CHAPTER I

INTRODUCTION

This section provides the background of the proposed study. It focuses on the brief description about the topic which was chosen for the research and why the researcher conducted the research on this field. It also specifies the aims of the research, describes the scope of the research, gives a brief overview about the research methodology, the clarification of the terms, and the organization of the paper.

1.1 Background of the research

Speaking is one of the four important skills in language learning. It is as well considered important for verbal communication. Nowadays, when English language is inseparable with the globe, EFL students are expected to gain better competence in speaking, especially for the sake of communication. However, it is not easy to produce a good speaking output without good ideas and vocabulary knowledge. It is assumed that the process involved in the forming ideas and transforming them into target language is not very simple. Hatch (1978), as cited in Brown (2001), explained that L2 learning is basically assumed as when people at first learn how language structure is developed, then, learn how the structure is used in a discourse, Brown, 2001, p.56). For most people, it is not an easy matter to have a sufficient English speaking skill and successfully using the language. When a language learner is figuring out a way of how the structure of the language is used, s/He should relate the language structure with the structural knowledge or ideas. It is in line with the argument stated by Saville-troike (2006) that "knowing a language was seen as a master of knowing the rules and memorizing surface structure. Speakers can't merely be imitating what they have heard others say, but must be applying the underlying rules to create novel construction" (p.37).In order for a person to convey his/her ideas to a foreign language, many aspects should be taken highly into consideration. Since language has its own structure, language learners, in this case, foreign language learners

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should be aware of the development of the language structure. Menyuk and Brisk (2000) claimed that the further developments of structural knowledge are composed ofdevelopment of vocabulary and elaborations of previous knowledgethat indicate a further awareness of some of the structural possibilitiesof language (Menyuk and Brisk, 2000, p.83).

To be able to speak another language, the learner, should have reason and how they are going to cope with the new language.If we look through Speaking, as one of the four important skills in learning English,we do not only see it as a necessary skill in educational field but also as a matter of communication in general. EFL learners have their own reason of learning the foreign language. These reasons arevarious according to optional personal needs. The social psychological components of attitude and motivation aresupposed to be significant on language learning success, yet with an indirect relationship between attitude andsuccessful second language learning (Brown, 2001, p.49). Moreover, as argued by Riggenback & Lazaraton(1991), students of second/foreign language education programs are considered successful if they can communicate effectively in the language. However, foreign language learners, despite spending years developing their semantic and syntactic competences, have all probablyexperience the feeling ofdifficulty and not being able to participate effectively in L2 oral communication (p.76). Bilingual school students might say that they learn English as a tool to help them understand the materials taught by the teachers. Unlike in Public schools with a regular education system, students in a bilingual school are encouraged to have better English skills. It is because most of the materials are delivered using English as their language of concern. It might create a perception that most of the bilingual school students are good English speakers; however, this is by no means that there are no students who are considered having a low English level.Students of bilingual schools might also face problems in their English, especially in speaking skill. Therefore, the study was meant to figure out speaking difficulties faced by the students in the bilingual school setting. This

study was entitled "Speaking difficulties among EFL learners in a Bilingual School Setting".

1.2 Research questions

The problems to be discussed in this research will be summarized in the following research questions:

1. What are the speaking difficulties faced by EFL learners in Pribadi Bilingual school?
2. Whatare the speaking abilitiesthat the students have?
3. What are the students' opinions about the role of a Bilingual school in improving the students' speaking performance?

1.3 Purposes of the Research

Based on the background that has been stated formerly, the purposes of the research will be discussed in this section. The research was aimed to investigate:

1. what speaking difficulties are faced by EFL students in SMA Pribadi Bilingual Boarding School.
2. students' speaking abilities.
3. students' opinions about the role of a bilingual school on improving the students' speaking performance.

1.4 Scope of the research

This study focused on finding out the speaking difficulties that students face based on the interview and the speaking test given to the students. This study also crosschecked whether the students' speaking performance and their speaking difficulties were in line. It was also

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concerned with the students' ability in speaking. This study was then limited only to know whether or not bilingual school program affect the students speaking skill.

1.5 Significance of the research

With the aims of finding out the difficulties of speaking faced by the students, the research is expected to contribute beneficial impacts as follows:

- In the teaching field:

The research is expected to give a marked benefit to English teachers in enhancing their knowledge on the abilities and difficulties that students face in their speaking performances. It is also expected that this research would encourage teachers to invent a better teaching method as the strategy of overcoming students' speaking difficulties.

- For future research:

It is also expected that the research will be of great insight for other researchers to conduct a further and more specific research onstudents' speaking difficulties and their strategy in a new setting.

1.6 Methodology

This research employed a qualitative method which is aimed to investigate the quality of relationships, activities, situations, or materials (Fraenkel, Hyun, & Wallen, 2009).The participants of the research were the students of Pribadi Bilingual High School Bandung with different English proficiency levels. The data collected stemmed from interview,

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speaking test, in which the students do their speaking performance by describing a series of picture, as well as observation. The data were then presented in a descriptive way. The deeper explanation of the research methodology will be provided in chapter III.

1.7 Clarification of terms

- **Speaking difficulties:**

  Speaking, as defined by Widdowson, is a part of reciprocal exchange in which both reception and production play a part (Widdowson, 1978, p.58). In this research, speaking difficulties are the problems faced by the EFL learners/students in speaking English.

- **Speaking performance:**

  Performance is defined as manifestation of the knowledge in the form of behavior or in a real situation (Widdowson, 1978, p.2). The term "speaking performance" was included in this research and defined as the way the students deliver their ideas in the form of oral production as the manifestation of their knowledge.

- **Bilingual School setting:**

  According to Sohn (2005), bilingual school refers to models of school education where instruction is given in two languages and content matter is taught in two languages as well (Sohn, 2005, p.32).

1.7 Organization of the paper

This paper is organized into several chapters as follows:

Chapter I Introduction

In this chapter, the background of the research is elaborated. It also gives brief descriptions about research questions, aims of the research, scope of the research, significance of the research, research methodology, and clarification of the terms.

Chapter II Theoretical Foundation

This chapter provides the theoretical foundations which include theories, concepts, and previous study about speaking difficulties and bilingual education.

Chapter III Research Methodology

The methodology employed in this research is elaborated in this chapter. It involves the setting and participants of the research, research design, data collection techniques, as well as data analyses.

Chapter IV Findings and Discussion

The data obtained during the research are analyzed and presented in this chapter. The findings are discussed and merged with the theoretical foundation which is presented in the previous chapter

Chapter V Conclusion and Suggestions

This chapter presents the conclusion of the study which was drawn from the data collection and findings. It also provides some suggestions for practical significance and future research.