

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, the statement of the problem, objective of the research, the significance of the research, the scope of the research and operational definition.

1.1 Background of the Research

The way English is taught has a significant impact on English's position, reputation, and success in Indonesia stated by (Amalia, 2018). In this case, students must learn it, and teachers must make the classroom an enjoyable place to study. Anyone has the ability to think, connect with others, and move. Teachers in the classroom and parents at home must work together effectively to enhance students cognitive, social, and motor development (Childhood and Ovionita, 2022). Lectures at Universitas Muria Kudus (UMK) have generally agreed that learning should be fun, although speaking skills are sometimes difficult for students to develop.

Speaking is an important element of language learning because it is one of the fundamental skills of English. As described by (Ahmadi, 2017). However, speaking is considered difficult for many students, There are some factors, one of which is pronunciation (Khasanah, Madjdi and Nuraeningsih, 2022). one of the most difficult components of English is speaking (Kurniawan, 2018). Speaking is a crucial skill to develop when teaching English. Students can communicate their thoughts, feelings, and desires to others by speaking. According to Richards (2008), mastery of speaking skills is required for second or foreign language learners (Sakkir *et al.*, 2022). English Education Department (EED) students learn to speak English more easily because they have teachers and peers who can function as facilitators and practice partners. As a result, speaking refers to a person's ability to communicate with others through verbal communication.

As explained by (Rahmasari, Ahmad and Kamil, 2021), the most common issue is that their native tongue makes it difficult for them to use a foreign language. They feel self-conscious and fear making a mistake in one of their chats. They are afraid of making mistakes, of being scoffed at by their peers, and of their own skills.

Another reason is a lack of motivation to use the second language in everyday situations. In light of this, Muria Kudus University (UMK) has signed a number of Memorandums of Understanding (MoU). In terms of the educational partnership, UMK worked with the Dejavato Foundation to bring in a Volunteer from France, Miss ST, who seeks to exchange knowledge with UMK students as a foreign instructor for one year.

The English Education Department (EED) previously hosted three virtual guest lectures with the Philippines. There are online guest lectures by NEUST lecturers in the Philippines. Miss ST is the fourth speaker to be held offline this year. According to the researcher's interview with one of the students in EED, this has become a routine agenda at EED. This will especially motivate first-semester students to study more in class. It is very important to motivate new students to improve their English skills so that they will have basic communication skills in the future.

However, there is something interesting this time, this Volunteer from France, where Miss ST is only eighteen years old and has just graduated from high school, has the same background, and uses English as a second language, but Miss ST is fluent in English. and get the opportunity to teach at the university level thanks to the collaboration between the Dejavato Foundation and UMK. With that, it is hoped that it will motivate UMK students, Miss ST also provides some tips, namely, "If you push yourself too hard, believe me, it will not be effective and will only make you uncomfortable while studying," she explained. Therefore, Miss ST advised UMK fellow students to enjoy learning English. "Because if you feel comfortable, it will make your learning process easier," she said.

Based on a previous study in Cambodia (Dy and Oladele, 2019) examined Cambodian students' perceptions of International English Lecturers (ILsEL) at Higher Education Institutions (HEI) in the Kingdom of Cambodia. But unfortunately, students in Cambodia are not ready to be taught by ILsEL lecturers. In their first impression, the findings reveal that the majority of Cambodian students prefer to have classes with Cambodian lecturers. It was found that the majority of the sample respondents chose to study with Cambodian lecturers because of their

ability to use English, so it was difficult for students to understand some of the explanations. Besides that, the population of this study is still very small, both domestically and internationally.

Futhermore, based on the problems above, the researcher wanted to explorative the students' perceptions of foreign Volunteer learning speaking. In addition, studies on it are still limited. Therefore, the researcher is interested in conducting research entitled “STUDENTS' PERCEPTIONS OF A FRENCH VOLUNTEER IN LEARNING SPEAKING ON ENGLISH EDUCATION DEPARTMENT.”

1.2 Statement of the Problem

Based on the background above, the writer stated the problem of the research as follows:

What are the Students' Perceptions of a French Volunteer in Learning Speaking on English Education Department at Universitas Muria Kudus?

1.3 Objective of the Research

Based on the formulation of the problem above, the purpose of this study was to explore the students' perceptions of a French Volunteer in learning speaking on English Education Department.

1.4 Significance of the Research

Hopefully, the results of this research can be useful for students, lecturers, and readers of Universitas Muria Kudus.

1. Theoretical

The results be helpful to students as a reference for other authors conducting comparable research, especially given the small population in this study.

2. Practically

This research adds to knowledge and provides new information to readers, especially regarding students' perceptions of foreign Volunteer in learning speaking skills.

1.5 Scope of the Research

In this research, the researcher try to limit the focus on the students' Perception Of a French Volunteer in learning speaking. The researcher just focused to describe the students' perception about their interesting learning on speaking. This researcher takes the subject from students of English Education Department at

Universitas Muria Kudus. The researcher takes the second semester student to enrich the data of the students' Perception Of a French Volunteer in learning speaking.

1.6 Operational Definition

Based on the title of this research, the writer clarified the operational definition of each terminology as follows:

1. Student Perception

The students' point of view and the values that they have related to the French Volunteer in learning speaking.

2. French Volunteer

French Volunteer are those who give their time, energy, and talents for needs or goals without taking financial advantage.

3. Learning Speaking

Learning Speaking is described as the ability to communicate effectively. They allow us to convey information orally and in a way that listeners can understand.

4. English Education Department.

English Education Department is a department that is concerned to provide students with preparation in teaching English.