

## **Chapter One**

### **Introduction**

This chapter explains several points about this research. There are several points included in this chapter. This chapter describes the background of research on students' motivation and strategies to speak like native speakers, identification of problems related to students who want to speak like native speakers, research questions, research objectives, the study's significance, and the organization of the chapters.

### **Background of the Research**

Speaking is the key to communication in a language. In language skills, there are speaking skills that students hope they can practice exceptionally, especially in the target language they learned. There are speaking skills requirements including pronunciation, fluency, and intonation. When learning a language, the desired result of the process is communicating fluently without any obstacles in speaking. Speaking skills are very significant while learning English. There are many students who are still inaccurate in pronunciation, intonation, and fluency in speaking English. The students usually had issues when expressing opinions on what they wanted to convey. When students have speaking skills, it will ease them to deliver the information using the target language. Nunan stated that "success is measured in terms of the ability to carry out a conversation in the (target) language" (as cited in Nawrasy, 2013).

In learning a language, the students possibly look at native speakers to imitate. A native speaker is someone who learns their first language by having an idiomatic understanding of the language. Comprehending and producing idiomatic forms of the language, recognizing regional and social variations within the language, and skilled

production and comprehension of fluent, spontaneous discourse are all indications of native language proficiency (Davies, 2004, as cited in Oanh and Walkinshaw, 2014). Speaking using the native language is a measure in a language that knows an error or truth in the native language. The definitive arbiters of correct or acceptable language are native speakers (Braine, 1999, as cited in Oanh and Walkinshaw, 2014). Native speakers have standards or elements of the language that they may use spontaneously. They can add a language and can interpret the native language. Additionally, they may distinguish accents from the language they use.

Native speakers are proficient in the first language. Since they spent a long time in the English-speaking country where they were born, they were exposed to a large number of authentic materials. They have been speaking the language since childhood. According to Hackert (2013), the term native speaker typically refers to someone who has spoken a language from early life. Examples include family, neighbours, and the school environment. As a result, they have good skills in the language they speak.

In learning English especially in learning speaking skills, students have a goal to be able to speak like native speakers. Those learning English as a foreign language are called EFL learners. EFL students have an idea about how English should be speaking like a native speaker. Although people who want to speak English in today's world have been allowed to speak English with a variety of different accents without being required to look like native speakers, but EFL students have different goals when they learn English speaking skills, they want to sound like native speakers. When students speak English and their pronunciation in English is not like native

speakers, it makes students feel insecure and embarrassed if asked to communicate in class with their friends or teachers in English. Native varieties of English are probably the ideal starting point for such a model, even though several applied linguists argued against the dominance of native speaker models and cultures in ELT (Timmis, 2005, as cited in He & Zhang, 2010).

In learning English, there are still many students who have the desire to be speaking like a native speaker. However, this is a matter of debate since being a native speaker is not necessarily beneficial. It is in line with Choi (2015), who found out that people who attempt to acquire or speak like a native speaker are either fakers or people who try too hard to be passed off as native English speakers. Students to speak like native speakers. Students who wants to be such a native speaker while learning speaking skills in English language are a minority, it is made the researcher is hence curious to learn the reasons and motivating factors behind the students' ambition to sound like native speakers.

### **Identification of the Problem**

In mastering speaking skills, many students have difficulties with their fluency in English. Students usually try too hard in daily conversation to speak like a native speaker, such as speaking like the actors in Harry Potter speaking in British accents. This leads to stutter when they are trying to speak like a native speaker. From the phenomenon in ELED at a private university in Yogyakarta, some students want to be able to communicate with the same fluency as native speakers do. In this situation, they strive to imitate the speaking manner of their native speaker as they want to be more proficient.

Another issue comes when they express a desire for their speaking skills to be comparable to native speakers. Some students have inspirations that their speaking skills are comparable to those of native speakers. Besides, they believe that speaking like a native is really attractive. Hence, they are confident that they can increase their speaking quality while conversing or making presentations in English when interacting with a native speaker. Although some students still have such goals in mind when learning a language, like a native, they are a minority. As a result, the researcher is interested in finding out the reasons and motivations of the students who want to sound like native speakers.

### **Delimitation of the Problem**

This study focuses on students' perception of the importance of speaking like a native speaker. This research only focuses on students' motivation and strategies to speak like a native. Native speaker accents referred to this research are British accent and American accent. This research will be limited to conduct around Students in the English Language Education Department (ELED) at a private university in Yogyakarta who learn English as their major. Therefore, it is all about students' speaking abilities to focus on students' perception of their speaking skills in English learning and accomplishes their objectives.

### **Research Questions**

This research has the following research question:

1. What are students' motives to speak like native speakers?
2. What are the strategies the students do to speak like native speakers?

### **Research Objectives**

The following objectives of this research are based on the research questions:

1. To find out the students' motivation to speak like a native speaker.
2. To investigate how students learn English as strategies to be native-like speakers.

### **Significance of the Study**

The findings of this study will reveal students' perception of speaking like native speakers in learning English. This research provides several benefits for students, teachers or lecturers, and other researchers. The explanation is presented as follows:

#### ***For Students***

Hopefully, this study can motivate students to speak like native speakers. This study may provide more information to students, so they know the motivation and strategies that are suitable for them in learning English.

#### ***For Teachers or Lecturers***

This study provides information to teachers/lecturers about the variables that can motivate students to learn English and strategies for enhancing students' speaking skills. Furthermore, this study may become their consideration when they want to choose a better technique to improve students' speaking skills.

### ***Other Researchers***

This study will likely produce future academics to conduct further research on this topic. Other researchers can use the findings of this study as a paradigm to conduct further research on native speakers, especially the perception of speaking skills.

### **Organization of the Chapters**

Five chapters are presented in this research. Chapter one explains about the background of the study, identification of the problem, delimitation of the problem, research questions, research objective, significance of the research and organization of the chapter. The first chapter included background information on the study as well as the reasons for the researcher's interest on this topic.

Chapter two is literature review. A literature review is presented in chapter two to support the general information explained in chapter one. Chapter two consists of literature review, review of related study and conceptual framework. There are several explanations related to the topic such as speaking, the importance of speaking skills, students' motivation to speak like a native speaker, students' strategies to learn English speaking skills like native speakers, and review of related study.

Chapter three explains the methodology that the researcher use in this research. The methodology includes six parts, there are research design, research settings, research participants, data collection techniques, data collection procedures, and the last part discusses data analysis. The researcher employed qualitative research approach, and the researcher use interview to collect the data.

Chapter four explains the research findings and discussion. This chapter contains detailed information on data gathering and data analysis from what the researcher get from the participants. In Chapter four, there are several findings that are supported by several explanations from literature review.

Chapter five is the last chapter. The conclusion and recommendations are presented in Chapter five. The conclusion is based on the research findings and recommendations that given based on the significance in this research.