CHAPTER I

INTRODUCTION

This chapter provides some points of discussion such as: (1) background of the study, (2) statements of the problem, (3) purposes of the study, (4) significances of the study, (5) scope and limitation, and (6) definition of key terms.

1.1 Background of Study

Learning is a basic process for people. By learning, people can change their future. According to Cronbach in Sardiman (2004:20) “Learning is shown by a change in behavior as a result of experience”. Learning English as a foreign language becomes popular way to study science and technology, because the fact shows that most of scientific books or information is written in English. English is an essential language because it is one of the international languages that mostly learned by people in the world. It means that it has an important role as a medium of communication in international affairs and education field. When we are talking about English related to language skills, it refers to listening, speaking, reading and writing which has an important role in the academic tasks.

To be able to use those skills perfectly students need to study regularly whether going to formal or informal education. Some of the students are good in speaking but the others are not. Therefore, to balance English skills above students should have practice by using many ways. One of skills cannot be separated with others because speaking needs practice. So, the students must practice English every
day. So far, from four skills that student has to learn, the most difficult skill is speaking subject. According to McDonough and Shaw (2003:134), “speaking is a process difficult in many ways to dissociate from listening”. The difficulties may be caused by pronunciation, intonation, or overall rhythm. Some students face many difficulties when learning speaking.

Speaking is not only learning about the term of knowledge about speaking, but larger than that. In speaking, to test whether students can speak, it is necessary to get them to actually say something. To do this the students must act on knowledge of grammar and vocabulary. By giving students speaking practice and oral exams it recognize that there is a differences between knowledge about a language and skill in using it.

Speaking is, however, a skill which deserves attention every bit as much as literary skill, in both first and second languages (Bygate, 2000:2). The students often need to be able to speak with confidence in order to carry out many of their most basic transaction. It is the skill by which they are most frequently judged, and through which they may make or lose friends. Actually, the students understand English text but they have no skill to speak English fluently. Students who can speak English well will have self confidence to face and even interact with English native speaker. Some students get difficulty in speaking subject because they are not sure with their speaking ability. As we know, speaking ability is abilities that should be applied by students in the form of saying words or explores an idea and deliver it into English and make others understand.
Some students produce correct and appropriate sentence but with wrong intonation and stress. Mostly some students do not have courage to speak because of limited vocabulary. So, we must know that each student has different capability in mastering vocabulary subject. Because of that, the lecturer should have a way in order that the students more mastering vocabulary efficiently. According to Metclafe (2000:313) “the more varied your vocabulary, more interesting and colorful the speech will sound to your audience”. We cannot learn speaking without knowing how to say it. It is easy to understand as possible and it is equally important that when to understanding English speaking, we are expected to pronounce as well as possible and it is not necessary like the way a native speaker speak up but the good thing that enough to understanding.

Based on the previous research conducted by Handayani (2009) showed that there are some difficulties faced by the ESP student’s in speaking class. She classified the difficulties into two difficulties, they were linguistic and non linguistic. The linguistic difficulties in speaking class were limited to vocabularies, grammatical error, difficult in pronouncing the words, and mother tongue used. And then non linguistic difficulties were limited to references, limited to time in practicing English, less frequency in studying English, never had partner in practicing English, never had chance to speak English with native speaker, simply shame and there was no habit in practicing English. Those things showed that students in the University of Muhammadiyah Malang still got difficulties in their English skill especially in
speaking. One of the students who face these difficulties is students at English for Specific Purposes subject.

English for Specific Purposes (ESP) is one of the compulsory subjects for the students in the University of Muhammadiyah Malang. This program is designed to meet the need of University of Muhammadiyah Malang students to learn English as a means for developing knowledge, and English language skills related to their discipline, and to prepare their future careers especially the students who want to continue their study abroad or the students who want to look for a job in a company which is English as requirement. Moreover, ESP is taught in four skills such as reading, speaking, writing, and listening. For speaking course of ESP, Speaking I is offered the first semester, Speaking II is offered the second semester. But in fact, not all students have high motivation to get good value in this subject. There were still many students got difficulties especially in learning speaking. Brown (2000:72) states that one of the more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. That is why, the writer is interested in this topic to find out their difficulties and figure out how they overcome the difficulties. Moreover, it also interesting to explore the causes of students difficulties in learning speaking.

Based on the statement above, the writer chooses “The Students Difficulties in Learning Speaking in ESP program at University of Muhammadiyah Malang” as the title because they still got the difficulties in learning speaking when they are trying to speak up. This research was conducted in the first semester students of
Teacher Education and Elementary School Department at University of Muhammadiyah Malang because first, they must teach the whole general lectures, there will be any possibility that they can follow them. Second, there is no research conducted in Teacher Education and Elementary School Department previously.

1.2 Statements of Problems

The writer has chosen the students difficulties in learning speaking as the topic of discussion. The problems of study formularized as followed:

1. What difficulties are faced by students in learning speaking subject in ESP program?
2. What are the causes of students’ difficulties in learning speaking subject in ESP program?
3. How do the students overcome the difficulties?

1.3 Purposes of Study

In accordance with the formulation of the problems stated above, the purposes of this study are:

1. To investigate the difficulties faced by students in learning speaking in ESP program
2. To explore the causes of students difficulties in learning speaking in ESP program
3. To find the ways of students to overcome the difficulties

1.4 Significances of Study

This research is conducted with the expectation that the result will provide significant contributions for:

1. For the lecturers, they will be motivated to make improvement of their English skill. The lectures will be able to choose and determine best method how to teach speaking for their students in order that difficulties in learning speaking will be solved.

2. For the students, the writer expected that they can know the methods in order that the difficulties in learning speaking can be avoided and they can improve their ability to communicate in the target language. Moreover, they hope that by learning speaking the lecturer can understand the difficulties their speaking because capability every student are different. And also it can help them in getting the easy ways to study English especially speaking subject.

3. For the further researcher, the next researchers are expected to develop this research with different difficulties in learning speaking such as pronunciation and accent.
1.5 Scope and Limitation

English skills are divided into four skills: speaking, listening, reading, and writing. It is impossible for the writer to conduct a research in all skills. So, the scope of this study is only focuses on the difficulties in learning speaking skill in ESP program. University of Muhammadiyah Malang has 10 faculties and 36 departments. It is very large to be subjects for this research. Therefore, the limitation is the first semester students of Teacher Education and Elementary School Department at University of Muhammadiyah Malang.

1.6 Definition of Key Terms

To avoid misunderstanding and misinterpretation on the following are the definition of key terms in this research, the terms which necessary to be elaborated are as follows:

1. Difficulty means a factor causing trouble in achieving a positive regular tending to produce a negative result
   (http://www.wordreference.com/definition/difficulty)

2. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instructions (Brown, 2000 : 07)

3. Speaking is the verbal use of language to communicate with others (Fulcher, 2003 : 23)
4. ESP (English for Specific Purposes) is the subject which is based on designing course to meet learners need (Hutchinson and Waters, 1990: 03)