

Chapter One

Introduction

This introduction is including of description of the research. In background of the study, it discusses about the importance of English language and the importance of speaking skill and the problems that researcher faced in order to find the right method to handle with speaking difficulties. Problems of the study mentioned about the problems that learners encountered in speaking skill lesson. The limitations of the problems explain about the scope of the research. Research questions and objectives of the research are also presented. Researcher also stated the benefits of this research in significant of the study. It ended by stating the organization of the chapter.

Background of the Study

In this era, English plays important role in every field of education and occupation toward people as it is an international communication, source of knowledge, easy to access entertainment from the media and so on. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible (Willis 1996 and Coury & Carlos 2001). So, English becomes popular in this era to be learned and get attention and interested by most of people especially students. There are four skills of English language, they are speaking, listening, writing and reading.

Speaking is one of four important skills that students should be good at it as it is the media to deliver the information by speakers. Speaking skill is defined as the skill that allow people to communicate effectively and it provides the ability to

convey an information verbally and could make a listener understand on their speech. The essential focus is on communicative tasks mediated through negotiation and the sharing of information (Ellis, 2003). In addition, speaking is the medium to express mind and idea which related to Chaney (1998:13) “speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol in a variety of contexts”. The ability to speak confidently and fluently is something that students will develop in their time school and it will bring the advantages in the future life. Learners have to understand well about the aim of speaking well. Learners are not only having to know how to produce specific points of language like a grammar, pronunciation or vocabulary but they also need to understand when, why and in what ways to produce language. Speaking requires that learners understand when, why, and in what ways to produce language ("sociolinguistic competence") (Burns & Joyce, 1997; Cohen, 1996 and Harmer, 2001. According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency. The more fluent the students are in English, the more interesting, exciting and insightful conversation they can have. Therefore, it is inevitable to learn and practice speaking English.

The goal of the speaking is to communicate with the others efficiently. It means students are able to speak correctly in term of pronunciation in order to avoid of misunderstanding so that the listeners can easily understand what they heard. Students who have a good ability in speaking is considered successful learners as Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a

language is measured in terms of the ability to carry out a conversation in the (target) language. Another goal of speaking is to associate with other people. In social, have a good speaking can make more friends from over the world as nowadays is in 4.0 era where everyone can contact to the others wherever they are. Here is a good opportunity for students to make a friend and share the experience and culture with foreign friends through speaking via various of social media application.

Moreover, there are difficulties in speaking that will be an obstacle to make a progression in speaking lesson. According to one of students' challenge in learning in speaking lesson is lack of vocabulary mastery. Student found that she does not understand English sentences while listening to someone speaking and also when reading some materials. It caused student become afraid and do not brave to speak up or to have a conversation. Not only that, student also have a problem in listening skill. it usually happens when student have a conversation and cannot catch the word so student cannot reply a conversation in the right way. Besides, another obstacle student usually faced in learning speaking skill is shy. Being shy in learning process should be avoided. It could be a barrier in developing in speaking skill as students afraid to speak up whether it is inside the classroom or outside the classroom. Those problems show us that is commonly found when English learners learn speaking skill. However, those obstacles can be solved by applying strategies that will improve their speaking skill. So, in this research researcher will find out the strategies that is used by students to improve their speaking.

Based on previous research, the research title was " A Study on Student's English Speaking Problems in Speaking Performance". The aim of this research is to find out the most dominant problem in speaking performance faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak in their speaking performance. The research method used in this research is the descriptive method. The writer uses questionnaire and video recording as the tools of data collection. From the questionnaire findings, psychological problems are the most dominant problem faced by the third semester students of English Education Study Program of FKIP Tanjungpura University Pontianak with mean percentage 20.70%; lack of self-confidence 20.11% and anxiety 21.27%. It is followed by linguistic problems with mean percentage 19.53%; grammar 22.16%, vocabulary 20.19%, and pronunciation 16.25%.

Another previous study was under the title "The Study of the Problems of English Speaking Skills of the First Year Student at Mahachulalongkornrajavidyalaya University". The objectives of this research were to study the Problems of English Speaking Skills of the first year students, majoring in English (Bilingual Program), Faculty of Humanities at Mahachulalongkornrajavidyalaya University. And to purpose the ways to improve English speaking skills for the first year students in the academic year 2016. The study was both qualitative and quantitative methods. The tool used for collecting data was questionnaires. The samplings were comprised 63 first year students. The results of the research were as follows. First, the first year students, aged 18-20 years (27%) because of their practicing and aged 30 up years

(19%) because of their practicing a little bit in English were at a moderate high level (3.34%). Second, the first year students, aged 21-30 years can use speaking skills better than other ages comprising 54% were at a high level of (3.50%) Mean.

Based on previous studies above, both use quantitative research in research design that consisted of many participants in each study. Quantitative research method has weakness in collecting the data as the quantitative research method consisted of questionnaire with closed ended questions that made by researcher which caused respondents had limited selection of answers. Result, it leads to limited findings in research proposal and cannot represent the actual occurring in general form. However, in this study used qualitative research because want to find a deep information in findings.

Identification of the Problems

The problems that usually faced by students, there are three obstacles based on them. According to Scarcella & Oxford (1994) and Florez (1998), these are as follow. The first is about the conflict between fluency and accuracy. There are most of students are fluent in their speaking but still not accurate. It may cause their speech ineffective if fluency and accuracy is not balance. The second is because of lack of confidence. Commonly, some students are not confident when they speak second language at their beginning. The last is about pronunciation. The most prominent in speaking is speaking. They have a problem that is caused from first language, phonetic confusion and so on.

Based on student's problems that have been observed via interview, the common problem has been faced was inadequate vocabulary mastery. Student thought she can understand what native speaker's speech but she did not because she considered in many times that she cannot understand the sentence because of lack of vocabulary. It usually happens when lecturers gave a homework explanation. Besides, student's challenge at speaking skill is weak at listening skill. It usually happens when student was asked some questions by lecturers and cannot reply since she cannot understand well while listening.

Delimitation of the Problem

There were many points to discuss in this research. However, researcher focused on research questions, participants, place and methods. The researcher wanted to know the problems faced by students in learning speaking skill. Researcher also wanted to find out what strategy students use to improve their speaking. The participants were limited for six students from English Education Department at private university in Thailand. The method of this research was limited in terms of using qualitative approach only. The data of the research based on the students' perception and experiences.

Research Question

Based on the background above, the researcher has two research questions. They are:

1. What are the problems students face in speaking skill?
2. What are the strategies students use to improve speaking skill?

The objectives of the Research

Based on the research question above, the objectives of this study are:

1. To know the problems that hinder students in their speaking progression.
2. To find out the strategies that students use in improving their speaking skill.

Significances of the Research

The expected outcome of this study is to show the result of learning English by using appropriate strategies to improve student's speaking ability. The researcher expects that this research will be useful for teachers, students and future researchers.

Teachers

This research will give the teachers some strategies that are suitable for students. Teachers will understand the way to teach their students correctly. As teachers, they need to explore more strategies and various methods that can improve student's speaking competence.

Students

After reading this research student will get the right strategies in learning English. It will be easy for learners if they were taught appropriate strategies by teachers. Therefore, it is expected that they will adopt right strategies to overcome the problems to develop their speaking.

Future Researchers

From this research, it is expected that other researchers will get more information on what strategies that are used in speaking learning and how those

strategies implement. This research is expected to be useful as a reference for other researchers who are going to conduct similar research.

The organization of the Chapters

In this research is divided into five chapters:

Chapter One

In chapter one, the researcher presents of the introduction of this research. which focuses on background of the study, identification of the problems, delimitation of the problem, research questions, objectives of the research and significances of the research and organization of the chapters.

Chapter Two

In chapter two, the researcher presents literature of review regarding the topic. It focuses on speaking skill, the importance of speaking skill, the difficulties of speaking skill and the strategies that can be applied in improving speaking skill.

Chapter Three

In chapter three, the researcher present methodology used to collect the data. This chapter, the researcher explained how the data collected. There were several things discussed in this chapter, including research design, research setting, research participants, data collection method, data collection procedure, research instrument and data analysis.

Chapter Four

In this chapter, the researcher reports the findings based on the data analysis. It is followed by the discussions of the findings. The research findings show the data

obtained from the analysis results to see the students' findings on problems and strategies in learning speaking skill at a Private University in Bangkok. There are two points of the findings found in this research. First, it presents the problems of students' speaking learning. Second, it discusses the strategies that improve students' speaking skill.

Chapter Five

In chapter five, the researcher discusses two main parts, namely conclusion and recommendation. In the conclusion part, the researcher presents the summary of the study. Then, in the recommendation part, the researcher provides some recommendations for the teachers, students, other researchers and institution.

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Anas Masae