

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is means of communication that is used to share information, ideas and feelings to other and communicate both in written and spoken forms. Considering the importance of English, government has stated that English is foreign language that should be mastered by students from junior levels up to university levels. Lauder(2008:48) states that research in language acquisition during the late twentieth century made us consider some long-standing beliefs about how people learn to speak. For example, the communicative language teaching approach emphasizes authentic interaction, student-centered learning, tasks based activities and communication for real world and meaningful purposes. Students have to use the language productively and receptively in unrehearsed context in which teacher/tutor could guide but not control the students (Danker, 2015:174). Learners need to be provided with different opportunities to demonstrate their oral communicate abilities.

English language becomes the first foreign language that should be taught to students for every level of education in Indonesia. English is taught as a compulsory subject in elementary, junior and senior high schools, and as a complementary subject in university. At the university level, student is demanded to askfor the ability to communicate in English. The progression of science and technology requires the communication competence in English for academic as

well as professional purposes. English is taught at both the English and non-English study programs of the tertiary level of education.

Based on the pre-observation in RusunawaUnimus, there were two reasons why English was difficult to be mastered by students especially in speaking skill. First, the students began to learn English by reading instead of speaking. In fact, reading is different from speaking. The difference between written form and spoken form is the way how to write and how to pronounce it. Second, the materials on the recorder were usually read by English speaking people. There are different accent, difficult idioms and unfamiliar language chunks in their speaking. This is another difficulty. For the students, their English teachers are usually local people, so the students may not be accustomed to the accents of the foreign people. It is hard for them to understand what the native speakers talk about. Based on the pre observation above, the purposes of English course that is held are; convincing the students about their English pronunciation and practicing to speak in English, encouraging students to master English as an international language, digging the students' motivation to speak English as much as possible and increasing students' self-confidence to speak English without any hesitation.

The interviews that are conducted between the management of the institution and the users reveal that the graduate English mastery in the job interview is one of the main reasons why someone fails to enter the work. When the student enters a non-English study program at the university, she/he needs to master English that is used in the field for special purposes.

According to Emaliana(2008:2),in tertiary level of education, non-English department students learn English differently from English department students, the former study English for academic purpose (EAP), while English department students learn general English. As a compulsory course, EAP is taught in the beginning of study to make the students equipped with a study in the following years. English for academic purposes (EAP) or English for special purposes (ESP) has been encouraged for the teaching of English at the higher education in Indonesia. However there is still a discrepancy between the teaching of English at the non-English tertiary level of education and the English mastery needed to enter the workforce in Indonesia as the first focuses mainly on the speaking skill to support the student in finishing his study whilst the latter mainly requires the speaking and listening skill of the graduate to be admitted to the workforce (Fanani, 2014:24).

It is important that the students improve their mastery in speaking skills because speaking is verbal communication especially as the graduate needs to compete in entering the workforce which, in fact, requires all the four skills. Richards (2008:106) states that learners often consider improvement in their spoken language proficiency as a measurement of their success in language learning.

1.2Reasons for Choosing the Topic

Based on the background of the problem above there are some problems that arise in the English course to enhancing students' speaking performance that can be identified by the researcher as follows:

1. The students' interview in speaking performance is still low.
2. The students are not active in joining the English learning activities.
3. Students who are studying at non-English department are less motivated because of mistakes in pronouncing English, however it needs some alternative approaches in learning English.
4. For non English department students, speaking skill is more priority than other skill related to the job field or occupation after graduating from university.

1.3 Statement of the Problem

The problems that are discussed in this study are:

1. What factors that obstructing the non-English department students in speaking performance?
2. To what extent does English course enhance speaking performance especially for non English department students?

1.4 Objective of the Study

The objectives of the study are:

1. To investigate the factors obstruct the non English department students in speaking performance.
2. To know how far the English course enhance speaking performance especially for non English department students.

1.5 Significance of the Study

The significances of the problem are as follows:

1. The result of this study is expected to be able to improve the skill of teacher/tutor in solving the problem that obstruct the English course for non English department students.
2. The finding of this research is expected to contribute and give an empiricalevidence in English learning difficulties.

1.6 The Scope of the Study

The focus of the study is on the English course that is managed for non-English department students at RusunawaUnimus. Furthermore, the result of the study hopefully can be used as an alternative for the tutor to create their meaningful course and at the same time it may enhance students' interest and motivation to learn English.

The researcher wouldonly limit this research by the English course for non-English department students at RusunawaUnimus.

1.7 Outline of the Study

This research consists of five chapters. The first chapter is introduction. It is divided into six parts. They are background of the study, reasons for choosing the topic, statements of the problem, objectives of the problem, significances of the study, scope of the study and outline of the study.

The second chapter deals with the review of related literature of this study. It is divided into definition of speaking competence, definition of English department student, English course purposes, activities in the course for non

English department student, English and its advantages for student, English learning activities in Rusunawa, English course for non English department student.

The third chapter is method of investigation. It is divided into research design, subject of the study, method and instrument of collecting data, data analysis and research procedure.

The fourth chapter is finding and discussion contains of research result, the result data analysis of test try out, the result of students' speaking competence using picture and picture and three minutes review in the experimental class, the difference result between experimental class and control class, the result of questionnaire in experimental class.

The fifth chapter is conclusion and suggestion.

