

Chapter One

Introduction

The researcher presents several points in this chapter in relation to this study. In the first point, the researcher discusses the background of study that talks about the problems in learning English speaking skills for both the study area and early theories and the students' strategies in learning English speaking skills based on the existing theories. Besides, the researcher mentions the reason of conducting this study. In the next point, the researcher elaborates the formulation of the problem in this study containing of the statement problem of study. The researcher also deduces two research questions and purposes of study. In the last point, the researcher confirms the significances of the study.

Background of Study

English is a rapidly-developed language. It seems that many people use English for both spoken and written communication as International Language. According to Morozova (2013), "Along with time, the existence of English will replace other languages as a means of communication in the worldwide" (p.2). Nowadays, many people use English for many purposes and fields. This is supported by Morozova (2013), "English cannot be separated with business, technology, education, science, and others" (p.2). Almost all activities in the world involve English. For example, most of technology features use English and this condition tells us that English is the leading language in the world. In the

jobsite, many companies impose certain requirements for the applicants who would like to apply. The applicants should have good speaking skills.

In general, there are four language skills that must be mastered by people who learned English. Those are listening, speaking, reading, and writing. Javed, Juan, and Nazli (2013) confirmed that there are two categories of English language skills: receptive and productive skills. Receptive skills involved listening and reading, while productive skills consist of speaking and writing (p.130). In link with this, Prakashan (2005) said in his book as follows:

The four skills (listening, speaking, reading, and writing) may be classified into two categories: receptive and productive. Receptive skills focus on receive information such listening to someone face to face or to language recorded on a tape or disc and reading some words, sentences from other written material. In the other hand, productive skills focus on produce the thoughts or feelings while speaking to someone or writing something (p.145).

In this study, the researcher focuses on speaking skill. According to Mart (2012), speaking skill is the ability to deliver ideas or opinions by using spoken language (p.91). "Speaking skill is productive oral skill and it consisted of producing systematic verbal utterances to convey meaning" (Nunan, (2003, p.48) as cited in Mart, 2012, p.91)). Speaking skill can be defined as the adeptness of someone to communicate that encompass delivering and processing notions by using good oral language spontaneously.

Speaking skill is one of the subjects which is taught at English Education Department (EED), Universitas Muhammadiyah Yogyakarta (UMY). In learning English speaking skills, the students are familiar with many speaking activities such as group discussion, role play, interview, negotiation, communication, conversation, share information, presentation, interaction, and others. The students who are learning English for both as foreign or second language should master speaking skills. They are expected to contribute in the classroom activities because one of the goals of language learning is speaking skill. The better the speaking skills the students have, the better the language learning process the students undertake.

Despite speaking skill is one of the four basic skills which have important role in language learning, Hinkel argued that speaking skill is still regarded as the most difficult skills especially for university students (as cited in Nazara, 2011, p.29). Based on the researcher's observation for three years, many students of EED UMY found the problems in learning English speaking skills. To some degree, not all students contributed in the learning activities. Many students preferred to use their first language than English even some students mixed both English and Indonesian in speaking activities. Besides, some students felt nervous and they faced difficulties to arrange the words or sentences. As a foreign or second language learner, to use English in their speaking activities is a must. A teaching and learning process is said to be successful if there is interaction between teachers and students. In this respect, not only should teachers speak

English in front of the class, but the students express their ideas as well orally to response what the teachers said.

Some researchers have investigated the study of the problems faced by students in learning English speaking skill in various countries. Those problems involve inhibition, for instance fear of mistakes, fear of criticism, and shyness (Ur, 1996; Juhana, 2012; Souriyavongsa, 2013; Ghararah, 2014; Saadi, 2013)), nothing to say (Ur, 1996), low or uneven participation (Ur, 1996), mother tongue use (Ur, 1996; Hamad, 2013)), lack of motivation (Juhana, 2012), lack of grammar (Adnyani & Dambayana, 2014), lack of vocabulary (Li & Ruan, 2013), and lack of pronunciation and intonation (Hyland, (1997) as stated in Gan , 2012)).

Accordingly, the researcher also shows the early theories related to the strategies in learning English speaking skill. A research by Houang deduced eight ways to improve English speaking skills such as “imitation, technical means, practicing alone, question clarification, communication, self-monitor, self-evaluation, and repetition” (as cited in Azmi, 2012, p.127).

Those are the problems encountered by students in learning English speaking skills that have been proposed from the existing theories and how students' strategies in improving their learning English speaking skills are. The studies on how students faced problems in their speaking activities have not been conducted yet at EED UMY. Based on the background of study that has been described previously, researcher was interested to conduct a study with entitled

“The Problems Faced by Students in Learning English Speaking Skills at English Education Department Universitas Muhammadiyah Yogyakarta Batch 2012”.

The Statement of the Problem

Speaking skill is the first skill which is mastered by human. It is the ability on how a baby expressed their ideas and feelings orally, and even speaking skills are needed until they grow up. Speaking skill is not only used in nonacademic area, but also academic area as well. In academic area, speaking skill becomes one of the indicators of language learning outcomes. In contrary, many students both of Indonesian and other countries that presented previously faced the problems in learning English speaking ability. Therefore, the researcher would identify the problems faced by students in learning English speaking skills at EED UMY batch 2012. The researcher is curious whether the problems of learning English speaking skills at EED UMY batch 2012 have similarities to the problems in other countries as mentioned previously.

Research Questions

The researcher summarizes two questions of this study as follows: What are the problems faced by students in learning English speaking skills at EED UMY batch 2012?, and what are the students' strategies in improving their learning English speaking skills

The Purposes of Study

Based on the research questions above, the aim of this study are to identify the problem faced by students in learning English speaking skills at EED UMY

batch 2012 and to investigate the students' strategies in improving their learning English speaking skills.

Significances of the Study

The result of the study hopefully will be very beneficial for:

Teachers/lecturers. It is expected that this study can improve the teachers/lecturers' awareness of their students' problems in learning English speaking skills. This study enriches their knowledge about the problem faced by students in learning English speaking skills and how the students' strategies to overcome the problems in speaking skills. These insights can be used as consideration in teaching and learning process particularly in teaching speaking skills.

Students. This study is expected to improve students' awareness of the problems in learning English speaking skills. Next, by having self-awareness, the students will be more interested in learning English especially in speaking skill and the last points is that the students will develop their sense of responsibility to improve their speaking skills.

English Education Department of UMY. The result of study might be used as evaluation for the institution, EED UMY, to improve their students' speaking skills.

Other researchers. This study discusses the problems faced by students in learning English speaking skills and the strategies to solve the problems. It is expected to upgrade knowledge of the other researchers who are interested to

conduct a similar study. In addition, it also expected that the findings will be used as starting points to conduct another research whether action research or experimental research.

The researcher. After conducting this research, this study improves the researchers' awareness of the problems in learning English speaking skills. Furthermore, the researcher understands about the strategies in improving learning English speaking skills. As a prospective teacher, the researcher can implement the various teaching and learning speaking ability in her class activity later in order to help her students speaking ability.

Outline of the Study

The structure of this study can be drawn as follows. In the first chapter, the researcher describes introduction of this study that consists the background of the study, the statement of the problem, research questions, purposes of study, the significances of study, and the outline of study. The next chapter presents a review of literatures related to the speaking skills. This chapter discussed the early theories regarding to the nature of speaking skill, the components of speaking skill, the functions of speaking skill, the importance of speaking skill, the types of speaking skill, the problems in learning English speaking skill, and the students' strategies in learning English speaking skill. In chapter three, the researcher focuses on research methodology which covers research design, research setting, population and sample, data collection procedure, the nature of data, research instrument, validity and reliability, and data analysis. In chapter four, the

researcher presents the findings and discussion. Finding section elaborates the result of statistical data while the discussion section discusses the further explanation the findings of the research. In the last chapter, the researcher summarizes the conclusion and recommendation of this study in a rather simple way. Additionally, the researcher also encloses the resources of this study and several appendices.