

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of The Research**

In this globalization era, English increasingly become the most desirable language to be learnt. As an international language today, English widely spoken in many countries. Because of the demanding new world, people are not only expected to be able to speak their own language but also expected to be able to speak English. Therefore, many schools around the world put English as a compulsory subject.

In English language teaching and learning, people use such terms “foreign language”, “second language”, and “native language”. English in USA and UK regarded as a native language. While in other countries, English regards as foreign language and second language. There is a difference between foreign language and second language. Nunan, (2003: 54) defines:

Foreign language is when a language put as a target language but the language is not the language of communication in that society. While, second language is when a language put as the target language but the language is the language of communication in that society.

By understanding the main function of English as a communication language, people or learner who intentionally learn English are expected to master 4 skills in English learning process. They are speaking; listening, reading and writing. Widdowson, 1978: 57) states that “speaking and writing said to be active or productive skill whereas, listening and reading said to be passive or receptive skill”. From those 4 skills, the most important skill is speaking. It is because when

people learn English others will judge the successful of their English learning from the ability to communicate orally by using English. Furthermore, Cahyono and Widiati, (2001: 29) state that “nowadays, along with the strengthening position of English as a language for international communication, the teaching of speaking skill has become increasingly important in the English as a second or foreign language (ESL/EFL) context”.

In English language teaching and learning, learners expected to master 4 major skills equivalently but in fact, the speaking ability of many learners is worse than other skills. This condition is contradictory with the purpose of English language teaching and learning itself. The same phenomena also happen at Asasudden Witya School Muang Yala Melayu Bangkok South of Thailand recently. A great number of students at Asasudden Witya School are not able to speak English although they have been learning English since Primary school. They are good at listening, writing, and reading but they are bad at speaking.

The curriculum used by Asasudden Witya School comes from The Kingdom of Thailand and there are some revised curriculums in Thailand. Khamkien, (185) states that:

The current English curriculum was revised and introduced in 2001 when the Ministry of Education introduced the national foreign language standard and bench marks. The motivation for this revision was to be consistent with the changing world and globalization. With this change, the 2001 system integrated primary and secondary into a single stream, which was divided into four sub-levels: the Preparatory Level (Grade 1-3); the Beginning Level (Grade 4-6); the Expanding Level: (Grade 7-9); and Progressive Level (Grade 10-12).

Although, English in Thailand had already been included in the national curriculum starting at the basic grade, the students' result in learning English is not satisfying enough particularly in speaking skill. From 4 skills in English learning, speaking is the most under achievement. The same phenomena also happen at Asasudden Witya School and most of the English teachers said that they find many problems throughout teaching speaking, therefore, the result of teaching speaking is not satisfying enough.

English teachers at Asasudden Witya School are obligated by Kingdom of Thailand to use books which prepared for all students in Thailand. Indirectly, they have to help their students achieving the same goal with other students in Thailand. Whereas, the ability of the students at South of Thailand especially students at Asasudden Witya School is far different from other students in other school in Thailand broadly. Asasudden Witya School students are quite shy and have low motivation in learning English. This condition makes the English learning much more difficult.

Another thing that makes problems in English teaching at Asasudden Witya School more complicated is most of the English teachers still using traditional method (lecturing method). Teachers as the centre of the learning and the students get a little bit chance to practice or sharpen their speaking skill. As the result of the English learning, a great number of students are not able to communicate orally using English. Teachers at Asasudden Witya School also seldom ask students to listen to the native speaker. This condition makes the speaking ability of the students unchanged.

Every week, students at Asasudden Witya School have to study English for about 3 hours starting at grade 1 until grade 6. Despite, students at Asasudden Witya School also guided by 8 English teachers that most of them are graduated from university. Because of so many problems faced by English teachers throughout teaching speaking at Asasudden Witya School Muang Yala Melayu Bangkok South of Thailand, they cannot fully help students in mastering speaking skill.

Based on the research above, researcher wants to describe problems faced by English teachers throughout teaching speaking and describe the efforts that English teachers do to overcome the problems they faced at Asasudden Witya School Muang Yala Melayu Bangkok South of Thailand in the academic year 2014/2015.

## **1.2 The Statement of The Problem**

This research attempts to answer the research questions:

- 1) What are the problems faced by English teachers at Asasuden Witya School Muang Yala Melayu Bangkok South of Thailand throughout teaching speaking in the academic year 2014/2015?
- 2) What do the English teachers do to overcome the problems throughout teaching speaking?

### **1.3 Purpose of The Research**

According to the problems statement above, this research aims to describe:

- 1) Problems faced by English teachers throughout teaching speaking AT Asasudden Witya School Muang Yala Melayu Bangkok South of Thailand in the academic year 2014/2015;
- 2) English teachers' effort in overcoming the problems throughout teaching speaking at Asasudden Witya School Muang Yala Melayu Bangkok South of Thailand in the academic year 2014/2015.

### **1.4 Scope and Limitation**

The scope of this research is problems faced by English teachers at Asasudden Witya School Muang Yala Melayu Bangkok South of Thailand and the limitation of this research is problem faced by English teachers throughout teaching speaking.

### **1.5 Significance of The Research**

The result of this research is expected to give some contributions to:

- 1) English teachers at Asasudden Witya School

The findings of this research are expected to motivate English teachers to creatively improve their teaching skill and change their teaching methodologies.

2) Asasudden Witya School' students

The results of this research are expected to help students in mastering speaking skill easily.

3) The school (Asasudden Witya School)

The findings of this research can motivate school committee to endue the English teaching facilities needed.

4) The researcher

The results of this research are expected to help researcher get close and familiar with all those problems in teaching speaking furthermore, she will easily cope all those problems when she teach in the future.

## 1.6 Definition of Key Terms

To avoid misunderstanding of this research, the researcher gives some definition of the key terms below:

Teaching speaking is: Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. (Kayi, 2006).

Problem is: A thing that is difficult to deal with or understand. (Hornby, 1995: 921)