Chapter One

Introduction

This chapter presents the introduction of the study. There are several important points mentioned in this chapter. This chapter describes the background of what factors support students' speaking skill, the statement of the problem, the delimitation of the study, the research question, the objectives of the study, and the significances of the study. In the final of this part of this chapter, the researcher explained the outline of the study.

Background of the Study

A lot of people in the world learn English because English is an international language. English is the most spoken language that in the world, and in non-English speaking countries, English is considered as the main foreign language (Liu, 2009). To learn a language, particularly English, the learner needs to have supportive environment, media or object to apply everything that they have learned (Kubo, 2009). According to Oradee (2012), students' occasionally stammer in English speaking because they lack the exposure to the environment that allow them to use English. So, to ease English learning, students should expose themselves to the right environment.

In Indonesia, English is a foreign language and a lot of people especially students learn English only in English classes, thus have few opportunities to practice English outside the classroom without time and space limitations. Therefore, as a student, they must know how to maximize learning in the classroom. According to Kubo (2009), environment can enhance one's English speaking skills, because that way the students' can apply their English in real life. The meaning of environment in this study is where the learner can practice English speaking. According Okoli (as cited in Omego, 2014), environment have a role to influence the learning

process because environment can accommodate the learning methods of the learner. According to Oradee (2012), students stammer in English speaking because the students have a lack of exposure to the environment that allow them to use English. From the researcher's experience, the learner can practice or apply their abilities spontaneously, a strategy that leads them to be able to master their knowledge. Peer environment can also influence the confidence of the students to speak English fluently, because when the English students' interact with their friends using English in their daily activity, it can make all of the members of that group use English more easily.

In Indonesia, English is considered as a foreign language. Thus, English is not used in daily activities. However, in the English Language Education Department, English is used as an instructional language. Almost all of the subject use English and the students' must learn English. Students must use English in presentations, asking questions, or giving suggestions during the teaching and learning process in the classroom. In almost all of the activities in the classroom, the teacher and students use English, and students have to respond using English too.

The researcher is interested with this topic because based on the researcher's experience, the researcher found it easy to practice speaking English with friends in campus and did not feel awkward when speaking English. This is because the researcher lived in an English classroom environment and had friends who also spoke using English in campus. From that environment, the researcher feels that it is possible to develop English skills by having friends who have more ability than the researcher. In the campus environment, all of the students must practice speaking English in front of the class in every presentation. That method is very important because the students can practice speaking English in front of many people, which is something they cannot do in other places. However, not all students have the ability to speak English fluently. Thus,

from the researcher's experience, the researcher will conduct a research about how classroom environment supports students' speaking skill.

Statement of the Problem

Classroom is an important platform to practice English because practice it the environment can encourage the students to remember and understand more easily. According to Saazai and Yunus (2015) classroom environment has the power to influence students. In Indonesia, English is considered as a foreign language, so the English learner will face problems in the learning process. Environment is significant to English learners because the learner will feel ashamed when speaking English out of English environments, which often happens among learners who have a shy personality. Other problems in this study involve the learners' vocabulary; whereas when the students' never speak using English, they will forget about their vocabulary. When the learners live in an English environment, the learners will always use the same vocabulary and would face challenges in developing their vocabulary to enhance their skill. In non-English environments, the learners will learn the theories but lack the application of the theories in their daily activities.

Applying speaking abilities when the students' do not have an English community will lead to the English students' anxiety which would eventually hinder the students' progress. It will happen because they do not have the object which can support them in learning Trent, (2009). Actually, when the learner has a environment to apply English, it will build their English ability and the learners' confidence to speak up in public. When the students learn in English environments, like at a private university of Yogyakarta, particularly in ELED (English Language Education Department) classroom, it can also make it easier for the students to attain

new vocabulary. It will happen because there, the students can speak English with their friends, as English is considered as an instructional language. Thus, it can give chance for students' to practice speaking English with their friends and lecturers. Nevertheless, not all students' know about how they can maximize that chance to enhance their speaking skill.

The issues of English students in ELED are that they do not know how to maximize factors in classroom that can support their speaking skill. From that issue the students must look for methods to maximize the factors in the classroom that can support their speaking skills.

Delimitation of the Problem

The context of this research is only in one ELED (English Language Education Department) of a private university in Yogyakarta. This research focuses in a classroom environment which support students' speaking skill and it was chosen because in ELED almost all subjects use English, and the instructional language is English. However, not all students can maximize the chance to enhance their speaking skill.

Research Question

This study is intended to answer two research questions which are used as a guideline. The following question is:

1. What are the factors in the classroom that support ELED students' English speaking skill?

2. How do those factors in the classsroom influence ELED students' English speaking skill?

The Objectives of the Research

Based on the research question, there are two purposes of this study. The purposes of the study are to find out what factors in the classroom can support students' English speaking skill. The second to study how those factor influence students' English speaking skill.

The significance of the Research

This study has a purpose to share several advantages for students and lecturers of the English language education department.

For students. The students will know that the ELED (English Language Education Department) classroom can support their speaking skill. The students of ELED (English Language Education Department) will know about what they should do to develop their speaking skill in the classroom. So, if they want to improve their speaking skill, students can maximize the benefits of those factors in order to enhance their speaking abilities in the classroom.

For lecturers. It can be a reflection for the lecturers because the lecturer will know about what could make students' actively speak in the classroom so that they can think of the strategies to make students speak more. What they need are the information to teach and the knowledge to help students speak more in the classroom.