CHAPTER I

INTRODUCTION

The purpose of this chapter is to present the background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation and definition of the key terms. Each section is presented as follows.

1.1 Background of the Study

In learning English, there are four skills which should be mastered by the students. They are speaking, writing, listening, and reading. Of these skills, speaking becomes the most important because by learning speaking, the students can express their ideas orally. It can help the students communicate using English easier with others. It is supported by Nunan (in Prisismwara, 2014) who states, “To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”. It is also in line with Metcalfe (in Feni, 2014) who states, “The more varied your vocabulary, more interesting and colorful the speech will sound to your audience”. It means that we cannot learn speaking without knowing much vocabulary. When we have much English vocabulary, we are expected to be able to pronounce as well as possible. It is not necessary to be exactly like the way a native speaker speaks up but the important thing is what we speak are able to be understood.

According to McDonough and Shaw (2013:157), “Speaking is a process difficult in many ways to dissociate from listening.” The difficulties might be
caused by pronunciation, intonation, or overall rhythm. Furthermore, some students face many difficulties when learning speaking. A study conducted by Feni (2014) found out that the English Department of University of Muhammadiyah Malang had problems in speaking ability. The problems are the students produce wrong intonation and stress and some of them complain that they do not have courage to speak because of their limited vocabulary.

The above problems occurred because of some reasons. Firstly, the students only had few vocabulary items to practice in their English speaking activity. Secondly, they didn’t remember all of vocabulary given and they seldom used them in their speaking activity. Thirdly, the students had difficulties to use the correct structure because they only had few vocabulary items and less exercise to use them in the correct sentence patterns.

Furthermore, the previous research conducted by Fadilah (2012) found out that the some students of University of Muhammadiyah Malang who learn ESP Speaking program get difficulty in speaking subject because they are not sure with their speaking ability. Some students produce correct and appropriate sentences but with wrong intonation and stress. Mostly, students did not have courage to speak up because of their limited vocabulary. Is happened because of some reasons. Some students were afraid of producing wrong pronunciation. In addition, some students got difficulty to produce good sentences and phrases because it was difficult for them to understand what the lecturer explained. It made the students difficult to try to speak. Sometimes, they mixed English with their mother tongue in speaking English and the way the students spoke up was also still influenced by the sound of their regional language.
It means that speaking is a complex skill so that the students get some problems in their speaking. Thus, the problems in speaking skill occur in every level. It is also become experience for university students, especially in learning English as a Specific Purpose (ESP).

ESP (English for Specific Purposes) is focused on the learners’ needs. It is in line with Johns and Price-Machado (in Hayati, 2008: 149), who point out that English for Specific Purposes (ESP) is a movement based on the proposition that all language teaching should be specialized to the specific learning needs as certain groups of students. Most of the performers of these movements are teacher of adult; those students whose needs are more easily identified within academic occupational or professional settings.

English for Specific Purposes (ESP) becomes one of the compulsory subjects for the students at University of Muhammadiyah Malang. This program is designed to help the students in learning English which is related to their discipline. It aims to prepare the students’ future careers, especially those who want to continue their study abroad or to look for a job in a company in which English is required as a requirement. Moreover, the teaching of ESP in University of Muhammadiyah Malang involves four skills, namely ESP reading, ESP speaking, ESP writing, and ESP listening. ESP speaking course is classified into Speaking I which is offered in the first semester, and Speaking II which is offered the second semester.

Based on the result of pre-observation, not all students of ESP program realized that they have high speaking ability. They only think that speaking is difficult and they also have low motivation to learn. Because of it, the writer is
interested in choosing “The Difficulties Faced by Mechanical Engineering Students in Learning ESP Speaking at University of Muhammadiyah Malang” as the title of this study.

1.2 Statement of the Problems

Based on the background above, the problems of the study are stated as follows:
1. What problems do the Mechanical Engineering students face in learning ESP Speaking at University of Muhammadiyah Malang?
2. What causes the problems faced by the Mechanical Engineering students in learning ESP Speaking at University of Muhammadiyah Malang?
3. How do the Mechanical Engineering students solve their problems in learning ESP Speaking at University of Muhammadiyah Malang?

1.3 Purpose of the Study

Based on the statement of the problems, the purposes of the study are stated as follows:
1. To know the problems faced by Mechanical Engineering students in learning ESP Speaking at University of Muhammadiyah Malang.
2. To know the causes of the problems faced by the Mechanical Engineering students in learning ESP Speaking at University of Muhammadiyah Malang.
3. To know how the Mechanical Engineering students solve their problems in learning ESP Speaking at University of Muhammadiyah Malang.
1.4 **Significance of the Study**

The result of this study is expected to give information to the students about their problems in learning ESP speaking. In addition, the result of this study is also expected to give feedbacks to the lecturers about students’ problems in learning ESP speaking, so the lecturers can use appropriate techniques and materials in teaching speaking to eliminate the students’ problems. Besides, it is expected that the result of this study will be used as a reference for those who want to conduct research about the problems in learning ESP Speaking.

1.5 **Scope and Limitation**

This study is focused on the Mechanical Engineering students’ speaking problems, the causes of those problems, and the way the students solve their problems in learning ESP Speaking. This study is limited to Mechanical Engineering Department students who have been studying ESP Speaking at University of Muhammadiyah Malang.

1.6 **Definition of the Key Terms**

To avoid misunderstanding and misinterpretation of the key terms, the following definitions are presented,

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

2. *Speaking* is productive oral skill and it consists of producing systematic verbal utterance to convey meaning (Nunan, 2003:48).
3. *ESP* (English for Specific Purposes) is designed to meet specific needs of the learners, it makes use of the underlying methodology and activities of discipline it serves, it is centered on the language, skills, discourse, and genres appropriate to these activities (Evans and John, 1998). In this study, ESP is a English language offered by Language Center, University of Muhammadiyah Malang, which is oriented to fulfill the students’ particular need.