CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) research problem, (3) research objective, and (4) significance of the study.

1.1. Background

Speaking is one of the skills that must be mastered, in order to communicate well. According Saputra and Wargianto (2015), speaking is not only as a medium of communication, but also as supporting competencies in speaking. Thus, supporting competency in speaking is certainly very helpful for students in creating a good communication with other people both formal and informal communication. Furthermore, Bailey (2005) claimed that speaking is an interactive meaning formation process that implicate the reception and processing production of information. Speaking is an activity where receiving, producing and processing information while communicating.

Despite its importance, speaking is one of the four skills that is hard to be learned. Harmer (2007) purposed two problems in teaching English speaking to students, they are internal and external factors. Internal problems include native language, age, innate phonetic abilities, language identity, ego, and self-motivation to speak well. Meanwhile, external problems are contexts that include institutions that determine

English as a second language or as a foreign language in a country. Furthermore, Balderrama- Diaz-Rico (2006) claimed that speaking is not just saying words, speaking involves a number of complex skills such as words must not only be strong together in proper grammatical sequence, but also make sense. Speaking does not only say a word but must also have a meaning that is easily understood by the listener, related to the topic of conversation being discussed.

Some researchers argued that speaking is a problematic skill, especially for EFL students. According to Al-Hosni (2014), EFL students will have many problems improving their speaking skills detached of their linguistic knowledge. Therefore, EFL students need not only to prepare themselves with sufficient vocabulary and knowledge of grammar, but also to pay attention to fluency and accuracy of speaking in order to strive for meaningful communication (Hinkel, 2006). Students in learning speaking not only learn or master vocabulary and knowledge structure, but students also have to learn, understand and master fluency in speaking and accuracy of speaking so that on-going communication runs smoothly and related.

One of the subset of English is English for Specific Purposes (ESP). Hutchinson and Waters (1992) argued that ESP is a language learning approach based on the needs of the students themselves. In addition, the content and teaching method of ESP must be in accordance with the need of students in order to achieve the objectives of learning. According to Al-Khatib (2005), English is widely used for social

communication purposes which is very helpful in tourism/travel companies, there are several employee duties including handling the telephone, offering destination guides, making on-line tickets, making on-line hotel reservations and arranging car rentals. On the other hand, employees who work in tourism companies must have good English skills in order to be used in the workplace, in order to work professionally.

Despite the importance of ESP, Vocational School students' speaking is considered problematic. A study conducted by Fauzan (2014) revealed that 2.72% of the participants could not speak English and did not want to speak, since the students were lacked of confidence or lacked of motivation to speak makes students unable to speak or not. Furthermore, a study conducted by Karsono (2014) revealed that students were afraid that they will make a mistake and will make their friends laugh at them because of that, they really don't like to practice dialogues in front of the class, even simple dialogues.

Preliminary study was conducted by interviewing one the teacher of English of SMKN 3 Palembang. Based on the interview, there were some problems faced by the teacher in teaching speaking for Tourism Department students. The students have problem in speaking because of the difficulty to understand grammar, and pronunciation. In addition, the students are lack of confidence in speaking and lack of material in the textbook, students also have difficulty in learning and memorizing terms contained in the tourism department, (FP, personal communication,

October 7, 2020). Based on the preliminary study it can be concluded that students of Tourism at SMKN 3 Palembang have several difficulties or challenges in learning speaking, including grammar, pronunciation, and also in learn textbook and terms.

Some previous studies were conducted on the challenges of teaching speaking in EFL context. Firstly, a study conducted by Afshar, and Asakereh (2016) EFL students' problems in speaking English revealed the challenges in teaching speaking, such as: (1) difficulties in having speaking practice opportunities outside the classroom, (2) inefficient speaking classes, and (3) lack of language laboratory facilities and also the way teachers teach speaking. Secondly, a study conducted by Sayuri (2016) on problems of teaching speaking for EFL students revealed that students have problems which involved pronunciation, fluency, grammar, and vocabulary. These results have been taken by means of a speaking test. Moreover, a study conducted by Aleksandrzak (2011) on problems and challenges in teaching and learning speaking at advanced level. This study revealed problems of teaching and learning speaking, in particular most relevant in the context of developing oral skills at an advanced level foreign language skills. The complex nature of oral discourse must be taken into account and reflected at each stage of the learning process.

In short, based on the results of previous studies discussed above and the phenomena that challenges the teachers in teaching speaking for students of tourism, the researcher is interested in conducting a research

about teacher's challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang. This study tries to fill by investigating these teachers view, it might provide wider insights to the literature and research findings related to challenges of teaching speaking. Therefore, the purpose of this study was to determine the challenges of English teachers in teaching speaking for students of tourism at SMKN 3 Palembang.

1.2 Research Problem

Based on the background, the research problem is formulated in the following question: What is the English teacher's challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang?

1.3 Research Objective

Based on the research question above, the objective of this study is to find out the English teacher's challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang.

1.4 Significance of the Study

This study is expected to provide information about the challenges of teachers in teaching, strategies to overcome these challenges, how to learn and how to teach in speaking classes. In addition, the results of

this study are expected to provide beneficial contributions for some parties.

1. For teachers of English

    This study is expected to be used as one of the considerations in the teaching and learning process of English, especially speaking.

2. For other researchers

    This study is expected to be used as a reference for further studies.

3. For school

    This study is expected to provide insights on the challenges of teaching English to Tourism students. The school is expected to provide solutions on teachers Challenges