

# **CHAPTER I**

## **INTRODUCTION**

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### 1.1 Background of the Study

When talking with others, people need language as a bridge to communicate. People need language to understand and to be understood by others. Most of the language used in everyday life has two forms, namely spoken and written. According to Finnochiaro (1974:60), the spoken language is considered primary. This can be proved by the fact that almost all speakers of language can orally use the language to carry out their daily activities and to communicate all events and experiences they are involved, also their ideas and feelings to other speakers.

Since we are living in this modern world, where people from all over the world get in touch each other continuously, communication is really important. Language is one of the means of communication, and spoken language is the main means. Richards and Rodgers (1986:7) argue that speech, rather than the written work, was the primary form of language. They also state that the need for speaking proficiency rather than reading comprehension, grammar, or literary appreciation is the goal for the foreign language programs.

In reality, however, not all students can practice speaking in English because the size of the class is too big and the class time allotted is too little. They are ashamed to speak when they learn foreign language, in this case, they are ashamed to speak English. Whereas language will be mastered if students use it frequently. To this point, Gotti (1982:42) says, “Classes are so big that it is difficult for all

students to take part in oral practice actively.” As a result, after years of study, students are still unable to speak English fluently.

Many EFL students cannot speak English or express their ideas well even after learning it for six years or more. The EFL students’ low spoken English proficiency is caused by the following factors; firstly, “English teachers seem to be talking too much in speaking class and dominate the lesson” (Lauder, 1987:85). Consequently, students become accustomed to sit quietly and listening, rather than acting. Secondly, the students are often reluctant and discouraged to speak in the target language because they are afraid of failure, being laughed at, and being ridiculed. Many students do not like to make mistakes or to appear stupid in front of their friends.

In Indonesia, English is taught as the foreign language from Elementary school to University. There are two main reasons for these. First, English has been established as an International language which is used by almost every person in international forum. Second, nowadays, English is required on many occasions, such as finding jobs, managing tourism, and developing knowledge.

In learning to speak, the students need encouragement, motivation, and chances. If the students are not encouraged to try to express their ideas and feelings in the language they are learning, they will easily get bored, lose their motivation and be reluctant to participate in classroom activities. They need to speak a lot more than the teacher.

## **1.2 Statement of the Problem**

In line with the background, the problems raised in this study is formulated as follows :

1. Why are students afraid to express their ideas in English as their foreign language in class?
2. What factors encourage students to converse in English as their foreign language?

## **1.3 Objective of the Study**

In line with the problem stated above, the objective of this study is to find out:

1. The reasons why the students are afraid to express their ideas in English
2. What factors that can help and support the EFL students to speak English as their foreign language.

## **1.4 Significance of the Study**

By doing this study, the writer hopes that the result of this study could give contribution to the study of speaking, especially speaking English as a foreign language. She hopes that the result of this study could also give input to the students who learn English as a foreign language.

### 1.5 Scope and Limitation

Being aware of complexity of the field of learning English as foreign language and the constraints of time and energy, the writer thinks it is necessary to limit the study. The writer decides to limit the study as follows:

- a. The study is focused only on the speaking skill
- b. The participants or the subjects for the study were the students of English Department of Widya Mandala University at the third semester who took Speaking class.

### 1.6 Theoretical Framework

The theories underlying this study are the importance of spoken language and the organization of the classroom.

### 1.7 Definition of Key terms

In order to understand the following chapters, it is important to define the key terms in paper. The key terms are: language, and speaking.

- Language

According to Nababan (1991:1) language is one of the characteristics of human beings that differentiate human beings from other creatures. In addition, Byrne (1969:12) states that language is not knowledge, but a set of skills.

- Speaking used in this study means giving oral expression to thought, opinion, or feeling engaged in talk or conversation (Gove, 1976:453).

### **1.8 Organization of the Study**

This paper consists of 3 chapters. Chapter I is the introduction. It gives the readers some explanation about background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical framework, definitions of key terms, and organization of the paper. Chapter II deals with the review of the related literature which refers to previous studies and the underlying theories. Chapter III deals with the research methodology which comprises the research design, subject of the study, instrument, procedure of data collection, and procedure of data analysis. Chapter IV is about the data analysis, the findings and the interpretation of findings. The final chapter of this thesis presents the discussion and some suggestions concerning the topic under study.