

Chapter One

Introduction

This chapter presents the introduction of the study. There are several important points mentioned in this chapter. In this chapter, it provides background of the study, identification of the problem, limitation of the study, research question, purpose of the study, and significance of the study. In the last part of this chapter, the researcher explains the outline of this research.

Background of the Research

Teaching speaking skill is an activity conducted by teachers in teaching English in order to develop students' speaking skill. In teaching and learning process, English has various skills which have been learnt, and one of them is speaking skill. Besides, speaking becomes a crucial aspect in English skills learnt by the students who have low speaking capability. The statement mentioned is in line with Bashir, Azeem, and Dogar (2011) who maintained that in learning English, speaking is considered to be crucial aspect as a social tool to communicate with all the worldwide people.

In addition, the teachers' role of teaching speaking is really significant because they become the main factor to lead the students in English teaching and learning process. Besides, the teachers should have teaching speaking skill mastery such as the teaching speaking skill strategies which are made based on each appropriate speaking skill in order to achieve the expected results. As stated by Liton (2012), a good teacher is the one who assesses their students speaking skill by means of both observation and quizzes or exams as the teaching strategies

to evaluate the oral proficiency of the learners. In regards to the strategies of teaching speaking skill, the teachers must have the teaching strategy to ease the students in learning process. Hence, the teaching speaking skill is applied in learning English since most of the students who have graduated are not able to speak English well.

In Indonesia, English has involved in the education curriculum which means that English is a compulsory for the students to learn, and it has been applied in junior and senior high school. According to Larsari (2011) as cited in the constitution of Indonesia ministry of culture and education UU/70/2013, it is clearly stated that English is one of compulsory subject for the students to pass in national examination. Besides, Fauzan (2014) also added that even though English comes as the compulsory subject that should be learnt by the students, they still face difficulty in learning English especially in speaking skill mastery. As the reason, the students only focus on learning several skills such as listening and reading, but they do not have a chance to learn about speaking skill in the provided examination at school or even in the national examination. That way, the teachers have important role in the process of teaching and learning to make the students understand the English taught in the classroom activity easily. Thus, the teachers must have the teaching strategy in teaching English well. Also, the strategies used have to be possibly interesting in order to ease the students in learning speaking skill.

In addition, to help the students to be able to get additional English lesson, every school usually provides the extracurricular program for all of the

students in order to be able to develop their skill and interest in learning English. Prayuda (2016) asserted that the additional class of English program can be one of the effective ways to develop the students' English skills and interest in learning English. In the extracurricular program, it includes the effective activities such as fun games, role-play or discussion because it can help the students to be able to have more understanding of the English lesson taught in the school previously. Praise, Samuel, and Meenakshi (2015) stated that the teachers should have various activities such as interesting games and discussion to get the students' intention in learning English so that they are able to understand the material in the classroom activity. Regarding the statement mentioned, the students can strengthen their understanding in learning English from the additional material provided in the extracurricular program. The statement mentioned is in line with Tuan and Mai (2015) who stated that the purpose of extracurricular program is to strengthen and enhance the students' English knowledge related to the compulsory lesson in the classroom activity. Besides, the students can implement their skill and interest regarding the English learning process in order to prepare to be the worldwide people.

In addition, the extracurricular activity applied in Vocational high school in Yogyakarta is one of the students' compulsory to be taken in learning process. Besides, one of the extracurricular programs in this school is English club. In English club, the teacher focuses on teaching speaking skill in order to develop students' speaking skill well. Therefore, regarding the phenomena mentioned above, the researcher is interested in conducting the research focusing on finding

out the teaching speaking problems and teaching speaking strategies at Vocational High School in Yogyakarta.

Identification of the Problem

In the process of learning English, problems occurring in the extracurricular class program possibly arise for some reasons. Based on the researcher's experience in senior high school joining the extracurricular English program, generally the issues faced by students is about the difficulty of English as a foreign language to learn. Moreover, the students are demanded to comprehend four English skills namely reading, listening, writing and speaking at once. In addition, after conducting pre-observation in one of vocational schools in Yogyakarta to find out the common problems, the teacher explained that the English learning includes in the extracurricular class program. From the statement mentioned, it emerged that the significant problem also occurs in teaching speaking, and the teachers also need the strategy to teach speaking. Hence, the researcher decides to conduct the research to find out more about the problems faced by teachers especially in extracurricular class and strategies which they use in teaching English.

Limitation of the Problem

The researcher realizes that there are many problems faced by the teachers in teaching English since many aspects of English itself are required to learn. Besides, it is commonly recognized that four types of English skills are also different from one another such as reading, listening, writing, and speaking. Every skill must have its own challenges and difficulties faced by not only students to

learn but also teachers to teach. Therefore, the researcher only emphasizes on the teachers' problems as well as the strategies they used in extracurricular to teach speaking.

Research Questions

This research is intended to answer the following questions:

1. What are the problems in teaching speaking skill as an extracurricular activity for the students at vocational high school in Yogyakarta?
2. What are the strategies in teaching speaking as an extracurricular activity for the students at a vocational high school in Yogyakarta?

Purposes of the Study

The study is expected to give relevant information based on the research questions mentioned above, and the objectives of the research are:

1. To know about the problems in teaching speaking skill at vocational high school in Yogyakarta
2. To know the teachers' strategies in teaching speaking skill for students at vocational high school in Yogyakarta.

Significances of the Research

This research is aimed to give positive advantages for some parties such as teachers, students, and future researchers.

For the teachers. In this research, the majority of the teachers can know the problems in teaching speaking skill in the extracurricular program for the senior high school level. Besides, the teachers are able to know the strategies of teaching speaking skill used by the teachers in the extracurricular activity.

Regarding the results of the research, the teachers can implement the provided strategies of teaching speaking not only in the formal classroom activity but also in the additional class program such as extracurricular class which are appropriate for the students at any level. In addition, this research can be useful for the teachers as a reflection to their teaching.

For the students. The existence of this research is expected to give the advantages for students who want to learn English language especially in speaking skill. Besides, the students can know the significant of speaking skill in doing a conversation in daily life context. The students can also use the speaking strategies provided in this research in order to enhance their speaking skill better in daily life activities or learning context.

For future researchers. By conducting this research, the researcher hopes this research can good information in teaching speaking skill for the future researchers. The future researchers may be able to use this research for complete research in the future. Besides, the future researchers can use the finding of this research as the theoretical overview of further research on the same topic and might become a recommendation of further research. In addition, by conducting this research, it can also encourage the researchers to conduct the researches towards the strategies and the problems in teaching speaking deeply at other high schools related to the same area of this research.

Outline of the Research

This research consists of five chapters which explain an overview of each research chapter. The first chapter presents the introduction of the research. In

introduction, there are seven parts namely background of the research, identification of the problem, limitation of the problem, research question, purpose of the research, and significance of the research. In the last part of this chapter, the researcher mentions outline of the research.

The second chapter of the research is a literature review. This chapter provides all the information and basic theory which cover a topic discussion exploring students' strategies in doing classroom presentation. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers composes speaking, components of speaking, teaching speaking, problems in teaching speaking, strategies in teaching speaking, and review of related studies. In the following of the chapter two, it includes the conceptual framework.

In the chapter three, it discusses about research methodology. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists six parts of methodology namely research design, research setting, research participant, research instrument, data collection method, data analysis technique.

In chapter four, it discusses the research finding and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research.

Chapter five includes the conclusion and suggestion. In this chapter, researcher presents the conclusion of the research finding related to the research problems. In addition, this chapter contains the suggestion for some parties related to this research.