

Chapter One

Introduction

In this chapter, the researcher explains the background of the study, statement of the problem and limitations of the problem. The researcher puts some research questions and purposes of the study, regarding some important issues which are appropriate to the context of the study. The researcher also presents the significance of the study as to why this research is important to be conducted. The researcher also puts the organization of the chapter.

Background of the Study

Speaking is one important aspect used to communicate directly. In speaking, students need to deliver what they want to say. Nunan (2003) stated that speaking skill has two reasons than are more important than other skills. First, people can deliver what they mean directly, and second, when people speak, they cannot edit and revise what they have said. According to Wang (2014) Speaking as a way of communication has two major categories such as accuracy and fluency. The accuracy of speaking is to involve the good utilization of grammar, vocabulary, and pronunciation. On the other hand, the fluency of speaking is to consider to be the ability to keep going when people speak spontaneously.

In fact, there are many challenges faced by students when communicating in English such as lack of grammar, lack of pronunciation and lack of vocabulary. According to Lazaraton (2001) speaking in communication is based on four challenges dimensions or competences such as grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence consists of phonology, vocabulary, word and sentence

formation. Sociolinguistic competence needs to aware about rules for interaction, social meanings and controlling anxiety. Discourse competences have to learn about cohesion and how sentences are formed structurally. Strategic competences are a way to use word in speaking spontaneously.

In speaking, there are also challenges in doing that. The challenges of speaking consist of lack of grammar, lack of pronunciation and lack of vocabulary. The speaking challenges are in terms of grammar, vocabulary, and pronunciation (Bygate, 2005). If students use incorrect grammar, then it can change the meaning. Inaccurate grammar becomes one of the common problems in speaking. Wang (2014) stated that grammar plays an important role in a language, so it is essential to be mastered in grammar. If students do not know how to pronounce the English word correctly, it leads to mispronounce. Wang (2014) stated that mispronouncing sounds caused the listener's misunderstanding the meaning. It will be harder for students to speak using English, if they do not master a lot of vocabularies. It is in line with Wang (2014) stated that vocabularies have quick access to words and expressions in mind while speaking is needed.

Based on the researcher's experience, students at English Language Education Department (ELED) of a private university have their own strategies to improve their speaking skills. They sometimes use some strategies to overcome the challenges of speaking skill such as reading books, listening to musics, joining English speaking group and also practicing pronunciation. In fact, these are important things to master speaking skill. According to Rajasekaran (2010), students' basic problem in speaking is that they have less chance and use English so students need to join a group and they can practice pronouncing. In order to solve this issue, students are asked to speak only in English. Students are advised not to bother their errors.

They should keep on talking in English. Even though they have errors, it can be understood by others. Students should go on to speak English. It provides chances for students to speak English so they do not worry about their errors as they did before.

During the observation, when the researcher joins in the speaking class, the students of ELED faced many problems in doing their speaking in English. The researcher observed that their problems are caused by lack of grammar, lack of pronunciation, lack of vocabulary and lack of confident to speak English. However, they also have their own strategies to overcome their problems in speaking. This phenomenon is interesting to be studied. By conducting this research, the researcher could know the students' challenges in speaking skill and their strategies to improve speaking English in front of the classroom. Therefore, researcher wants to investigate the research entitled "*Students' Strategies to Improve Speaking Skill at English language Education Department*".

Statements of the problem

Speaking can improve students' confidence, reduce shyness and nervousness. These problems come from student's individual factors. The researcher observed that, there is an indication that students' speaking skill at ELED is low because of some problems namely lack of grammar, lack of pronunciation, lack of vocabulary and lack of confidence to speak English. Then, it is important to know what the students' strategies that are used to improve speaking skill. It is hoped, they could improve their speaking skill without feeling afraid and feels more confident in speaking English. Additionally, the researcher hopes that the students can avoid their problem about speaking skill at classroom. That is the reason why the researcher wants to conduct a research about the strategies to improve speaking skill and what are the challenges that students faced

Delimitation of the problem

In line with those problems which had been mentioned in the statement of the problem, the researcher is interested in conducting the study on students' speaking skill. This research focuses on two main topics. The researcher delimited this study into the challenges that students faced in improving speaking skill, and seeks the strategies to improve speaking skill.

Research Question

Based on the background of this study, this study possesses two research questions.

The research question of this research is:

1. What are the challenges that student faced in developing speaking skill?
2. What are the students' strategies to improve speaking skill?

Purposes of the Study

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

1. To investigate the challenges that student faced in developing speaking skill.
2. To investigate the students' strategies to improve speaking skill.

Significances of the Study

The significances of the research are expected for the students, teachers, and other researchers.

Teachers. The results of this research is hoped to be important data about strategy to improve English speaking fluency. It can contribute for the teachers to find the good way for promoting strategy to improve English speaking fluency. It gives teacher a picture to improve the speaking ability by knowing the strategies.

Students. This research is hoped to open the students' mind to consider the strategy can overcoming the obstacles in their speaking skills in general. It is hoped to improve and encourage their speaking as daily activity outside the class to improve their speaking. It also can show that the strategy can also provides path to develop speaking ability.

Other Researchers. The researcher hopes that this research is hoped to be useful for other researcher to support their research particularly about strategy to improve English speaking skill. Therefore, this research gives a sight on how to conduct the research with the similar ideas. Beside that, this research can be the references for doing next research which has a related topic to this research.

Organization of the chapter

The research contains five chapters. Chapter one describes the description of research. This chapter describes the background of the study, statement and limitation of the problem, research question, and purpose of the study and significance of the study.

Chapter two discusses about literature review. This chapter highlights the framework of this research based on the other researches. It covers students' strategies, students' obstacles, speaking skill, previous related studies and conceptual framework.

Chapter three explain about methodology. This chapter consists of research design, research participant, data gathering, and data analysis. In this chapter, it shows how to collect the data which will give details about participants which are used in this research. Additionally, this chapter also explains how the data can be gathered and the reason why this research uses that method. Then, this research describes the reason why this research chooses the participants. This research design will use qualitative approach, and to collect the data, this research will use in-depth-interview.

Chapter four of this research discusses the finding and discussion. This chapter also puts and cites the statements of the participants to make the finding are understandable. This chapter will give details about the finding and discussion.

Furthermore in Chapter five, this research conclude all the findings to answer the research questions and give recommendation to the reader which is considered to be useful as references and to be added to the end of the research which obtain the solution.