

Chapter I: Introduction

This chapter describes the basic consideration of research, concerning students' learning resources in speaking ability. This is followed by the research question, the objective, the limitation of the research and research significance which consist of theoretical and practical contribution.

1.1 Basic Consideration

As an international language, English is the most used language by people around the world. By considering the importance of English language therefore mastering English is a must for people who want to communicate with people from different countries around the globe. Regarding to the demand of English as a tool to communicate in global context, English has been introduced in schools' curriculum as a foreign language to be learned.

There are some reasons that make learning English is a must. Firstly, most of the content on the internet is in English it can not be denied at the present time most of people are using internet. As their necessary by comprehending English will allow them to access amount of information. Secondly, many books, musics, and films are published and produced in English. Therefore mastering English will give us a chance to have access in a great wealth of entertainment and will be able to have a greater cultural understanding.

In learning English, there are several skills and aspects that should be mastered by the students, they are writing, reading, listening and speaking. The most important skill in learning English is speaking because speaking considered as the measurement of someone's language ability.

Moreover, speaking skill becomes the most important skill to students who learning English because one of the objectives of English Education is the students can use English fluently. Moreover, speaking is considered as the important skill, it is because through speaking, the students are able to communicate verbally to the other people around the globe in understandable way. It is also supported by Florez (1999), speaking is probably a priority for most learners of English.

Meanwhile, Christopher McCormick as a vice President for Academic Affairs First (EF) cited in (Metro Sulawesi, 2015) stated that, based on a research, in 2014 Indonesian society's ability to speak English was ranked 28th from 63 countries in the world. English proficiency index is compiled by the country's ratings based on the test result of English which was conducted to 750,000 adults aged 18 years and over. Indonesia reached score 52,74 points in this fourth study and the score increased until 7,96 points over a period of seven years. Based on the data, it can be concluded that most of Indonesian people already master English. In addition, that ability can be improved when teaching English can be transferred and applied properly.

In improving English skill especially speaking, there are some learning resources that can be used by students in enhancing their ability to speak. According to AECT (*Association of education and communication technology*) (1977) learning resources is defined as all sources such as people, book or anything than can be used by students to make them easy to reach their goals in learning and surely can make students speaking ability improve.

However, it is found that some students have a high ability in speaking, but the others are still in the lowest level. Whereas, there are some programs of English department that meant to give more English exposure to the students in fun way such as ED club and ED talk, apparently

students' speaking ability are increased as expected yet.

It is seen that the availability of learning resources can impact the students' ability to speak.

Moreover, students' speaking achievement and learning resources are related. Exposure that students get from variety of learning resources can support the students' skill in speaking.

According to BBC (*British Council*) (2006) Exposure refers to the contact that the learners have with the language that they are trying to learn, either generally or with specific language point.

Additionally, if the exposure that students obtain can be combined with practice so that the objectives of learning can be achieved.

Therefore, this study is conducted to focus in exploring students' learning resources in speaking ability. This study observed which learning resources that expose them mostly. Moreover, this study take place at letters an culture faculty in Universitas Negeri Gorontalo, in English

Department. The participants of this study are the English Education students because related to the topic about students' learning resources in speaking for students who learn English as a foreign language. By considering the researcher needs the reliability of the data, so that the participants in this research are the students who have passed speaking for professional context, speaking for general communication and speaking for academic purposes.

1.2 Reseach Question

Specifically the research question of this study is :

What are students' dominant types of learning resources in learning to speak English?

1.3 Research Objectives

Based on the problem statement, this study intends to observe which learning resources that the English Department students are exposed to.

1.4 Research Significances

Concerning the impact of this research, this research is expected to be significant in both theoretical and practical contribution. In terms of theoretical contribution, this study is expected to be used as information in area of students' learning resources. This research also can be a new perspective of the further researchers to conduct research in area of ELT especially in students' learning resources.

In terms of practical contribution, this research can help teacher to know students' learning resources that the students used and give them exposure in learning English especially in speaking. So that the teacher will be able to combine that exposure with exercise in classroom to improve students speaking ability. Further, for the students, this research can help them to understand what is learning resources and types of learning resources, when the students already know what learning resources that dominantly they used, so that the students can enhance their speaking ability through that learning resources.

1.5 Research Delimitation

This study is focused to observe which learning resources that used by English students as the most exposure that they get in learning English particularly in enhancing their skills in speaking. Therefore, the theory of AECT (*Association of Education and communication technology*) is used in conducting this research as a fundamental theory to analyse students' learning resources.

