CHAPTER I

INTRODUCTION

'In this chapter, the researcher presents background of the research,' formulation of the 'research' problem, 'objectives of the research,' the 'significance of the research, scope and limitation of the research, and definition of key terms.'

A. Background of the Research

Many languages that used by the people in the world; one of them is English. English is international language which has an important role that used to have international communication and to have relationship with people in different countries. There are four skills in mastering English; listening, writing, reading and speaking. Speaking is one of language skills that important to be mastered by students in learning a foreign language. As what Khamkhien (2010) said: "Speaking is considered to be the most important in a second language". Besides that, English also need to look for job because some people also need to work abroad. They will compete with foreigners, not only locals. Hence, English is needed to learn by people in Indonesia.

Speaking is a verbal communication. It can be oral or written to express the information. Widdowson (1994) stated that speaking is active production skill. It is use oral production and capability of someone to communicate orally with others. But in fact, millennials are less in speaking English although they can write good sentences in their social media. They are incapable and still have

inconveniences in English. 'Tatham and Morton (2006: 273) said that many people can understand a language but they cannot speak it'. It means that the students can understand what other people said but they cannot answer and tell what is in their mind. It happens because the lack of students' intensity in speaking practice due to time constraints, there is no partner in speaking English caused have no courage and high confidence. 'They are afraid' of making 'mistakes' in speaking English, such as grammar error, pronunciation is not fluent, incorrect stress in every word, and lack of vocabulary that is owned "by the students."

"The students" in Indonesia faced "many problems in" mastering English speaking skill because English is not their mother tongue. That is why people do not use English to talk each other. The students who are not joining any English Club will use English in class only. This is supported by Jdetawy (2011). He said that "there are many factors that become the problem in speaking English among EFL" students "which" "are" from the students "themselves, the teacher teaching strategy, the curriculum, and the environment"." In addition, students may believe that making mistakes is a sign of weakness or incompetence, based on Anthony, 1998 as cited in Tartakovsky, 2016.

This problem also happens at Senior High School 1 Trenggalek. "Most of students" said "that" "speaking is difficult because" they do not have many vocabulary and afraid to make mistake in grammar. When they want to answer or refute something but "they do not know how to say it in

English, they are" discouraged to speak. Therefore, they assume that making a mistake in speaking English will lead to some terrible consequences that cannot be corrected.

Although speaking is difficult, but "there is one student" of debater "who" can" speak" English" well. She" was" also joined students exchange in Australia, precisely at Mentone Primary School, Melbourne when she was in fourth grade of Elementary School. Now, she continued her journey in learning English as a debater in Senior High School 1 Trenggalek and won some debate competitions. Of course there are some activities to" support her" speaking skill that can be chosen by the student in learning to speak English. They are ranking, balloon debate, debates, describing visuals, role-plays, students' talks, and discussion (Irianti, 2011: 10). From some activities in speaking, the students will choose the suitable activities that make them enjoy the learning process.

There are several previous studies about activities used in speaking skill that have been conducted by using different research design and subjects. A study carried out by Ira Pratiwi (2013) used Classroom Action Research (CAR) research design that focused to' improve the student's speaking skill by using communicative activities. The result showed that the implementation of communicative activities, i.e. group work activitiy, role-play the students' speaking skill increased." The' next previous study used narrative inquiry but different subjects and data collection was conducted by Bikri Faridatur Rofiqoh (2018), which focused to "find out

the activities that" support her extensive speaking." The' result is the activities that support the "subject's extensive speaking are individual short talk, individual power point presentation," class discussion, spontaneous speaking, reading journal or any English text, watching video of" English presentation, watching English animation or cartoon movies, and listening English song."

"Another article that used narrative inquiry but in different subject and data collection method which focused to" explore and make sense of the stories of Indonesian graduate students' speaking" experiences in academic settings during their study in a United Kingdom University was conducted by Mukhlash (2019)." The result is indicating "that language-related issues, individual factors," and cultural differences hinder the participants from actively being involved in verbal communication." To" cope with the challenges, the participants applied" communication strategies by asking for clarification and repetition."

From that phenomenon, the researcher wants to conduct the study in Senior High School 1 Trenggalek because this is a favorite school in the residency that always wins in every English debate competition to the national level. Not only that, "from the previous studies, the first researcher focused on" improving the student's speaking skill by using communicative activities," the second researcher focused on the activities that support the student extensive speaking, and the third researcher focused on the "stories of Indonesian graduate "students' speaking experiences in academic" setting

"during their study in United Kingdom University." "There are still rare studies focusing on activities applied by the" debater student in maintaining speaking skill. Therefore," this current "study is" intended "to know experience about speaking activities of debater student to maintain her speaking skill.

"Based on the" explanation "above, the researcher is "interested in conducting a study of" investigation entitled "**THE STUDENT'S EXPERIENCE IN MAINTAINING ENGLISH SPEAKING SKILL**".

B. "Formulation of Research Problems

"Based on the background" study "above, the" problem "of this study" formulated: How does a debater student at Senior High School 1 Trenggalek maintains her English speaking skill??

C. "Objectives of the Research

"Based on the formulation" above, the study" is intended to' investigate the experiences about speaking"activities of"debater Student at Senior High School 1 Trenggalek in maintaining her English Speaking Skill.

D. "The Significance of the Research

By this "study, the researcher" hopes that" it "will give the" contributions for:

1. **Students**"

   The result of this study can motivate others"students to" increase "their speaking" ability in English by applying some activities that experienced by the debater in maintaining her speaking skill.

2. Teacher

   The result of this study can make the teacher realize that every student who learns something has their own way to catch information and maintain their ability, so the teacher can motivate the students to reach the goal of the study and can apply those activities in the class in order to decrease students' bored feeling.

3. Future Researchers

   "The result of the study can be used as the reference for another researcher" to conduct the research with the similar study" in other skill "or to find the deeper, more detailed result and also" be able to investigate and correct the shortages from the previous study."

E. **Scope and Limitation of the Research**

   The scope of this research is conducted for an EFL Student of debater at Senior High School 1 Trenggalek who has joined sister school exchange in Australia to maintain her English Speaking Skill and focus on her experience about speaking activities in English.

"The limitation of this" research is "the subject of this research is" one student in Senior High School 1 Trenggalek who good in speaking English especially the winner of national debate competition.

F. "Definition of Key Terms

In definition key terms, "the researcher" will explain the" definition "of some key terms to avoid" ambiguity and misunderstanding "of the" terms, as follows:

1. Speaking Activities

    Speaking activities is behavior or habitual or action or "effort that employed by" the students "to implement a plan of reaching a goal" in maintaining their speaking skill. One student can apply more than one activities in maintaining speaking skill.

2. English Speaking Skill

    "Speaking is an act to express one's ideas, feelings, and" purpose though orally." It "is also called oral communication. Speaking" known as" two "ways process between speaker and listener and" involve productive and receptive skill of understanding.