Chapter One

Introduction

This research attempts to find out what the students' perception on strategies applied by EED of UMY teachers in teaching speaking. Furthermore, this chapter consists of background, problem identification, problem limitation, research question, research objective, and research significance.

Background

Speaking as one of productive skills is essential to be mastered by ESL learners. Boonkit (2010) defined that speaking is one of four skills of language used for communication especially when speakers are not speaking their mother tongue. Furthermore, it is considered as a main tool to interact and communicate as the purpose of language. In English as foreign language context, since English is considered as lingua franca all over the world, it is very important to master speaking as one global language to bridge people around the world to communicate. Based on that fact, English especially speaking is necessary and considered to be essential. For example in case to apply a job as one of the primary requirements is having good communication skill that it means speaking skill. Pandey (2014) said that English communication is utmostly important in the present to make people get employed. It indicates how important speaking skill is.

Though speaking is considered important, many English learners put it as a difficult skill to be mastered. Kusnierek (2015) mentioned that speaking is considered

as the most difficult skill. It is not easy as non-native speakers to master speaking as they are not acquiring English when they grow up otherwise they need long process to learn. Besides, the students also face some challenges in learning speaking process that can come from their selves and environments. The challenges from learners itself are regarding their motivation and confidence to rehearse speaking skill. They think that rehearsing speaking is necessary, but they do not desire to keep rehearsing because of shame. Mai (2015) mentioned that there are some factors which are affecting students' speaking skill such as listening ability, motivation to speak, and confidence. Going further, students sometimes feel anxious which gives negative effect in speaking performance as well. Lucena & San (2016) argued that students know that anxiety becomes one of bothering problems in learning to speak.

As English foreign language learner, students have lack of encouraging environment to rehearse speaking skill. Rababa'h (2015) said that environment is one of problem encountered by EFL learners regarding their speaking skill. One of the examples is English for daily conversation. Students sometimes want to practice it in their daily life, but it is hard to find friends as a place to practice together. Even though they can join with speaking or debate community, but not all of students are willing to because of consideration like shy to join or have no time to join. This issue makes students tend to rehearse their speaking only inside English class where they can speak much in English as the environment encourages it. Unfortunately, most students do not seriously take benefit of this chance in the class to keep rehearsing their speaking.

In case to overcome students' difficulties in speaking skill as mentioned above, the roles of teacher are necessary to encourage students. Teachers should be able to place themselves and control every single activity during the class. Lia (2012) presented that teacher should act as demonstrator, conductor, director, and commentator in speaking teaching. It is very important as teacher have those roles. Students surely need particular treatments from teachers in learning and enhancing speaking to assist them mastering the subject.

In addition, teachers should have their strategies of teaching speaking. Here is the importance of teaching strategy as part of tool to run the class. It is good as help to deliver the subject covered in various activities. It is well-known by teachers that students need an interesting learning, so they desire to follow the class facilitating them to learn and practice. Common strategies to teach speaking used in educational field are such as discussion, role-play, and presentation. Oradee (2012) presented that discussion, problem-solving, and role-playing can encourage students to interact in language classrom as well as giving students opportunity to practice the language. In addition, for presentation as mentioned by Thornbury (2005) that oral presentation helps students to enhance their English language ability. Those strategies give students a chance to practice their language knowledge.

On the other hand, the application of teaching strategy has two main problems that should be concerned based on the researchers' experience. The first is regarding time. Lack of time has limited students to practice their knowledge. It often happens that students have to stop the activity as teaching strategies instruct because of the

time is up otherwise students need more time to practice. The second is teaching strategy sometimes makes students to practice as they have to not because they want to. For example teaching strategies applied in speaking class, the teaching strategy tends to force students to speak in English. Therefore, they might feel anxious or demotivated. It is necessary to provide students a situation which it makes them encouraged to learn because it is really motivated them.

Universitas Muhammadiyah Yogyakarta (UMY) is one of universities in Indonesia which provides English Education Department (EED). In teaching and learning process, it has been applying student centered-learning as teaching method. It means that this method facilitates students being active in teaching and learning process contributing to express their idea and try to learn independently. In teaching speaking context, this method enables students to rehearse over and over their speaking skill inside the class. There are some particular subjects that focus on speaking skill such as listening and speaking for daily conversation, listening and speaking for formal setting, listening and speaking for academic purpose, and listening and speaking for career development. In the implementation, based on the researchers' experiences as student, those speaking subjects are delivered with several strategies such as group discussion, role-play, simulation, lecturing, and presentation.

On the other hand, still based on the researcher's own experiences and having an informal interview with other students, we deal that common challenges or problems regarding speaking skill learning are such dealing with anxiety and lack of motivation to speak. The teachers actually have applied various interesting teaching

strategies as mentioned above such as group-discussion, role-play, simulation, lecturing, and presentation, but most of students still encounter problems due to the most serious challenges come from students itself.

Teaching strategies and subjects are two things that cannot be separated. In speaking skill, teaching strategies assist teacher to convey and encourage students to enhance their speaking skill. Teacher sometimes becomes so confident of their teaching strategies success in the class even tough it is necessary to know students' assumption or perception of what they think and what improvement they feel, based on the experiences of doing those various applied strategies such as discussion, role-play, presentation, simulation, and lecturing. As the researchers' experience as a students, those teaching strategies have been applied well and it should be used by student to keep speaking as much as possible in English as rehearsal. However, teacher gives lack of encouragement for students to keep speaking in English, so most of students tend to just speak in Bahasa Indonesia. This becomes foundation to conduct this research with title of Students' perception on teaching strategies applied by EED of UMY lectures in teaching speaking.

Problem Identification

Speaking skill is one of proficiencies taught at EED of UMY. In teaching learning process, various teaching strategies are applied as tool to deliver the knowledge to students. The various teaching strategies cover learning in interesting activities to facilitate students a chance to practice their theoretical knowledge and enhance their speaking proficiency.

On the other hand, the implication of teaching strategies does not guarantee students for not encountering problems that might happen. Students in fact still encounter problems even in doing the applied teachers' teaching strategies. Those problems usually come internally from students such as no encouragement, confidence, and anxiety. The classmates can also bring up problems as in doing teachers' teaching strategies students usually need to cooperate and deal with their friends. For example is dealing with their less contributing friends in the group. Another problem may come from the teacher such as unprepared teaching strategy or activity and time allocation that can bother students to learn. Furthermore, based on the researcher's experiences, the most problem faced by students regarding teaching strategies application are coming from students itself. Anxiety and no motivation to speak becomes the most serious barrier. Finally, those challenges cannot be neglected happened to students doing teachers' teching strategies.

Problem Limitation

This research focuses on students' perception on teaching strategies applied by EED of UMY teachers in teaching speaking. Furthermore, it discusses the applied speaking teaching strategies and problems faced by students in doing teachers' teaching strategies that the teachers apply inside the class.

Research Question

Based on the theoretical background and issues above, the researcher formulates research questions below:

1. What are the kinds of teaching strategies applied by EED of UMY teachers in teaching speaking as experienced by students?

2. What are difficulties faced by students at EED of UMY in doing those teachers' teaching strategies?

Research Objective

The aims of this research are in line with the research question formulated by the researcher above:

1. To discover the kinds of teaching strategies applied by EED of UMY teachers in teaching speaking as experienced by the EED of UMY students.

2. To investigate the difficulties faced by EED of UMY students in doing the teaching strategies.

Research Significance

By conducting this research, it is hoped giving benefits for the researcher, teacher and students at EED of UMY, and other researcher.

The researcher. As future English teacher, this research can be benefitical for the researcher as additional knowledge to treat and teach students in term of speaking. Furthermore, by conducting this research the researcher unconsciously learns various speaking teahing strategies and the difficulties encountered by students in doing applied teachers' speaking strategies. Therefore, it can be insight to teach speaking as one of ways to help students solving their problem in speaking is by recognizing the the causes.

Teachers. They can know kinds of teaching strategies and students' problems regarding to speaking skill proficiency as sources to keep improving their teaching strategies. It is necessary to provide students an interesting learning and solve their problems. Students want to start learning when they think it is interesting.

Students. This research benefits students in recognizing what common problems faced by students in doing applied teaching strategies in the class. It indirectly assists them to know the problems and what should be done to avoid those. It can be a barrier for students to solve their speaking problems if they do not even know what kinds of problems they meet.

Other researchers. This research is conducted based on general phenomenon that has been happening not only in the setting of this research but also in other area regarding speaking skill and the teaching strategies. Thus, this research might be one of references for conducting further research.