

Chapter One

Introduction

This chapter presents seven essential points from the research. First, the background of the study discusses the general information of the study, the problem that appears in this research, and why this research must be conducted. The next part is the identification of problems consisting of the problem statement and followed by the delimitation of the study that shows the focus of the research: The last, this chapter/part/section provides the research questions, the research objectives, the significance of the study, and the research organization.

Research Background

English has been an essential tool for communicating internationally and exchanging information in every aspect, such as education, economy, politics, law, and even in daily interactions. There is a term for the international status of English called World English (WE). WE refer to the use of English internationally and produced various non-native variety of English around the world that is based on the context and functions (Tamimi Sa'd, 2018). WE have three circles to conceptualize the spread of English, they are: inner, outer, and expanding circle. Indonesia based on the WE's circle is placed in the expanding circle country where English status as the foreign language (Tamimi Sa'd, 2018).

By mastering English language, learners will be able to communicate in spoken or written form communicate using the language by involving with the wider audiences around the world. According Junaidi et al. (2022), Curriculum Merdeka allows every higher education develop their own subject that based on

Capaian Pembelajaran Lulusan (learning outcomes)' indicators. One of the learning outcomes the curriculum suggests related to the 21st century skills that is communication. For facing the era of digitalization and automation, learners need to master the four macro skills in English, which are reading, writing, listening, and speaking (Syaifur, 2010). Based on the demands of mastering English, it is essential to bring and teach oral skills in the classroom, specifically for communicative purposes. According to Zahid (2013), the current urgency in teaching English is related to oral aspect which means speaking fluently and listening carefully are important to master by the learners and teach by the lecturers. Therefore, oral skills in this research refers to the ability of learners to speak and listen in English appropriately.

Oral skills have become an essential part in English as a Foreign Language (EFL) to be mastered because these skills will directly help the learners to get involved in any communicative and interactive activities. Listening and speaking skills are important to be developed first before they learn reading and writing skills (Afandi, 2018). Therefore, either in formal or informal class setting, learners should be exposed with speaking and listening activities (Singay, 2018). For example, they can practice with the instructors when in the class. Supports, in terms of materials in the target language and guidance in the exercises, must be provided during the teaching and learning of oral skills. Additionally, the practice of using the language should be supported with well-designed learning tools to help learners develop their language abilities, ranging from refining English

pronunciation to increase listening skills for carrying on effective English conversations in any situations (Abid, 2020).

It is beneficial for learners if the lecturers provide them with integrated skill teaching. Integrated skill teaching allows learners to interact spontaneously and exposes them to reliable materials on the target language (Tavil, 2010). Moreover, teaching speaking and listening in integrated ways will minimize the boundaries of communicating using the target language by stimulating learners to have natural interaction. Teaching the language skills in integrated ways will lead the learners to improve their communicative skills (Tavil, 2010).

However, the skills being taught in the higher education are highly focused on writing and reading only. Rokhyati (2013) stated that in the case of higher education in Indonesia, the aim of English teaching is for academic purposes, which seems like to be ignored in the teaching and learning process. According to Herrera Díaz and González Miy (2017), there is a lack of the teaching of oral production in the classroom, which involves speaking and listening skills. Furthermore, she stated that lecturers still tend to implement the traditional teaching method focusing on grammar. The lack of the opportunities in learning oral production will contribute to learners' poor performance in oral skills. It is because they have less activities and exposure to the target language. Meanwhile, the learners should be able to deliver their ideas verbally and understanding concepts from listening activities (Y & Kasyap, 2014). As a result, although learners can learn the target language, they might have less capability to use the language for communication.

By understanding and investigating the importance of mastering oral skills for EFL learners, lecturer will be able to promote oral skills better in the classroom. Moreover, the lecturers are taking part for designing a learning process that encourages learners for having the opportunities to practice their oral skills (Y & Kasyap, 2014). The classroom activities during the teaching and learning of oral skills should be able to construct learners' language competence. Therefore, the researcher is interested in investigating the implementation of lecturer's activities to teach oral skills and the challenges of teaching oral skills in university.

Problem Identification

In teaching and learning of English, lecturers must accommodate learners with classroom activities focusing on the four macro skills of English. It is also important to expose the learners with activities and materials in English. However, English lecturers in Indonesia mostly focus on teaching reading and writing. They set aside listening and speaking skills in the classroom during the teaching-learning process (Rokhyati, 2013). There are many varieties of activities that lecturers could apply when teaching oral skills to learners. However, designing ground-breaking and useful activities for facilitating learners to learn effectively and efficiently is found as one of the challenges in teaching English (Zahid, 2013). Based on the researcher's experience, there are three major problems in the implementation of teaching oral skills. First, most learners keep using their first language during the activities even though the lecturer instructs them to use English, so the lecturer might find it hard to optimize their teaching

practice to develop learners' oral skills. It is caused by the learners' low vocabulary mastery, low self-confidence, and less participation. Second, some lecturers rarely provide the learner with authentic materials and some of them are likely to teach, which means the learners have less opportunities for practicing the language. Last but not least, selecting assessment types is another challenge for fellow lecturers/lecturers. Even though the selection of suitable activities is important in oral skills teaching and learning process, the need of appropriate assessment types should be taken into account assess the micro-skills of speaking and listening skills.

Problem Delimitation

Based on the statement of the problem above, the researcher focuses on discussing the implementation of lecturers' activities during teaching oral skills at the university level based on their daily teaching practices in the Listening and Speaking classes. Moreover, the researcher also investigates the challenges while implementing teaching oral skill activities in the classroom. This research will clearly state the lecturers' activities that are offered to enhance the learners' English oral skills and challenges in implementing the activities during the learning process.

Research Questions

For conducting this research, the researcher formulates two research questions as the leading guide in this research, there are:

1. What activities do the lecturers implement to teach oral skills at the university level?

2. What are the lecturers' challenges in implementing the activities?

Research Objectives

Based on the research questions above, the researcher decides the research objectives as follows:

1. To investigate activities that lecturer implements for teaching oral skill at the university level.
2. To investigate English lecturers' challenges in implementing each activity in teaching English oral skills at the university level.

Significance of Research

This research has several benefits for pre-service teacher students, lecturer, and other the researchers.

For Pre-service Teachers

This research can be beneficial for pre-service teacher who will teach oral skills. It provides them with several activities they can apply in the class for supporting teaching oral skills. Besides, it can be a reference regarding the challenges that probably appear while implementing teaching oral skills. By being well-informed about the challenges, learner can prepare the solutions to minimize it.

For English Lecturers

By examining some sorts of teaching oral skills activities implemented in the EFL classroom, this research might be used as reference or guidance for English lecturers' in conducting the English oral skills teaching.

For Other Researchers

This research could be the way to conduct further investigation about the implementation of teaching activity in the classroom, especially about oral English oral skills. Furthermore, this research can be used as references for other researchers to conduct in-depth research regarding learners' perspectives on the activities.

The Organization of Research

This research divided into five chapters: an introduction, literature review, methodology, finding and discussion, and conclusion and recommendation. The first chapter is an introduction that discusses the background of the research and statement of the problem. Besides, this chapter also present the delimitation of research which tells about the focus of research, the research question, and objectives of the research. The last part of this chapter consists of the significance of the study, and the organization of study which provides the overview of this research proposal.

The second chapter is the literature review. The literature review shows all the fundamental theories related to the research topic about teaching oral skills. It covers the definition of oral skill, teaching integrated skills, activities for teaching oral skill, challenges in teaching oral skills, and the previous study

The third chapter is a methodology that provides information regarding the procedure of obtaining the data. Furthermore, this chapter will consist of research design, research participants, data collection technique, the trustworthiness of the data, and the data analysis.

The fourth chapter is finding and discussion where the researcher exposed the finding from process of collected data. Then, the researcher discussed with supported by the previous research.

The final chapter is conclusion and recommendation. This part explained the summary of the finding and recommendation from researcher for the related parties.