

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, scope of the research, statements of the problem, objective of the research, and significance of the research.

A. Background of the Research

Speaking is the delivery of language through the mouth. To speak, people create sounds using many parts of organs of speech, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Speaking skills in class is the talk owned by the students naturally or by using special exercises. Speaking is used as a means of communication with oral language through the process of the delivery of mind and ideas it aims at reporting, entertaining or assuring others.

Currently, teaching speaking becomes a high concern in English language teaching programs in order to develop the students' speaking skill (Anjaniputra: 2013). Besides, classroom activities cannot be denied as a factor influencing the teaching outcome. As Reiser and Dick (in Ajaniputra: 2017) argue that teachers can use different activities of teaching speaking to achieve teaching-learning goals and objectives. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective activities to communicate using the language being learnt. These imply that it is the teachers' responsibility to make students speak English by employing suitable teaching activities of speaking

To apply speaking skills in the classroom, a lecturer need a strategy to motivate students to make students motivated and can speak in class should especially speak English. In some Universities in North Maluku that have English language study program including Universitas Khairun, some lecturers have competence in the field to motivate students to be able to speak English in class. Considering the importance of classroom activities in teaching speaking then

the researcher decides to choose speaking classroom activities as the focus of this research with the title: “Exploring Classroom Speaking Activities at English Language Education Study Program of Khairun University.”

B. Statement of the Problem

Based on the background above the researcher can formulate the research problem as follows: How do the lecturers’ applied classroom speaking activities, and what are the difficulties faced/found by lecturers’ in speaking activities in the fourth semester students’ of English Language Education Study Program of Khairun University?

C. Scope of the Research

This research will focus on the lecturer’s activities of speaking in applied classroom speaking activities, and the difficulties faced by the lecturers’ in applied speaking activities in the fourth semester of English Language Education Study Program of Khairun University.

D. Objective of the Research

Based on the background above this research intends to identify the lecturers’ applied classroom speaking activities and difficulties faced by lecturers’ in applied classroom speaking activities in the fourth semester of English Language Education Study Program of Khairun University.

E. Significance of the Research

This section discusses two main ideas regarding theoretical significance and practical significance.

1. Theoretical Significance

The results of this research are expected to enrich the existing theories related to teaching and learning speaking to increase students’ motivation and improve students’ speaking competence.

2. Practical Significance

The results of this research are hoped to be beneficial to lecturers, teachers, students, head of English Language Education Study Program, and prospective research can contribute for the teachers in solving their problem of teaching speaking to be effective.

- Lecturer are often used to teach organized bodies of knowledge which is an important part of the school curriculum at all levels, and they have continued as a primary form of instruction in colleges and universities even at different school stages.
- Teacher it is related to the way how the teacher preparing, presenting, and evaluating her teaching. In the preparation, she does not consider the students' difference in learning.
- Student generally student have low motivation in learning English. Most of them complain about how difficult English is to the researcher. They have the same assumption that English is difficult to learn.