CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, purpose of the study, significances of the study, scope and limitation, and definition of key terms.

1.1. Background of Study

There are four skills that are required for mastering language in the process of learning. They are listening, reading, writing, and speaking. The first skill required for mastering language is listening. Listening is one of English skills that focus on comprehending what the speaker says. It helps students recognize the appropriate sound in English correctly. Based on Buck (2003:247), listening is a complex process in which the listener takes the incoming data, an acoustic signal, and to interpret it based on a wide variety of linguistic and non-linguistic knowledge.

Listening skill is an essential part of communication and basic to second language learning. McDonough and Shaw (1993) stated that listening is anything but a passive activity. It is a complex, activity process in which the listener must discriminate between sounds, understand vocabulary, and structure, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the large socio-cultural content of utterance. Coordinating all this involves a great deal of mental activity on the part of the learning.
Another skill required for mastering language is reading. Reading is clearly one of the most important; in fact in many instances around the world, we may argue that reading is the most important foreign language skill (McDonough and Shaw; 1993).

According to Heilman(1981) reading is language process requiring the understanding of written language. It means that the readers not only read the passage given but also know the implicit meaning, the author’s message and the specific topic. There are several reasons why reading is important. By reading, people can easily get knowledge/information. It can be general or specific information. Besides, reading offers people to share their hobby to read something. It is supported by William, in McDonough and Shaw (1993) classified reading into (a) getting general information from the text, (b) getting specific information from the text and (c) for pleasure or interest.

The next skill required for mastering language in the process of learning is writing. According to Swales and Feak (1994:34), writing is a complex socio cognitive process involving the construction of recorded messages on paper or on some other materials and more recently, on a computer screen. Meanwhile, writing skill is the act of verbalizing, thought, vision, and urgent message.

Another skill required for mastering language is speaking. As we know speaking is not only the way how to pronounce the word to other people but it may involve the way how expressing ideas and opinion, expressing a wish or desire to do something, negotiating and/or solving a particular problem. According to Fulcher(2003:23), speaking is verbal use of language to
communicate with other. It means that speaking is very important because it is as a tool to communicate each other.

Among four English skills, speaking is the most common skill used by most people to communicate. By speaking, people will easily send their message to others. In addition, speaking is a complex process requiring not only the ability to memorize words but also the ability to pronounce and communicate fluently.

In Indonesia, English is a foreign language so it will be so difficult for students to speak English fluently. Therefore, teaching speaking effectively is very helpful. The goal of teaching speaking skill is communicative efficiency. Teachers should make their students able to make themselves to be understood, using their current proficiency. They should try to avoid confusion in the message due to wrong pronunciation, grammar, or vocabulary. Speaking needs good pronunciation and intonation. Besides pronunciation and intonation, some important aspects are fluency and accuracy.

According to Richards (1990: 75), the concept of fluency is to construct the assumption that the speaker arrange to produce comprehensible, easy and error free discourse and it divides on communication. Then, Accuracy is seen as a component of fluency that includes control of grammar and pronunciation, rather than as an independent dimension of conversational skill.

All of the theories above are not easy to be applied in teaching speaking because they may have some problems that appear. For example, students have lack of vocabularies, they have difficulties to pronounce certain words and they have no motivation in learning English. Thus, it is necessary for the teachers to solve these problems by selecting suitable techniques of teaching speaking. By
selecting suitable techniques, the students might have desire to learn English. It will be easy to make students master or memorize vocabularies and they can also pronounce the words well. Thus, if the students have spoken English fluently, teaching speaking might be successful.

The result of Handayani’s research (2009), with the title “Problem of Learning in Speaking Subject at the ESP Program”, showed that student’s linguistic problems were limited vocabulary, grammatical error, difficulties in pronouncing the words, and mother tongue use. Whereas, the non-linguistic problems were limited reference, limited time in practicing English, less frequency in studying English, no partner in practicing English, no chance to speak English with native speaker, simply shame and there is no habit in practicing English.

Nirawati (2008) found two problems in her research, on “The Problem Faced by Teacher in Teaching Speaking for ESP Program at Communication Department University of Muhammadiyah Malang”. They are linguistic and non-linguistic problems. In linguistic problems, students had difficulties to pronounce certain words and memorize vocabularies. In non-linguistic problem, students often lost their confidence and worried making mistake to speak English. Besides, students had no motivation in learning English so they did not participate well in learning process.

Meanwhile, a research conducted by Dina (2006) with the title “The Problem Faced by the Teacher in Teaching English Speaking at Mahesa Course”, showed that the teachers faced some problems in teaching speaking. They often found that their students were shy and afraid to speak English. For example:
when a student was asked by the teacher to speak in front of the class, he/she said that he/she was shy and afraid to speak. Besides, the teachers found that their students had low motivation in studying English.

Based on the explanation above, the writer finds some problems faced by teachers such as students have low motivation. It will make students feel difficult to catch knowledge that explained by teachers. Consequently, the students are lazy and have no desire in the class. They will have difficulties to show their ideas when speaking English. Moreover, they will worry in making mistake.

From the reasons above, the writer wants to know how teacher overcomes those problems or other problems that appear and whether the teacher still uses same techniques such as dialogue, telling story, and discussion, or other techniques and other ways. Because of that, the writer is interested in investigating the study on teaching speaking techniques by ESP lecturer at Mechanical Engineering Department University of Muhammadiyah Malang.

1.2. **Statement of the Problems**

The researcher states the problem as follows:

1. What are the techniques used by ESP Lecturer in teaching speaking at Mechanical Engineering University of Muhammadiyah Malang?
2. How do ESP teachers apply the techniques in teaching speaking at Mechanical Engineering University of Muhammadiyah Malang

1.3. **Purposes of the Study**

The researcher states the purposes of study as follows:

1. To know the techniques used by ESP Lecturer in teaching speaking at Mechanical Engineering University of Muhammadiyah Malang.
2. To know how ESP Lecturer apply the techniques in teaching speaking at Mechanical Engineering University of Muhammadiyah Malang.

1.4 **Significance of the Study**

The result of the study is expected to influence the teachers or lecturers to teach and students who will learn speaking. For teacher, the result of study is expected to anticipate the teacher’s difficulties in selecting suitable techniques. Moreover, teachers can develop and find best way in teaching speaking. For student, they are expected to get motivation in developing their speaking. In addition, the result of this study can be used as a source of information for the next researchers to continue or develop this research.

1.5 **Scope and Limitation**

It is important to limit the scope of the problem in order to be more manageable. This study stresses on investigating the techniques used by ESP lecturer in teaching speaking. Furthermore, the limitation of this study is teaching speaking that ESP lecturer done at second grade students of Mechanical Engineering Department University of Muhammadiyah Malang.

1.6 **Definition of Key Terms**

To avoid misunderstanding and misinterpretation, the writer presents some terms used in this study:

**Technique**: The implementation, which actually takes in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective (Allen, 1998: 19)

**Teaching**: Showing or helping someone to learn how to do something giving instructions, guiding in the study of something, providing with
knowledge, causing to know or understand. (Brown, 2000). It can be defined that teaching is the process of transferring knowledge to the learners in order that learners know or understand about what have teacher explained.

Speaking: The verbal use of language to communicate with others (Fulcher, 2003:13). In other word, speaking is the way of people to communicate with others by using speech.

ESP: The subject that is based on designing courses to meet learners needs (Hutchison and Waters, 1987)