

Chapter One

Introduction

This chapter presents about the introduction of the study. This chapter covers some of the important points in this chapter. First, is the background of the study explaining the reasons why the researcher is interested in discussing the use of podcast in practicing English speaking skills. Subsequently, this chapter also includes research objectives that describe the exact purpose or objectives of the research. Also, the significance of the study shows the benefits of this study for people in need. Finally, the organization of the chapter of the research shows the explanation of each chapter.

Background of the Research

English is one of the languages that is often used to communicate in the international arena. Sofyan (2021) stated that English is widely regarded as the foremost international language due to its predominant use in international trade, diplomacy, mass entertainment, international telecommunications, scientific publications, newspaper publishing, and more. There are four abilities that must be learned and understood to be able to speak and understand English, namely reading, writing, listening, and speaking skills. According to Sharma and Puri (2020), mastering four languages listening, speaking, reading, and writing are all necessary for an efficient interchange of information and ideas, as well as the development of total communication skills. One important aspect of communicating using English is speaking. Leong and Ahmadi (2017) argued that speaking serves as a means of conveying thoughts and information through verbal communication.

Speaking skills is important thing to be learned. According to Milania et al. (2022) in the global context, the ability to communicate in English is a crucial skill, allowing us to share information with other, it requires our speaking skills. However, mastering speaking is not easy to learn by students. Yesilyurt and Dincer (2013) stated that speaking involves both linguistic and non-linguistic components, including vocabulary, tone, articulation, formal and informal expression, and gesture, making it intricate and challenging to learn. Based on the researcher' experience when doing internship in a vocational high school, the learners of foreign language have not been able to master English language especially English speaking skills.

Teaching speaking is not easy to do. Based on the researcher' sharing experience during the internship program observation, the teacher shared stories about certain difficulties associated with teaching speaking skills. Teaching speaking skills for foreign language at vocational high school is different from teaching in a public high school. As stated by Panjaitan et al. (2022) a vocational high school is a school that prioritizes student learning and self development in certain areas such as technology, science, health, and the arts. From that statement, it could be inferred that vocational schools are institutions with a specific focus on particular fields such as health, arts, mechanics, and others. It also makes the difficulties and challenges faced by teachers differ between teaching in public high schools and vocational schools. Therefore, the challenges faced by teachers in vocational schools are different from those in public high schools. In addition to the challenges, the strategies employed are also different.

Research related to the teachers' difficulties and strategies in teaching English speaking skill has been done. For example a study by Syafrizal and Rohmawati (2017)

focused on teacher's speaking strategies at vocational high school. The study explains that being a teacher must be able to determine the right strategy for teaching. In addition, it must also be able to make the classroom atmosphere a fun place to learn. Another study done by Asmin (2019) found that there are several shortcomings that teachers have in implementing learning strategies. Some shortcomings are the lack of student needs analysis, especially in vocational high schools, lack of creativity in teaching, and lack of adequate facilities to support learning.

However, although there have been several studies regarding teacher strategies in teaching English in vocational high schools, most of them focus on general strategies regarding teaching English because basically English has many aspects that must be studied, namely reading, writing, listening, and speaking. In this research, researchers will focus on the difficulties and strategies used by teachers in teaching English speaking at a vocational high school in Yogyakarta.

There are several reasons why this study was conducted. First, difficulties in learning are not only experienced by students, but teachers also experience difficulties in teaching, especially teaching English speaking. As stated by Purwati et al. (2023), difficulties in teaching Speaking English include linguistic and psychological factors. Through this research, the researcher expects to what are the difficulties faced by vocational high school teachers in teaching English speaking skill. Second, the importance of the right strategy to be applied in learning by teachers in teaching English speaking. This is important because the right strategy can make learning more effective in achieving goals. According to Ayua (2023), a teaching strategy is a method or plan teachers use in the classroom to help students achieve specific learning goals. Through this study, the

researcher expects to know what are the kinds of teaching strategies applied by vocational high school teachers in teaching English speaking skill.

Identification of the Problem

There are four components of language proficiency that must be learned in English, and one of them is the ability to speak English. Fluency in English, especially oral expression, is increasingly recognized as an important asset in today's globalized world. However, despite its importance, students in vocational high schools often have difficulty acquiring and developing English skills. Kind of difficulties that may vocational teachers' faced are limited English proficiency, limited resources, large class size, and lack of speaking. in addressing these difficulties and implementing effective teaching strategies becomes paramount. Researchers realize the importance of students mastering or at least being willing to speak English to ensure that teaching and learning activities in the classroom can run effectively. In teaching English speaking in the classroom, a teacher can definitely experience difficulties and challenges in teaching English speaking. Based on the researcher's experience, teachers at vocational schools face several challenges when teaching English. These include limited class time, students' lack of interest in English, and the fatigue that students experience after engaging in arts practice activities. Ultimately, these challenges cannot be ignored by teachers. Therefore, it is important to know what strategies should be used to teach English speaking skills in vocational schools so that they run effectively as expected.

Delimitation of the Research

In this study, the researcher focuses on the teachers' difficulties faced to teach students' speaking skill. Apart from that, researchers also focusses on exploring what strategies teachers use to teach English speaking skills. This research was conducted at a Vocational High School in Yogyakarta, Indonesia. This geographic and institutional focus was chosen to provide a detailed and context-specific understanding of the difficulties faced by vocational high school teachers and the strategies they use in teaching English speaking skills. These findings will be relevant to similar educational contexts, but their generalizability to other regions or types of institutions may be limited in a vocational high school in Yogyakarta.

This research involved qualitative interviews with four teachers from a vocational high school to gather diverse insights on the difficulties they encountered and the strategies they employed in teaching English speaking skills. The small sample size enabled a thorough qualitative analysis, resulting in detailed and rich data. However, the findings may not reflect the perspectives of all teachers in the department or in similar departments. Qualitative research methods will be used, specifically using semi-structured interviews to collect data. This approach was chosen to capture various experiences and opinions of teachers regarding the difficulties they face and the strategies they use in teaching English speaking skills.

Research Question

Based on the background above, the research formulates three research questions of the use of podcast in practicing English speaking skills: students' perspective

1. What are difficulties faced by vocational high school teachers in teaching English speaking skill?
2. What are the kinds of teaching strategies applied by vocational high school teachers in teaching English speaking skill?

The Objective of the Research

Based on the research question above, this research is purpose as follow:

1. to explore the difficulties faced by teachers at a vocational high school in teaching English speaking skill
2. to investigate the kinds of teaching strategies applied by vocational high school teachers in teaching English speaking skill

Research Significance

The research carried out is expected to provide more benefits and knowledge for students, teachers, and future researchers.

Teachers.

Researchers hope that this research can be useful for teachers as a reference in teaching English speaking skills, especially in vocational high schools which have the same difficulties. Moreover, identifying successful strategies employed by teachers can contribute to a more engaging and productive classroom environment.

Future researchers.

The researcher hopes that this research could inspire the future researcher to find another strategies that make students become easy to mastering English speaking skill. This research also may be used by researchers who want to research similar things or who are still within the scope of the research topic.

Organization of the Research

This study is divided into five chapters. The first chapter provides an overview of the research context, research identification, problem boundaries, research questions, research objectives, and research significance.

A review of the literature is in Chapter 2. This gives a definition of e-learning, an understanding of the ideal teacher's role during online learning, and efficient e-learning teaching techniques. In the context of online learning, this chapter explains the theory relating to a general overview of e-learning.

The method is covered in Chapter 3. This chapter outlines the researcher's plan for conducting the study. The methods, tools, participants, settings, and data collection procedures are covered in this chapter. The researcher also describes data analysis in this chapter.

Findings and discussion are included in chapter four. The findings of the data analysis are presented in this chapter.

Conclusions and recommendations are included in Chapter 5. Researchers' recommendations and general responses to research questions are given in this chapter. Other researchers and teachers are given recommendations.