

CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is one of four important skills in English. Therefore English Teacher Education Students should have a good speaking skill. This is important as Juhana further says; most students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their speaking proficiency¹. Speaking is a productive skill which uses the combinations of pronunciation, vocabulary, grammar and even accent. Therefore, when the students speak English well and very often they may think that they have improved another ability which involves within speaking. Considering that this problem may be more important because if the students rarely speak English, their speaking skill may not be improved a lot.

On the contrary, the fact of the students is different from the ideal. The students often do not use English as their language in daily conversation, outside the class and even inside the class. This condition happens together with some factors that may come up hindering them of speaking English. Factors causing the students rarely speaking English have been issued by

¹ Juhana. (2012). Psychological Factors That Hinder Students from Speaking in English Class Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol 3, No 12, 2012. www.iiste.org

some researchers. A study which had been conducted on the issue of students' low speaking performance indicated that English is highly regarded as the gateway to global marketplace and finding ways to improve not only the students' English proficiency but speaking skills is of the utmost importance². It means that every kinds of job nowadays need English as one of the requirements. Moreover for the students of English education department who then become an English teacher, they need more than just comprehension, but they need more like proficiency, especially for speaking skills. It is important for the English education department students to speak English not only in the class but also outside the class as their real life communication or interactions. Real-life interactions are a major factor for second language acquisition and the development of communicative competence³. Because the major time the students have everyday is their real-life, it is more important to speak English more outside on their everyday life.

Moreover, students often respond to the teacher only when called upon and the learning atmosphere is individualistic⁴. This mostly happens in the class, even in the speaking class. The students only speak English when the teachers ask them or talk to them, beyond that circumstances they speak in

² Peloghitis, J. (2006). Enhancing communication through the use of foreigner interviews. *Journal of NELTA*, 11(1-2), 47-51.

³ Bassano, S., & Christison, M. (1987). Developing successful conversation groups. In M. Long & J. Richards (Eds.), *Methodology in TESOL: A book of readings* (pp. 201-207). Boston: Heinle & Heinle.

⁴ Pawapatcharadom, Ratana. (2007). *An Investigation of Thai Students' English Language Problems and Their Learning Strategies in the International Program at Mahidol University*. King Mongkut's Institute Of Technology: North Bangkok.

their mother tongue again. And the teachers often ask only to one student, so it feels like an individualistic situation and the other students will not say anything in English because they are not asked by the teachers. Furthermore, students do not get any chances either in the class room or outside to speak English⁵. It happens even though the students are in English department. It is obvious that people may think that the English department students often or even always speak English all the time, inside and even outside the class. But the fact shows that they rarely speak English even in the class of material which is connected to English. It is said in the line above that the students may not have any chance to speak English because even the teachers ask something, the teachers only ask to one student. So, the other students cannot have the chance to speak English in the class. Also the students like to speak in their mother tongue when they interact to their friends.

And it has been found that the university students are quite passive in speaking English; they do not actively participate in speaking activities⁶. Also, foreign language students studying in their own countries are often faced with the simple truth that once they leave the classroom there is no guarantee that

⁵ Bashir, M., Azeem, M., & Dr. Dogar, Ashiq H. (2011). Factor Effecting Students' English Speaking Skills. British Journal of Arts and Social Sciences ISSN: 2046-9578 Vol.2 No.1 ©BritishJournal Publishing, Inc. 2011 <http://www.bjournal.co.uk/BJASS.aspx>.

⁶ Mai, Lê Thị. (2011). An investigation into factors that hinder the participation of univeristy students in English speaking lessons. University of Languages and International Studies: Vietnam.

they will be given opportunities to use the target language⁷. It even happens to the most students which study in English education. Even when inside the class the teachers give a rule that it is an obligation for them to speak English, it is not guaranteed that they can freely and easily speak English when the class is over or when they are outside the class.

Also, one of the most widespread problems among learners of foreign languages is their considerably lower speaking performance when compared to their passive knowledge⁸. It means that the most problem which the students have is speaking compared to the other skills, such as listening, writing, and reading. Because when the students speak, they actively participate in communication. Unlike the other skills that can be done without participating in a real communication. A researcher stated that “speaking in the foreign language is often cited by students as their most anxiety-producing experience”⁹. English is a foreign language for Indonesian students, even for English department students. It may be true that the Indonesian students also feel the same that speaking English is the most anxiety-producing experience so that they may not be able to speak English freely inside and outside the class.

⁷ Lee, Richard A., Browne, Kevin C., and Kusumoto, Yoko. (2011). Measuring EFL learners' environment; English contact and use outside the classroom at a Japanese international university. *Polyglossia* Volume 20, 1.

⁸ Young, J. The relationship between Anxiety and Foreign Language Oral Proficiency. *Foreign Language Annals*, 1986, 19, 439- 445.

⁹ Hemerka, Václav. (2009). *Low Speaking Performance in Learners of English*. Masaryk University Brno, Faculty of Education Department of English Language and Literature.

And it becomes necessary for ELT professionals to understand the need for English and how English is used in non-native English speaking countries¹⁰. As a future teacher, it is important for the English Teacher Education Department (ETED) students to understand why they should learn English and how to use English in non-English speaking country. As a future teacher, the students should be able to explain to their future students the importance of learning English and the way to use English properly in their daily lives. In order to do this then the ETED students should first comprehend and even be proficient in those 4 skills of English, especially speaking. Because speaking is the most skill that the students will use then when they are teaching English to their future students.

Furthermore, as future teachers, English Teacher Education Department students must speak English a lot, if they rarely speak English now; their speaking skills may not really well when they teach to their students someday. Therefore they should speak English more when they are in the class or even outside the class in order to improve their speaking skill. If they are able to speak English well, they may be qualified to be a great teacher. Then if the students cannot do that, the people will think that English Teacher Education Students at UINSA may not be well-qualified to be an English teacher. Therefore, this study is fairly urgent considering that they

¹⁰ Kroeker, Rachel H. (2009). *The Reality Of English Conversation Classes: A Study In A South Korean University*. University of Birmingham: United Kingdom

rarely speak English in the class and outside the class, when they are having their lesson or when they are doing their daily activities and talking to their friends. This research was conducted to the sixth semester students in consideration that they may be improved more regarding speaking skill since they have learned speaking 1 until speaking 4. But why they seem rarely speak English in daily conversation despite their ability in speaking English. Therefore, this study was urgently conducted.

B. Research Question

The questions regarding to the topic of this research were:

1. What dominant factors that make the students rarely speak English in daily conversation?
2. What makes those factors become the reasons for them rarely speaking English?

C. Objectives of The Study

The objective of this study was

1. To analyze the factors which influenced the students of English Teacher Education Department at UINSA Surabaya when they spoke English everyday based on their own perceptions. This study was to find the dominant factors which made them rarely speak English in their daily lives.

2. And to analyze the reason why those 3 factors; psychological factor, linguistic factor and contextual factor could cause them rarely speak English.

D. Significance of The Study

1. Practical

With this study conducted on the participants, the researcher, the lecturer and the other people will know the factors which cause the students' speaking. After knowing the result, we will find out a way to overcome the problems or at least make those problems less causing to the students' speaking. This research also gives the teacher or lecturer or another researchers a thought that they must find teaching strategies or teaching method to overcome these problems which hinder the students from speaking English more. And those strategies can improve the students' frequency of speaking English. Then, the English Teacher Education Department students of UINSA can freely and easily speak English in their daily conversation, inside and outside the class, so that they can improve their speaking skill by themselves.

2. Theoretical

People must think that English education major students often speak English, but actually they rarely speak English. Also, people may think that to be able to speak English well is one of the qualifications to be a good teacher. If the students of English education

department cannot do that, then the people may think that the students are not well-qualified to be a teacher. With this research conducted on them, they and their teachers can realize that they have a reason or more which hinder them to speak English in their daily lives. And when they uncover their reason of rarely speaking English, hopefully they can utter their wish so that they can increase the frequency of speaking English.

E. Limit and Scope of The Study

According to Juhana, there are 2 types of factors which hinder the students to speak English¹¹. They are psychological factor and linguistic factor. and according to Walqui, the factor which hinder the students to speak English more is contextual factor¹².

This research is not focused on one type of factors, but all those three factors above which hinder the students to speak English more based on what they feel when it is time for them to speak English inside and outside the class, when the class is in progress and when they are having their daily activities outside the class. This research will use the 3 types of factors; they are psychological factors, contextual factors and linguistic factors.

¹¹ Juhana. (2012). Psychological Factors & Linguistic Factor That Hinder Students from Speaking in English Class Journal of Education and Practice. ISSN 2222-1735 (Paper) ISSN 2222-288X Vol 3, No 12, 2012. www.iiste.org

¹² Walqui, Aída. 2000. Contextual Factors in Second Language Acquisition. Eric Clearinghouse on Languages And Linguistics, Center For Applied Linguistics 4646 40th St Nw Washington Dc.

Psychological factors involve fear of mistake, shyness, anxiety, lack of confidence and lack of motivation. And linguistic factors include lack of vocabulary, understanding of grammatical pattern and incorrect pronunciation. On the other hand, contextual factors include language, learner and learning process.

This research also will be conducted to the sixth semester students of English Teacher Education Department (ETED) with a consideration that they have learned speaking 1, 2, 3, and 4. Therefore, their speaking skill should be improved together with the completion of the speaking courses. And also, this research is based on the students' own perception.

F. Definitions of Key Terms

The researcher of this study wants to deliver the definitions of the key terms regarding this research, as follows:

1. **Perception:** according to Pickens, perception is the process by which someone interprets and organizes sensation to produce a meaningful experience of the world (cited in Lindsay & Norman, 1977).¹³ It means that perception is something that people think based on their own experiences. In this study, perception means the way the participants think themselves about factors which may cause them for rarely speaking English.

¹³ Pickens, Jeffrey. 1998. Attitudes and Perceptions. 47688_CH03_043_076.qxd 3/9/05 Page 43.

2. **Factors:** according to Cambridge advance learner's dictionary, factor means a fact or something which influences the result of something¹⁴. As it is mentioned above, the factor here means the factors which influence or affect the students' speaking; in further details, the reason why the students rarely speak English. This study will use 3 types of factors which become obstacles of speaking English. They are psychological factors, linguistic factors, and contextual factors. Those terms of factors will be defined clearly in the next chapter.
3. **Speaking:** Burns & Joyce define speaking as an interactive process of constructing meaning that involves producing and receiving and processing information¹⁵. Speaking is the key to communication. Speaking is one of four skills of English which is a productive skill. In this research, speaking means the activity to communicate with others in everyday life.

¹⁴ Cambridge Advance Learner's Dictionary. Ver 1.0. Cambridge University Press.

¹⁵ Burns, A., & Joyce, H. (1997). Focus on speaking. Sydney: National Center for English Language Teaching and Research.