

# CHAPTER I

## INTRODUCTION

### 1.1 Background to the Research

The art of speaking is an important oral aspect of the English language. Speaking has an important role in the verbal exchange of information, ideas, and opinions. Ratnasari and Zubaidah (2019) define that the art of speaking has a broad significance in various contexts such as in the scope of business, diplomacy, and so on. Therefore, speaking can be defined as an interactive activity where the speaker is involved in the exchange of ideas, information, and more and the art of speaking is indispensable in everyday human life, especially in interacting between one person and another to convey messages or information. Good speaking skills must be possessed by every person or a student in order to successfully and accurately convey information to others.

Students are people who study at higher education institutions such as universities, institutes, and academies. According to Hossain (2023) students are prospective scholars who are involved in higher education to be educated and aim to become intellectual candidates. Meanwhile, according to Jones (2024) students are the younger generation who prepare themselves in the field of education and will be the next successor for the progress of the nation. This underlies that students must have good speaking arts. speaking arts are very important for students. Burke (2013) statement that the art of speaking is able to shape students to become the nations who are able to produce a generation of nations that have speech or speech communicatively, clearly, coherently, and easily understood. In addition, the art of speaking can also shape students to be more active in arguing in public. The art of speaking is also able to shape students to be more cultured because they are accustomed and trained to communicate with other parties according to the context of the speech situation where, when, and with whom they speak.

To master the art of speaking, an appropriate speaking strategy is required. Speaking strategies are techniques or approaches used to improve speaking

effectiveness. Avellaneda (2024) defines speaking strategies as an approach used to improve the art of speaking through interactive and collaborative practices. Meanwhile, according to Fahmi (2024), speaking strategies are methods used by students to develop speaking fluency and accuracy. Based on this, speaking strategies have an important role in the art of speaking to improve their speaking skills.

Speaking is the process of exchanging information, ideas and feelings through spoken words. It is a form of verbal communication in which messages are conveyed directly from the speaker to the listener through the medium of sound. Speaking covers a wide range of activities such as everyday conversations, presentations, discussions, lectures, and interviews. According to Hamilton (2021) in her book "Communicating for Success," Cheryl Hamilton defines speaking as the process of sharing information through spoken words. She emphasizes the importance of intonation, speaking rate, and body language in supporting spoken messages, as well as the importance of immediate feedback to ensure messages are properly understood. Whereas according to McCornack (2007) In "Reflect and Relate: An Introduction to Interpersonal Communication," McCornack and Ortiz define speaking as an interaction involving simultaneous verbal and nonverbal exchanges between individuals. They highlight that speaking includes aspects such as tone of voice, speed, volume, and social context that influence the meaning of the message conveyed.

Based on pre-observing activities carried out by researchers at one of the private campuses, Nahdlatul Ulama Sunan Giri University of Bojonegoro in May 2024, this shows that the ability to speak English education students is low, medium and some good. This shows that the ability to speak from English education studies varies greatly. This is in accordance to Azizi nova, (2024). which explains that the ability to speak English students varies this show that there are different experiences and backgrounds so that students have different abilities.

However, in this case, in accordance with Rustamova (2023) regarding the concept of solutions to problems in English language skills in Indonesian educational institutions, it shows the results that there are problems faced in speaking practices in everyday life that still occur today, namely the existence of

many non-English speaking students. Meanwhile, according to Purwati, (2023) which explains the obstacles in speaking practice, including difficulties in word selection, and grammar, low concentration, and low levels of self-confidence, this is because students only study English as a subject in lectures and do not use it to communicate, so there are minimal opportunities to practice the language. Based on the results of the pre-observation exposure above, the researcher wants to conduct research on the techniques used by English Education students in mastering the art of speaking.

This is because there is a level of urgency, namely to find out the strategy of speaking ability of English Education students so that students' English language skills will improve and be able to master the art of speaking. This is in line with Astuti, (2022) which states to measure the effectiveness of students' speaking strategies by measuring the level of ability to identify the correct form of language, carry out correct conversations, and distinguish between form, word meaning, and language.

Based on previous relevant research researched by Dzakhirul Anwar (2020) on speaking strategies used by non-English students, which resulted in among others, first, LSB UIN Walisongo students apply almost all strategies et al. including: remembering more effectively (memory strategies), using mental processes (cognitive strategies), compensating for lost knowledge (compensation strategies), organizing and evaluating learning (metacognitive strategies). The second is the advantages of students when applying these strategies are that students get a lot of new vocabulary, they are fluent in speaking English, they know how to pronounce these words, and are more confident in speaking English. Besides having advantages. Regarding to the findings, the researcher is interested in investigating how prospective English teachers implement and use strategies in speaking for shaping their oral communication skill. The researcher also intends to examine examine the strategies, experiences and speaking challenges faced by English education students in the second and four semesters at Sunan Giri Bojonegoro Nahdlatul Ulama University. The researcher conducted the research activity. Based on this phenomenon, it raises the curiosity of researchers to examine the strategies used by English education students at the University of Nahdlatul Ulama Sunan Giri

Bojonegoro in mastering the art of speaking as prospective educators.

## **1.2 Research Questions**

Based on the research background above, the research problems are as follows:

1. What strategies do prospective English educators use to improve their spoken English skills?
2. How are the experiences that prospective English educators face in mastering spoken English?
3. What are the challenges that prospective English educators face in mastering spoken English?

## **1.3 Research Objectives**

Based on the research questions above, this special research aims to find out:

1. To identify speaking strategies used by prospective English educators.
2. To analyse how students experience as prospective English educators in applying speaking skills.
3. To analyse what are the challenges of collage students as prospective English in applying speaking skills.

## **1.4 Significance Study**

After conducting the study, the researcher hopes that the findings can determine the speaking learning strategies, experiences and challenges used by English education students. The researcher hopes that this study can provide benefits in English language learning. This study has two benefits in this study as follows:

### **1.4.1 Theoretically**

1. Explore and understand speaking strategies, experiences and challenges for English education students.
2. As a policy or reference in further research related to speaking learning strategies and experiences.

#### 1.4.2 Practically

1. For researchers, it can add insight and direct experience regarding speaking learning strategies, experiences and challenges currently used by English education students.
2. For lecturers, lecturers can find out the speaking learning strategies and experiences used by English education students so that they can easily understand their students in speaking.
3. For students, students can find out the various speaking strategies and experiences used by English education students in order to understand and practice them easily.

### **1.5 Scope And Limitations of The Study.**

#### 1.5.1 Scope

The scope of this study is the use of speaking strategies of English education students regarding the use of strategies, challenges and their experience in speaking that they use. The researcher will conduct interviews.

#### 1.5.2 Limitations

Researcher limit the subject to students. Especially for English language education students at Nahdlatul Ulama Sunan Giri University, Bojonegoro.

### **1.6 Definitions of key Terms**

#### 1.6.1 Speaking strategies

Speaking strategies refer to systematic strategies or ways that students learn and practice speaking in various ways, namely choosing words, expressions, intonation, and speaking styles that are appropriate to the situation and the interlocutor.

#### 1.6.2 Prospective English education

The Prospektive English Language Education is a curriculum designed to prepare students to become proficient English speakers in the future, with an emphasis on effective teaching methods and language proficiency development.