

## **Chapter One**

### **Introduction**

This chapter presents what the study talks about. This chapter includes the background of the study, statement and limitation of the problem, research question, the objectives and significances of the study, and the outline of the study.

#### **Background of the Study**

Speaking skill tends to be disparaged in language teaching especially in teaching English as second or foreign language. Alonso (2014) contended that although speaking is an important element and the key of second or foreign language development, it is actually does not always become the center of teaching methodology. In regard to Alonso, it is contextualized in Indonesia since the existence of National Examination/ *Ujian Nasional* (UN) is held to measure and to evaluate the attainment of graduate competency standard nationally in every certain subject (Permendikbud No 144 Tahun 2014, Bab 1 Pasal 1). Unfortunately, national examination, especially in English subject does not involve speaking as one of the skills to be tested while it is examined just in the school exams not nationally. Furthermore, Bahrani and Soltani (2012) added “many English teachers still spend majority of class time on reading and writing practice almost ignoring speaking skill” (p.26). Consequently, most of English teachers tend to focus on developing students’ competency in written language to pass national examination.

Whereas speaking skill is as important as the other skills. According to Bashir, Azem, and Dogar (2011) reported that “most of language learners regard speaking ability as the measure of knowing a language” (p.38). This is one of the skills that indicate someone’s capability in

mastering a language especially second and foreign language. Mastering English also means that learners should be a good speaker of English in every situation. In other word, they are good at expressing what they want to say in a way which can make the listener understands.

Additionally, since onset a communication era speaking is a fundamental skill (Aleksandrak, 2011). It is because speaking is treated as the ultimate goal of language learning. Consequently, every language learner is demanded in mastering this skill well to achieve the goal as a successful learner. In other words, speaking skill is vital in language teaching and learning.

Nevertheless, in reality, teaching speaking is quite difficult. Based on the researcher's and other colleagues' experiences in teaching, they are as pre-service teachers frustrated when they have to teach speaking. Students seem just silent when the teacher wants them to speak up in the classroom discussion. When their students apparently unwilling to use English in the classroom especially during communicative activities, this is often seen as an example of students' or teachers' failure (Harmer, 2001). In line with that, Dincer and Yesilyurt (2013, p.89) identified that fear and demotivation of speaking in front of class and lack of autonomy hinder speaking proficiency in Turkey. If this condition happens in teaching and learning process, there must be problems underlied this condition (Bahrani & Soltani, 2012). The way to handle this problem is finding the root of the problem.

Besides that, speaking is merely taught in the traditional ways. As mentioned by Dincer and Yesilyurt (2013, p.89) speaking is underestimated in foreign language and taught with old-fashioned way. Most of activities in speaking class are monotonous. Teachers do not only teach speaking through drilling but also they should reflect communicative skill in teaching speaking. So, they do not use the entire teaching time by talking too much and they do not give students'

opportunity to develop speaking skill. Seeing the complexity in teaching speaking, a pre service teacher needs using the strategies used in teaching speaking. Thus, from the facts mentioned earlier this study will reveal the problems faced and the strategies applied by pre-service teachers of English Education Department Universitas Muhammadiyah Yogyakarta (EED UMY) in teaching speaking.

### **Statement of the Problem**

Based on the background and facts mentioned earlier, there is a need to conduct this research. The problem faced by English Education Department (EED) student of UMY is teaching speaking. From the problem identification, pre-service teachers are confused to teach speaking. The first problem is students' fear, anxiety and demotivation in speaking. In addition, language error also affects students' unwilling to speak. Teaching and learning process cannot run well providing this condition happens in the classroom. To hinder this problem, the researcher will reveal some problems happened in teaching speaking. It helps both teachers and students succeed to gain communicative competence in teaching speaking.

The second problem is monotonous atmosphere in teaching speaking. Teacher emphasizes on drilling and repetition while teaching students to speak English. Whereas, teaching and learning activities in the classroom are reflected on written language rather than spoken language. It makes the teachers quite difficult to establish material or sources regarding teaching speaking skill. Therefore, it is important to use strategies in order to achieve students' speaking skill better.

### **Limitation of the Problem**

This study aims at revealing problems and strategies applied by pre-service teachers of English Education Department UMY in teaching speaking. There is a need to conduct this research because of difficulties in teaching speaking faced by pre-service teachers.

Pre-service teachers are the undergraduate students or someone who has completed undergraduate degree who is teaching to get field based experience since the goal of their study becomes a professional teacher. Pre-service teachers of EED UMY have experienced in teaching for three years since they are in the first semester. They also have taken *Praktek Pengalaman Lapangan* (PPL) program in the sixth semester. Thus, pre-service teachers have passed teaching experiences in the school for three years.

### **Research Question**

There are two research questions regarding the background of study.

1. What are the problems faced by pre-services teachers of EED UMY in teaching speaking?
2. What are the strategies applied by pre-services teachers of EED UMY in teaching speaking?

### **Objective of the Study**

There are two purposes regarding the research questions.

1. To reveal the problems faced by pre-service teachers in teaching speaking
2. To explore the strategies used by pre-service teachers in teaching speaking

### **Significance of the Study**

The advantages of this study are;

**First goes to the teacher.** By identifying problems and strategies used by pre-service teacher in teaching speaking, it can be evaluation for teacher. The teacher will understand students'

problem in speaking to adopt the teaching strategies and classroom activities in speaking class. The monotonous speaking class will be changed through adopting some strategies from pre-service teachers. It helps teachers to prepare teaching and learning process better by providing the effective strategies applied in the speaking class.

**Second is for the institution.** This study will give benefits for the institution. Based on the experiences of pre-services teachers in teaching for three years, it can be an evaluation from the institution to study in depth students' problem. The problems faced by them while teaching can be the input for institution to prepare well the students into the next program called internship. It also gives recommendation from the institution to provide the course that adopts some teaching strategies in order to help students in undergoing internship program.

**Third is for future research.** The advantage for further research is giving recommendation of what the next method appropriate to overcome students' problem in speaking. Through knowing the problem faced and strategies applied by pre-services teacher in teaching speaking, this study can be consideration for further research to create the method of teaching in speaking class that truly reflects on speaking framework and improve students' speaking ability in the teaching and learning process.

**Fourth provides for researcher.** This research will enrich researcher's insights regarding speaking skill because this field is very interested for the researcher. Moreover, the researcher can comprehend the knowledge about speaking and its elements to improve speaking skill and teaching speaking in the future as well.

**Fifth offers to students.** The advantage of this study for students is to identify the problems they encountered in speaking. It can help students to understand what actually their problem in

speaking English is so that they can analyze their problem and overcome those problems by themselves.

### **Outline of the Study**

This paper contains five chapters. Every chapter provides different information. It is begun from chapter one including background of the study, limitation of the problem, research question, significance of the study, and outline. Chapter one underlies the reason why the researcher is interested to conduct this study. Chapter two is literature review including theoretical framework, related study, and conceptual framework. This chapter explains more about the theory to be foundation of this study. It contains the theoretical framework of speaking, teaching and learning strategies, and definition of pre-service teacher. Chapter three provides the methodology that the researcher uses to conduct this study. Chapter four reports the data obtained in finding and discussion. Then, the last chapter offers conclusion and recommendation of this study.