In this research, the researcher has research questions which are:

1. What are the problems faced by the ELED students in learning speaking for formal context?
2. What are the strategies used by the ELED students in learning speaking for formal context?

Objectives of the Research

The objectives of this research are:

1. To identify what problems that ELED students have in learning speaking in formal context.
2. To identify the strategies used by the ELED students in learning speaking for formal context.

Significance of the Research

The researcher hopes that this research will be beneficial to the others, especially teachers, students, and future researchers.

For Teacher. From this study, the teachers will know and understand more about students' problems in learning speaking for formal context. Therefore, the teachers can help their students minimize their problems. The teachers also can get the information about the strategies used by the students so the teachers can accommodate or guide their students use various strategies.

For Students. The researcher expects that this research will help the students be aware of the problems that they might face when learning speaking for formal context. From the information from this research, the students also can apply the same or additional strategies when they face the problems.

For Future Researchers. The data collection technique and findings of this research hopefully could help and inspire the next researchers to do better research. This research hopefully could be used as a reference for the future researchers who are going to do similar research, especially related to the students' problems and strategies in learning speaking for formal context.

Organization of the Chapters

This research has five chapters. Chapter one describes about the introduction of the study. It consists the of the background of the study, identification of the problems, delimitation of the problems, research questions, objectives of the research, significance of research, and organization of the chapters. Chapter two describes literature review. In literature review, the researcher discusses the definition of speaking, definition of formal and informal setting, the problem in learning speaking for formal setting, the strategies in leaning speaking for formal

setting, and conceptual framework. Chapter three describes about the research methodology. It deals with several points which are research design, research settings, research participants, data gathering techniques, data gathering procedures, and data analysis. Chapter four describes findings and discussion after doing data analysis. Chapter five presents the conclusion and recommendation. In this chapter the researcher provides the summary of the research and offers the recommendation for teachers, students and future researchers.