

CHAPTER I

INTRODUCTION

This chapter presents the research that consists of research background, statements research, research limitation, aims and significances of research, rationale, research methodology and analysis of data.

A. Background of Research

In the 21st century, English becomes a global language that must be mastered by everyone in the world as international communication (Crystal, 2003:2). Along with that statement people can build international communication by speaking English.

Speaking is the process of building and sharing meaning. As Luoma (2004: 21) claims that:

“When people talk and listen to each other, they are driven by a quest for meaning, but meanings are not always clear and explicit. Moreover people know that anything that is said has not just one meaning but many: it says something about some topic or other, but also indicates the speaker’s attitude towards the topic and towards the other participants and reflects the speaker’s knowledge about the history of the topic.”

From the statement above, it is realized that speaking must be mastered by everyone, because communication among us happen mostly through speaking activities. One of the ways in learning spoken English is through student’s exchange program. Student’s exchange also becomes one of programs in international

education. As Hoof and Verbeeten (2005: 54) states that international education has become an important part of many universities all over the world. It can be conducted that students exchange program in international education will become the guiding principles of higher education around the world.

Student's exchange program plays an important role for all students around the world. It has been approved by the finding of the progression of the students that had been reported by many researchers. Vestal (1994, in Hoof and Verbeeten, 2005: 43) claims that students exchange programs brings positive impact for student's improvement in understanding languages, cultures and societies. Freed (1995, in Munir, 2006: 90) reported that learner who studies abroad get the greater improvement on language mastery than learner who does not, depending on learner's English proficiency before study abroad. Ife (2000, in Munir, 2006: 91) also reported that study abroad have benefits for students to understand more about the country in their host countries, to gain more vocabulary, to learn grammar, pronunciation and writing.

However, Indonesian Students have difficulties, especially in their social interaction with people of the host countries. Rodliyah (2000, cited in Munir, 2006: 92) investigated that Indonesian students get difficulties in expressing ideas, speaking spontaneously, participating in the class and the feeling of shame arising from lack of confidence. Moreover, Indonesian students get problems in learning strategies which should be faced by them.

Due to the explanation above, the researcher considers, the ways of Indonesian student's exchange program participants has a great deal to the student's improvement in their spoken English proficiency.

Therefore, this research formulated under the title **“ANALYZING WAYS OF INDONESIAN STUDENT’S EXCHANGE PROGRAM PARTICIPANTS IN IMPROVING THEIR SPOKEN ENGLISH IN HOST COUNTRIES”** (A Descriptive Study to Student's Exchange Participants Returnee in Global Youth Ambassador Programme (GYAP) of AIESEC Local Committee Bandung, Indonesia).

B. Questions of Research

This research focused to analyze ways of Indonesian student's exchange program participants in improving their spoken English in host countries. The researcher identifies the problem as follow:

1. How do Indonesian student's exchange program participants improve their spoken English in host countries?
2. What difficulties do Indonesian student's exchange program participants face in improving their spoken English in host countries?
3. What kinds of improvement, if any, do they make after attending Global Youth Ambassador Programme (GYAP) in host countries?

C. Research Limitation

The limitations of the study are limited to the research subject and object.

1. Subject

The research subject is limited to Indonesian student's exchange participants who are accepted in Global Youth Ambassador program (GYAP) of AIESEC Local Committee Bandung, Indonesia.

2. Object

The research object is limited on analyzing ways of learning spoken English in host countries based on student's own experiences.

D. The Aim of Research

The researcher strongly has certain goals to be achieved in completing this paper. The aims are suggested to give the influences on the writer and the readers in understanding this research. The aims of this research are formulated as follows:

- A. Analyzing Indonesian student's exchange program participants' ways in improving their spoken English in host countries.
- B. Describing Indonesian student's exchange program participants' difficulties in improving their spoken English in host countries.
- C. Identifying Indonesian student's exchange participants' improvements after attending Global Youth Ambassador Program (GYAP) in their host countries.

E. The Significances of Research

The significances of this research are expected to give a contribution to:

1. Researcher

The researcher hopes that the result of this research could give an additional knowledge about the ways of improving spoken English not only in Indonesia but also in other countries of student's exchange program.

2. Students

The researcher hopes that students know about the importance of speaking English to communicate with all students in the whole world.

3. Lecturer

The lecturer can motivate students to join students exchange and encourage them to learn English speaking by practicing in daily life.

4. English Education

The researcher hopes that this research can give information and contribution, especially to English education students about the importance of joining student's exchange program for their improvement in spoken English.

F. Rationale

English is very popular in the world than any other language. Peoples want to learn English to communicate as well. Moreover, speaking is part of human daily life conversation. Peoples produce more than words a day.

The statement is supported by Thornbury's research (2005: i). In this research, he claims that:

“Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians- may produce even more than that. It is conducted that everyday we speak more than words.”

Bygate (1987, in Luoma, 2004: 103) states that speaking is a process. The speaking-specific model has been used in teaching and assessment programs model of speech as a process. It is in fact developed for education to help teacher's plan classroom activities in order to support learning. The model is more individually than socially oriented, and it views learner speech as a process.

Bygate (1987, cited in Luoma 2004: 105-106) has made summary of oral skill that must be developed to people who want to master spoken English. It is called the learning process of speaking English, both their knowledge's and skills. They state that the knowledge required here is articulation and the speaker's knowledge of grammatical and pronunciation rules. Speakers can facilitate their speech production by simplifying structure, or by using ellipsis, formulaic expressions and fillers and hesitation devices. Learners might find it useful to get feedback on this aspect of their speech because it might help them see how they can make speaking easier for themselves.

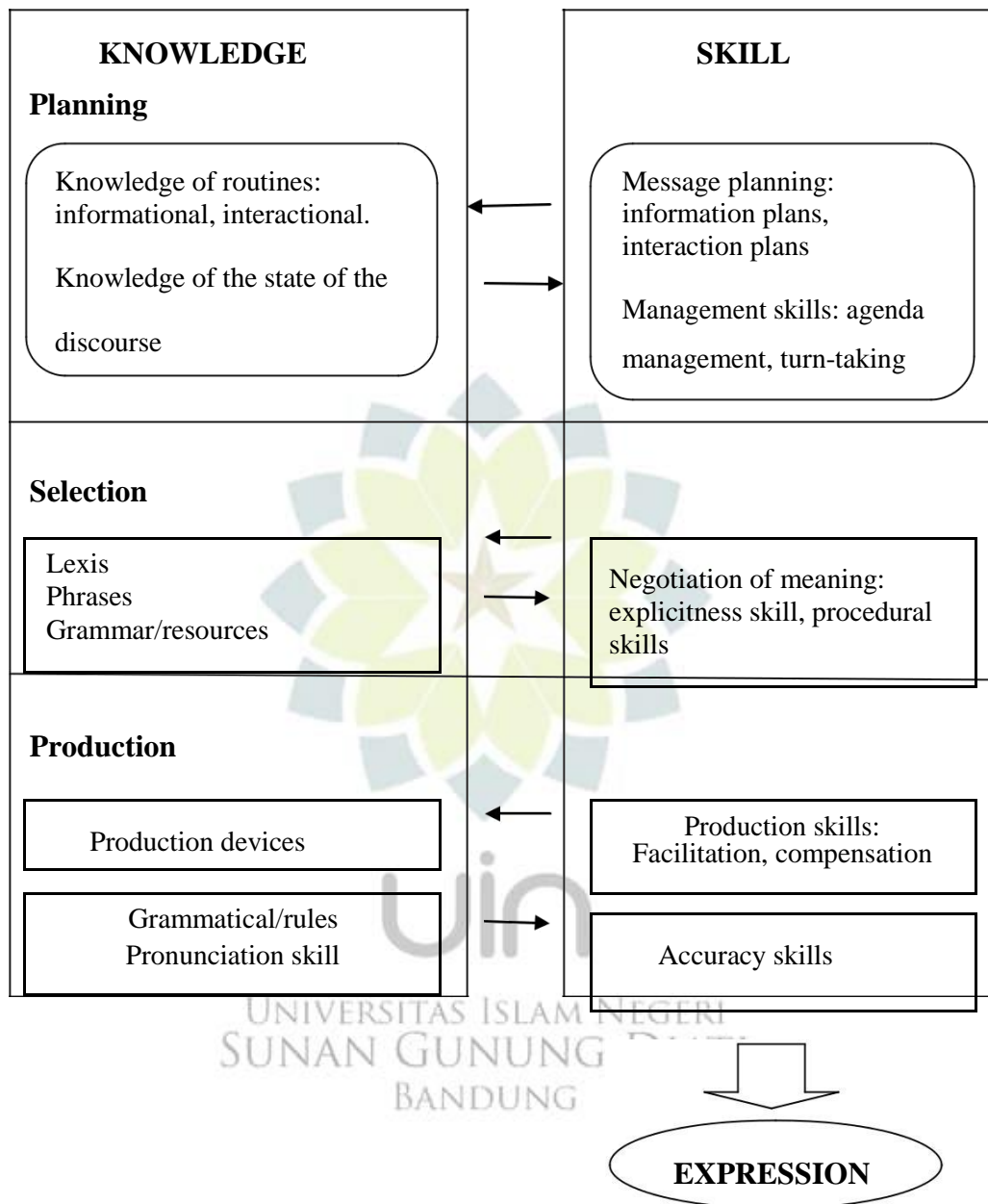


Figure 1.1 Frame of Oral Skill

Source: (Bygate 1987, in Luoma 2004: 105-106)

In the 21st century, English is one of the international languages that have been acknowledged by the people around the world for communication. Speaking is

one way to communicate and to interact with different countries. There are many ways in improving spoken English. Nowadays, students get a lot of opportunities to take higher education in international level. The researcher analyzes ways, difficulties and improvement of student's exchange participants' returnee of AIESEC Local Committee Bandung in improving their spoken language in host countries.

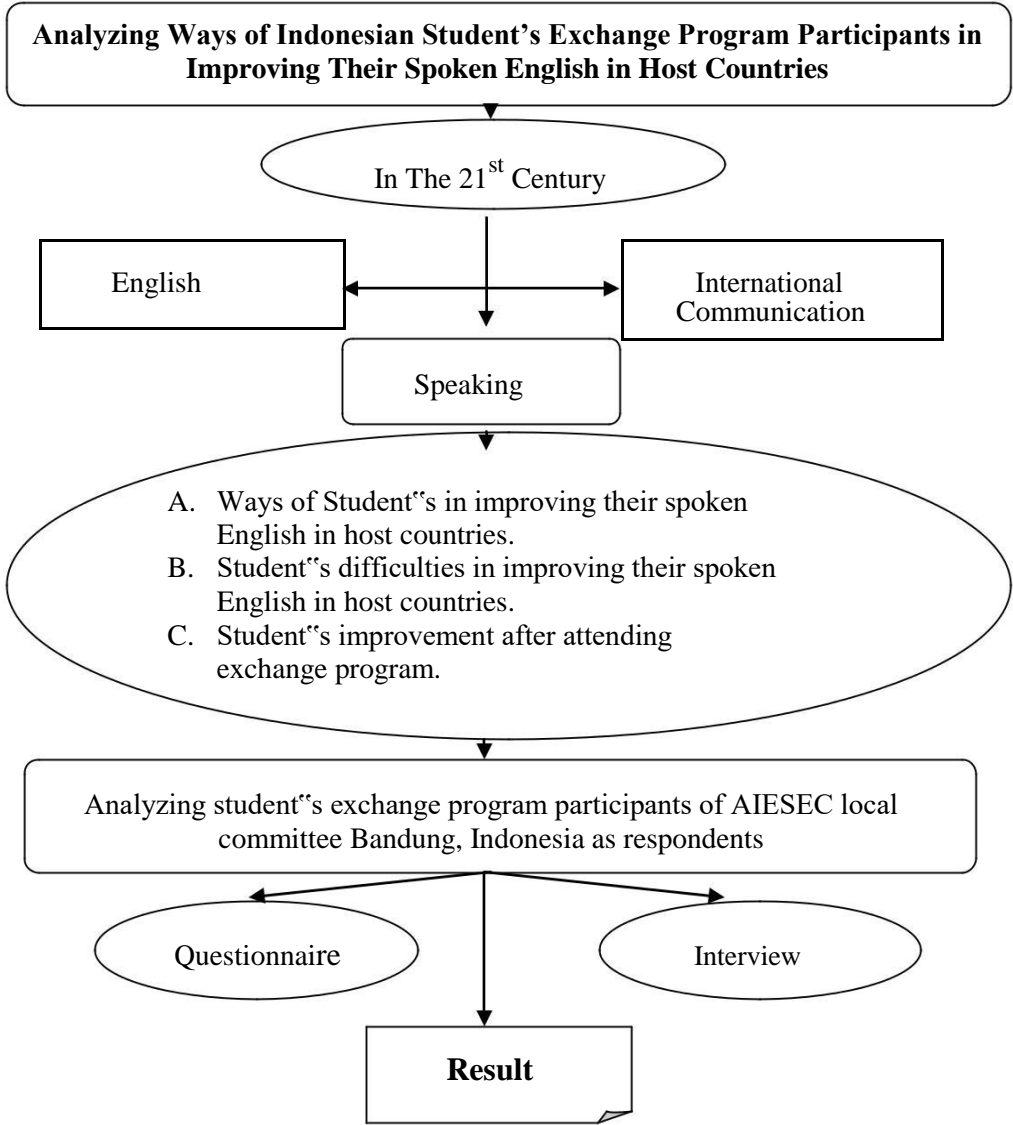


Figure 1.2 Frame of Thinking

G. Methodology of Research

Methodology of research consists of method of research and source of the data.

1. Method of Research

Method of research refers to a design where researchers select data and analyze procedure to investigate a specific research problem. This research used the qualitative method. Creswell (2009:16) states that there are several characteristics of qualitative methods, such as; exploring a problem of a central phenomenon, having the literature review about the problem, stating the purpose and research questions in a general and view participants experiences, collecting data based on words from a small number of respondents, interpreting the larger meaning of the findings and writing the report including researchers' subjective, flexible, evaluative criteria and bias.

The researcher uses qualitative method based on analysis study. Analysis is often conceptually separated from design, especially by researchers who see design as what happened before the data are actually collected. Qualitative method begins data analysis immediately after finishing questionnaire and interview.

2. Source of Data

Source of data consist of location of research, participant of research and technique of collecting data.

a. Location of Research

This research takes place in AIESEC Local Committee Bandung. It is located at Jl. Haji washid No. 29 (Graha Putra Building) Bandung, West Java - Indonesia.

The researchers choose AIESEC Local Committee Bandung, because there are a lot of exchange participants from Bandung who got exchange opportunities.

In Indonesia also have AIESEC in each campus and it is called Local Committee, such as; AIESEC Local Committee Indonesia University, AIESEC Local Committee Bandung, AIESEC Local Committee Andalas University, AIESEC Local Committee President University, AIESEC Local Committee Bina Nusantara University, AIESEC Local Committee Prasetya Mulya Business School, AIESEC Local Committee Diponegoro University, AIESEC Local Committee Gadjah Mada University, AIESEC Local Committee Pembangunan Nasional University of Yogyakarta, AIESEC Local Committee Sebelas Maret University, AIESEC Local Committee Brawijaya University, AIESEC Local Committee Surabaya, AIESEC Local Committee Muhammadiyah Malang University, AIESEC Local Committee Sriwijaya University, AIESEC Local Committee Lampung University, AIESEC Local Committee Hasanuddin University, AIESEC Local Committee Bogor Agricultural University, AIESEC Local Committee Jember University, AIESEC Local Committee Soedirman University.

The researcher focuses on AIESEC Local Committee Bandung, because the researcher belongs to one of students exchange participants returnee from Bandung. Moreover, Bandung has big member of exchange participants who have opportunities to take student exchange with high achiever.

b. Respondents of Research

The respondents of this research are Indonesian student's exchange participants' returnee of AIESEC Local Committee Bandung, Indonesia.

This research takes purposeful sampling to select people or respondent who can best to help the researcher understand the phenomenon (Creswell, 2009: 206-207). It is argued that the researcher have strategies to choose respondents who can do their best for understanding the phenomenon.

The researcher takes 15 returnee's students from host countries. There are 2 students went to China, 2 students went to Egypt, 2 students went to India, 2 students went to Philippines, 2 students went to Thailand, 1 student went to Turkey, 1 student went to Russia, 1 student went to Slovakia, 1 student went to Taiwan and the last 1 student went to Vietnam. They were having exchange in Global Youth Ambassador Programme (GYAP) AIESEC. Each country consists of 2 students and 1 Student University from Bandung, West Java - Indonesia.

c. Techniques of Collecting Data

1) Questionnaire

A Questionnaire is a form used in a survey design that participants in a study complete and return to the researcher (Creswell, 2009: 382). The questionnaire

distributes to students exchange participants“ returnee of AIESEC Local Committee Bandung, Indonesia.

2) Interview

Interview is a technique of verbal communication. A qualitative interview occurs when researcher ask one or more participants general, open-ended questions and record their answer for analysis (Creswell, 2009: 216).

In this research the researcher use one-on-one interviews, as Creswell (2009: 218) states that one-on-one interviews will conduct the researcher to make open-ended questions and it is useful for asking sensitive questions and enabling interviewee to ask questions or provide comments in the questions.

H. Data Analysis

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.

According to Creswell (2009: 185) there are four steps on analyzing a qualitative data such as organize and prepare the data, read through all the data, begin the detailed analysis and interpretation of the data. Here are the details of data analysis:

1. Organize and prepare the data

In this step, the researcher organizes all the data from questionnaires and interview. Since there are many data collected, the researcher takes the one which related to ways of student“s spoken English in host countries.

2. Read through all the data

After the researcher organize and prepare the data, the researcher read through all the data to obtain general information about student's exchange program and to reflect the overall meaning.

3. Begin the detailed analysis

The next steps of the data analysis begin the detailed analysis of the data. This step is different with one step before, because the researcher must find out the detail information from the data collection.

4. Interpretation of the data

In this final step, the researcher gets the interpretation or the meaning of the data itself. After the researcher get the meaning, the researcher can conclude the result of this research.

I. Clarification of Terms

To avoid misunderstanding of this research, this research provides term related to analyze Indonesian student's exchange program participants in improving their spoken English in host countries.

Let us have a look the table below:

Table 1.1 Clarifications of Terms

No	Words	Meaning
1	AIESEC	International, <u>non-governmental</u> , <u>not-for profit organization</u> run by students and recent graduates of institution of higher education that provides young people with leadership development and cross-cultural global internship and volunteer exchange experiences across the globe.
2	International	AIESEC has a global scope and it represented in all continents of the world.
3	Non – governmental	AIESEC doesn't have a pre-defined or officially accepted political tendency or subscription.
4	No –for-profit	AIESEC is international organization which doesn't seek for profit, its mean money that the organization gain will be used to run the organization.
5	Global Youth Ambassador Programme (GYAP)	GYAP is a 6-12 weeks opportunity for young people to develop and to create positive impact through international cross-cultural volunteer experience
6	Leadership	AIESEC members are interested in developing themselves as leaders.
7	Cross – cultural global internship	Working as international internship in International Company.
8	Volunteer exchange experiences	Exchange students who have been accepted in Global Youth Ambassador Programme (GYAP) be a volunteer as ambassador in host countries.
9	Host countries	Country destination.
10	Local committee	Local place (Committee) in Indonesia.
11	Participants	Exchange students from Bandung, Indonesia.
12	Returnee's students	Exchange participants whom just back to their home countries.
13	Spoken English	Oral English in daily life.



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