

## **CHAPTER I**

### **INTRODUCTION**

This chapter deals with background of the study, limitation of the study, problem statement, objective of the study, benefits of the study, and research paper organization.

#### **A. Background of the Study**

English language consists of four skills, namely: listening, speaking, reading, and writing. Listening and reading are input competence, and speaking and writing are output competence. Listening and speaking competence prefer to be more important in human communication daily life. One of them which are elaborated more is speaking. Speaking is a crucial part of the language learning process, it is a key of active communication. In addition, speaking has become more important skill for English teacher or candidate of English teacher.

According to Bailey and Savege (in Fauziati, 2010: 15), “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”. The purpose of speaking is for communication. Communication can function not only as tool of interaction with other people but also media to solve all problems faced by them. Speaking naturally is designed to do just that: teach students how to perform certain language functions in English by presenting the social rules for language use (Tillitt, 1985: vii).

Speaking is no doubt the hardest skill to understand. For example, many adult Japanese speakers cannot hear the distinction between /r/ and /l/ sounds in English despite years of school education or immigration to an English speaking country (Takagi, in Alonso, 2011: 2). As a skill, Speaking has many strategies to be developed. According to Harmer (in Liao, 2009: 12) “One skill cannot be performed without another, it is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading”.

Spoken English is different from written English but it has a good relation in the midst of listening. The ability to listen to English effectively is very significant, because good listening is also an important step to good speaking (Zhang, 2009: 201). In addition, students of English Education Department of Muhammadiyah University of Surakarta have little chance to communicate with native speaker because almost student in this university are Indonesian. They have to practice more in speaking English. Such speaking activities as split information tasks, interview, ranking, making decision, strip story and problem-solving role play require learners not only to repeat language items but also produce the generative use of the language (Meng, 2009: 223).

In School of Teacher Training and Education Faculty of UMS, English Education Department is a good department in UMS. Therefore, it is important to conduct a research in strategies for developing speaking skill used by students of English Education Department. Students of English

Education Department of UMS are as foreign language learners, their ability in understanding English are developing. Moreover, the writer wants to contribute for the development of communication in English Education Department of UMS by conducting research in speaking skills' strategies.

There are many researchers who have conducted research focusing on speaking, among others are: a Study on communicative strategies conducted by Pratiwi (2011), a study on the impact of multiple intelligences-based instruction on developing speaking skills conducted by Salem (2013), a study on improving speaking skill by using picture technique conducted by Dwi (2012), a study on the formulaic sequences and their relationship with speaking and listening abilities conducted by Khodadady (2012), a study on the improvement of speaking ability through interrelated skills conducted by Liao (2009), a study on the encouragement of the learners in the large class to speak English in group work conducted by Meng (2009), a study on the experimental study of the effects of listening on speaking conducted by Zhang (2009), a study on learning strategies in speaking used by the students of SMK Sahid Surakarta conducted by Budiarti (2012), a study on the increase of Junior High School students speaking ability using outdoor activities conducted by Awaliaturrahmawati (2012), a study on strategies in teaching speaking to university students conducted by Praja (2013). In speaking context, research in learning speaking strategies is conducted rarely. That is why, the writer will conduct a research focusing on learning speaking strategies. Moreover, the present study investigates the students of English

Education Department' effort in getting best of their strategies for developing their speaking skills that have been unexplored by the previous study.

Learning English speaking is interesting to study. Speaking is the skill that the students will be judged upon most in real-life situation, it is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly (Liao, 2009: 11). In addition, English has increasingly the medium in every domain of communication in globalization era. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to meet the demands of global economics and to cope with the growing local, national and international demands for English skills (Khamkhien, 2010: 184).

The researcher is interested in conducting this research to know what strategies are used by students of English Education Department of UMS to develop their speaking skills. Based on the explanation above, the researcher will conduct a research entitled **“STRATEGIES FOR DEVELOPING SPEAKING SKILL USED BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT: A CASE STUDY”**

## **B. Limitation of the Study**

In this research, the writer focuses on the strategies for developing speaking skill including pronunciation, vocabulary, intonation, and fluency are used by 3 students of third semester of English Education Department of

UMS. This study also focuses on the teaching technique used in teaching Speaking English by the teacher in that department.

### **C. Problem Statement**

Based on the background of the study, the problem of this research paper is related to the strategies for developing speaking skill used by students of English Education Department of UMS. The main problem of this research is as follows:

What strategies are used by the students' of English Education Department in developing speaking skill?

### **D. Objective of the Study**

Based on the problem statement above, the purpose of the study is to describe the strategies in developing speaking skill used by the students of English Education Department of UMS.

### **E. Benefits of the Study**

The writer expects that the finding of this research will give some benefits for English students, English teacher, and other researchers. There are theoretical benefits and practical benefits as follows:

#### **1. Theoretical Benefits**

The finding of this research hopefully can serve as a reference for other researchers who carry out similar researches.

## 2. Practical Benefits

- a. For the teacher, the result of this research will give information and description about the students' ability in learning speaking English.
- b. For the student, the result of this research will help the student to improve their skill in speaking English and learning English interestingly.

## **F. Research Paper Organization**

The organization of this research paper consists of five chapters as follows:

Chapter I is introduction which consists of background of the study, limitation of the study, problem statement, objective of the study, benefits of the study, and research paper organization.

Chapter II is underlying theory which consists of previous study and theoretical review which deal with notion of speaking skill, notion of learning strategy, and classification of language learning strategies.

Chapter III is research method which consists of type of the research, object of the research, data and data source, technique of collecting data, and technique of analyzing data.

Chapter IV is research findings and discussion. In this chapter, the writer describes and discusses the selected data of the research in the form of systematic classification.

Chapter V is conclusion and suggestion. In this chapter, the writer will make the conclusions and suggestions based on the result of the research.