

Chapter I: Introduction

This chapter presents the basic consideration, followed by the research questions and objectives. The scope and the significances of study are also presented.

Basic Consideration

Speaking, among the four major skills, is considered the most important skill, as stated by Al Hosni (2014) that speaking is a main language skill that students need to improve. It has been proven that the importance of teaching speaking skill is a crucial thing that need to be considered before other skills and paying more attention to the aspects that can affect teaching speaking process is significant to accomplish an effective language teaching.

There are many aspects affecting the efficiency of learning speaking skill especially in a native English speaking teacher's (NEST) class, here after called as NEST. In teaching speaking, the aspect of psychology, for instance, can partly impact on how students comprehend the material. Students' anxiety such as feeling inhibited, nervous, worried, and lack of confidence often face by students when they speak English in front of the class, especially in the NEST's class. Ortega (2009) as cited in Ariyati (2016) claimed that Foreign Language Anxiety (FLA) occurs quite often in the process of language learning. This problem leads to the causes of students' incomprehension in learning speaking skill taught by the NEST.

In Indonesia, English is a foreign language and increasingly used as an essential means of international and intercultural communication around the globe. It is different from countries that use English as a first language. The differences are background in cultures, habits, or even perspectives that can cause students to be aware while speaking in the NEST's class. For some English as a foreign language (EFL) students, cultural identity must be an important issue. They often find some difficult words in the NEST class and make them confused to understand the materials. For instance, they may give few responses, such as asking their friends beside them, asking the NEST after the class finished, or using dictionary. It all depends on their perceptions of dealing with the challenges.

Baker and Westrup (2003) reported that it is quite difficult for students as foreign language learners when their teachers ask them to speak in foreign language because they have little opinions about what to say, which vocabulary to use, or how to use grammar correctly. All issues specified by Baker And Westrup have been evidenced by Alicia Bradley, a native English speaking teacher at English Department, Universitas Negeri Gorontalo. A. Bradley (personal communication, February 9, 2017) asserted that most of her students in speaking class cannot speak English fluently, have many pauses and slip of the tongue. She claimed that half of the students do not understand the material she explained in the class. This reveals a gap between the theories of students' challenges in the NEST's class and the reality of the implementation of how the NEST leads speaking class.

All the explanations previously described show that Indonesian English learners' challenges in the NEST's class also serve as a major thing that can influence the way students comprehend the material given in the speaking class. For that reason, some challenges encountered by students in speaking class taught by the NEST are significant in English Language Teaching (ELT) and the way they solve the challenges is crucial to investigate. This study focuses on investigating students' challenges and how they deal with the challenges in speaking class taught by a native English speaking teacher.

Research Questions

The questions of this study are formulated as follows :

1. What are the types of challenges faced by students in speaking class taught by a native English speaking teacher?
2. How do students deal with the challenges in speaking class taught by a native English speaking teacher?

Research Objectives

This study intends to investigate the types of students' challenges in speaking class taught by a native English speaking teacher and how students deal with the challenges.

Scope of Study

This study only pays attention to the types of students' challenges in speaking class taught by native English speaking teacher and how they deal with the challenges. It does not focus on other things because the research questions take place in native English speaking teacher's class.

Research Significances

This study is projected to be significantly related to the theoretical and practical contributions. As the theoretical contribution, this study is expected to be used as the instruction for students and native English speaking teachers to anticipate students' challenges in speaking class taught by native English speaking teachers. In terms of practical contribution, this study can serve as the guideline of native English speaking teachers to provide different styles of teaching speaking to make it easy for students to comprehend the materials provided in the classroom. Further, this study can also inform future studies.