CHAPTER I

INTRODUCTION

This chapter highlights the points of introduction of this study which compiles the background issue, research gap, and also overviews the potential significances throughout conducting this study.

A.   Background

Teaching English speaking is challenging for many teachers. Specifically, teaching English speaking is one of the challenging dimensions in English as a Foreign Language (EFL) contexts in which English is not commonly spoken or used in everyday interactions (Yilmazer & Özkan, 2017; Al-Sobhi & Preece, 2018). In an EFL classroom, many teachers need to deal with the students who are fearful of making mistakes, have problems with finding motives to speak, and find it easier to express themselves in their native language than using English (Ur, 1996). It causes the process of teaching English speaking becomes challenging for many teachers. For instance, Adi (2012) discussed teaching English in Indonesia where English is a foreign language which has 40-50 students per class, the teachers were needed to deal with the students that learn with low intrinsic motivation because the language is not part of their everyday life. Thus, teaching speaking in a large EFL class was more challenging due to the setting which English is not the language in daily use and the number of the students are large.

A number of EFL teachers face some challenges when they try to attain the teaching speaking goals especially with the large class size issue. The number of students per class in Indonesia mostly exceeds 20 which makes the students not easily join the activities and the teachers should consider the best teaching methods and materials. As Kharisma & Pirmana (2013) suggested ensuring the quality of teaching and learning are maximized each class needs to be filled with no more than 15 to 20 students. Then, Sim & Pop (2016) stated that large class sizes cause the teaching learning activity is being burdened, students are too shy, not at ease, and less comfortable. To solve those challenges, there are some solutions that might be appropriate as teachers should be given adequate training and support like a pre-service training program, and teachers should be creative with combining the activities in the classroom with the internet like an online exercise in the proper website (Chen & Goh 2011; Bahadorfar & Omidvar 2014). Even with the same EFL context, a number of countries might have different challenges and solutions to solve based on the various classroom conditions, the participants, and might be from the way the teacher conveying the materials in the classroom. In this research, the setting was in the 1st semester speaking course in English education department named "English for Survival" class which consisted of 35-40 students per class.

The previous studies were mostly discussed challenges in speaking English that come from the student such as English-Speaking Problems of EFL Learners of Mulawarman University, The Barriers of Teaching Speaking

English for EFL Learners and The Teaching of EFL Speaking in the Indonesian Context (Sayuri, 2016; Nuraini, 2016; Widiati & Cahyono, 2006). However, a few studies specifically discussed the teacher's experience when they faced some challenges during teaching English speaking in a large EFL class setting with the solution to face those challenges.

Although other studies have emphasized speaking skills as a focus on empirical investigations, such as the importance of speaking skills for EFL learner (Qureshi, 2012), EFL teachers' conceptions of speaking competence in English (Baleghizadeh & Shahri, 2014), along with improving the English-speaking skills through mobile social networking (Sun, Lin, You, Shen, Qi & Luo 2017). However, the study by Chen & Goh (2011) has focused on oral English teaching in China with a multi-method case study, and focused on teacher's training programs to improve teachers' knowledge of oral English Instruction. Meanwhile, this present study with the title "Teaching Speaking in a Large EFL Class: Challenges and Solutions" aims at investigating the challenges with the solutions of two lecturers' experiences during teaching English speaking in the large EFL class. The class is in the 1st semester namely "English for Survival" and consists of an average of 35 to 40 students per class. The participants are two lecturers who have proper teaching experiences to obtain in-depth data about some challenges and the way they cope with those challenges as the experts in teaching English speaking at English Education Department.

B.   **Formulation of the Problems**

Based on the background of this study, the researcher formulates the problem into two research questions of this study as:

1. What are the challenges faced by the lecturers during teaching English speaking in a large EFL class?

2. What are the lecturers' solutions to cope with the challenges during teaching English speaking in a large EFL class?

C.   **Operational Definitions**

To avoid misinterpretation about the terms set out in this research, the researcher provides the same operational definitions of each keyword, as follow:

1. Teaching English Speaking :   A way of teaching technique implemented to teach students to create understandable communication with English performed by the lecturers in the EFL speaking class named "English for Survival" of the English Education Department from one of the Universities in Indonesia.

2. A Large EFL Class   :   The classroom with more than 20 students per class who are non-native speakers in countries where

English is not a local medium of communication. The students are at the undergraduate level in the English speaking class named "English for Survival" which occurs in the 1st semester with an average of 35 to 40 students per class.

3. Challenges and Solutions in Teaching Speaking : Some new and problematic situations faced by two lecturers which require great effort and determination. And some lecturers' way to cope with those challenges when they teach English Speaking in "English for Survival" class. The class has a large class size which contains 35 to 40 students per class.

D.   Aims of the Research

This research aims at investigating the challenges faced by the lecturers during teaching English speaking in a large EFL class and investigate the lecturers' solutions to cope with the challenges during teaching English speaking in a large EFL class.

E.   Significances of the Study

    1. Theoretical Contribution

      Theoretically, this research expands the pedagogic approach in problems and activities of Teaching Speaking in the Indonesian Large EFL class.

    2. Practical Contribution

      This research offers the view of challenges in teaching speaking that might be similar to the challenges faced by the lecturers in the English Education Department or other majors. Moreover, it will find out better solutions to cope with the challenges of teaching speaking at the advanced levels and it will be useful as a model for student-teacher in the future.

    3. Empirical Contribution

      This research improves the researcher's capability to write academic research, and it expands some essential information for the researcher into the solutions to solve teaching speaking difficulties in advanced levels from the lecturers as the experts, especially in the Indonesian EFL context.