

## **Chapter One**

### **Introduction**

In this chapter, the researcher presents several points to be discussed. The introduction is arranged into background of the research, identification of the problem, limitation of the problem, research questions, statement of the purposes, and significance of this research are also elaborated in this chapter.

### **Background of the Research**

English language is one of the international languages that has been learned by Indonesian students. The result of Dardjowidjojo research (2000) indicated that English language is learned by more than 13 million students in Indonesia. English is also learned in the university level. For university students, English language is very important. They will use English language in many aspects, such as reading textbook in English language, communicating with other people. They will learn English language in different majors for different purposes, like to communicate with others by using English language. Baker and MacIntyre (2000) claimed that a lack of communication skills plays a major role in lowering one's willingness to communicate. Thus, communication using English is one of the key elements for learning English language. The students have to master English in order to ease them in communicate by using English.

In fact, it is not easy for the students in English as Foreign Language (EFL) context to develop communicative skills even though they have been learned English for long time. Wang, Ahn, Kim, & Lin-Siegler (2017) mentioned that there are some factors which is haunting the students in EFL context to

communicate by using English language, such as lack of linguistics, lack of cultural knowledge, and lack of psychological state. It is in line with Wang, Ahn, Kim, and Lin-Siegler (2017) who said that the students have some challenges when they communicate in English language, such as they do not understand about the culture of the target language; they still have low psychological factors such as feel anxiety and low confidence which make them unwilling to communicate using English language. Eventually, they face many problems in the real context, such as being stuck when having conversation, thinking a lot how to apply grammar rules in conversation, and lacking of the vocabulary.

Moreover, the students in EFL context also should be able to communicate with native English speakers. It is important for the students in EFL context to communicate with native English speakers, because they will get some benefits. Firstly, native English speakers have authentic and standard of English language. Therefore, the students are able to take their fluency to another level by learning new grammar, vocabulary, pronunciation, intonation, idiom, and other things. Secondly, the students will have good experience when they talk to someone from other country of the language which they are learning. Thirdly, communicating with native English speakers is the best opportunity to expose the students' knowledge that they need to train further.

Unfortunately, the students have barrier factors to communicate using English language especially with native English speakers. According to Liu and Jackson (2008), non-native English speakers are reported having low confidence when they should speak English to American. Thus, they cannot communicate

with native English briefly. It is supported by what the researcher found. Based on the informal interview to EFL students in a private university in Yogyakarta, some students rarely or never communicate with native English speakers. This phenomenon happened, because the students in EFL context still find difficulties in communicating with native English speakers which is obstruct their performance in communication skill using English language. They also think that communicating with native English speakers is something frightening.

Therefore, the researcher was interested in investigating the factors which inhibit the students to communicate with native English speakers. Besides, the researcher wanted to find out how do the students deal with the inhibiting factors to communicate with native English speakers.

### **Identification of the Problem**

Based on the informal interview, the students in university level still have many problems in communicating with native English speakers. The problem can be from the students itself such as they feel afraid to make a mistake, feel lack of self-confidence, or feel anxious, and it can be from the language itself which makes the students difficult to use correct grammar, difficult to share idea, or faltered. Thus, there are some inhibiting factors which can obstruct the students' performance in communication skills. Furthermore, if these inhibiting factors extend among students in EFL context, it will influence their performance in communication skill especially when they should communicate with native English speakers. Finally, the inhibiting factors need to be solved. It can be

reduced using appropriate strategies in order to deal with the inhibiting factors.

### **Delimitation of the Problem**

In this research, the researcher limits the problems to make this research easy to be understood. The researcher focuses on two items of problem. Firstly, it is about the factors which inhibit students to communicate with native English speakers. Secondly, it is about how the students deal with the inhibiting factors to communicate with native English speakers. Then, the researcher only focuses on the students higher educational in the private university in Yogyakarta.

### **Research Questions**

There are two research questions in this research. The research questions are formulated below:

1. What are the factors which inhibit students to communicate with native English speakers?
2. How do the students deal with the inhibiting factors to communicate with native English speakers?

### **The Purposes of the Research**

The purposes of this study are to explore the factors which inhibit students at higher education to communicate with native English speakers and to find out how the students at higher education do to deal with the inhibiting factors to communicate with native English speakers.

### **Significance of the Research**

This research also provides some benefits for the researcher, students, and teachers. The explanations are presented as follows:

**The students.** Every student has different inhibiting factors in communicating with native English speakers and strategies to deal with those inhibiting factors. This research can give more information to the students so that they will know the right strategies to overcome their difficulties.

**The teachers.** This research also gives information for the teachers related to the inhibiting factors which influence students' communication skill. Therefore, the teacher can help the students to overcome those problems they might face and choose a good method to build the students' communication skill.

**The institution.** This research will give awarness to the institution related to the inhibiting factors which students face in communicating with native English speakers. Eventually, the institution can provide facilities with invited the native English speakers as a temporary lecture. Therefore, the students will be encouraged to communicate with native English speakers.

**The other researchers.** The researcher hopes that other researchers will continue this research deeply so that they can find the other inhibiting factors which impede the students in EFL context to communicate with native English speakers and find the effective strategies to overcome inhibiting factors in communicating with native English speakers. Furthermore, the researcher hopes that other researchers can investigate this topic more broadly in EFL context.

