

CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of foreign languages in Indonesia. In Indonesia, according to Minister of Education and Culture Decision No. 096/1967 December 12, 1967, english is the first foreign language. (Kartono, 1980: 126), practically, this language is language of International communication, the language of science, modern technology, trade, politics, and is used in almost all fields. So English must clearly be given first priority to be studied among other foreign languages.

Learning english requires the students to master, its four skills that students need to master well, reading skill, writing skill, listening skill, and speaking skill. Among the four skills, speaking is one that has an important role in English due to communication purposes. Speaking is a productive skill that cannot be separated from listening. When speaking, we will produce meaningful statements. In the activity of communication, includes the speaker, listener, message, and feedback. Speaking skill requires direct interaction, where one person talks to another directly. According to Mulasari (2015), speaking is the ability to pronounce articulation of sounds or words to express, and convey thoughts, ideas, and feelings. So, we need to apply language in real communication to enable students to communicate.

Hedges (2000: 261) said that speaking is one of the four language skills which should be developed in teaching English. He suggested that speaking skill learning is very important for students. For many students, to learn to speak English is a priority. They may need this for a variety of reasons such as for exchanging information or for influencing people, like to persuade the other people to believe about what they said.

Students speaking skills be achieved optimally if the education system runs well. This is because education has an important role in improving the quality of human resources that supports the progress of the nation and state. Education is expected to be able to shape students into someone who is outledgeable, independent, and responsible. To improve students' knowledge and skill, learning strategy are needed. The learning method is defined as a pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the environment and specific learning objectives that are formulated. Garlach and Ely (1980) also said that there needs to be a link between learning strategies and learning objectives, in order to obtain effective and efficient learning activities.

A good teaching strategy can support the achievement of the expected educational vision and mission. But ironically, there are still many students who cannot speak English well, even though they have learned English from elementary to advanced level. One of the problems why students find a difficult to understand English is because teaching method are less attractive

in schools. To make teaching speaking to be more interesting, attractive, and easier for students, the teacher must use some strategies that are effective to facilitate students' learning.

The researcher also take some relevant studies that have been done by other researchers, as follows: by Agung Ginanjar entitled *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*. The objectives of this research are to find out the teacher's strategies in teaching speaking to students secondary level and recognizing students' response towards the strategies by involving an english teacher and a class of 22 students. The researcher collecting the data by classroom observation and interview. The result revealed that the strategies used by the teacher were cooperative activities, role play, creative tasks, and drilling. In the mean time, students' responses towards the strategies resulted in positive attitude as they respondes that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Besides that, the research has been done by Ahmad Latif Mahruf entitled *The Teaching of Speaking at 'Mr. Pepsi English Course' in Kampung Inggris Pare Kediri* from Universitas Islam Malang. The research is conducted to describe the process of teaching speaking activity in non formal english institution. The research was conducted using qualitative design which focus on case study. To collect the data, the researcher conducted observation, interview, and documentations. The result of this research was teacher planned the teaching activities by designing an lesson plan as guidance in the class. The strategies

used by teacher to teach speaking are oral presentation, discussion, dialogue, and reading aloud. The research also has been done by Wendi Irawan entitled *Analysis of Learning Strategies in Speaking Class at the Second Grade Students' of Senior High School* from Master in English Language Teaching Study Program Language and Arts Education Department Teacher Training and Education Faculty of Lampung University 2017. The research is aimed to find out the strategies of language learning that used by the students, to find out the students' speaking ability, and find out the correlation between students' language learning strategies with students' speaking ability. The research was conducted in SMAN Binduriang Bengkulu by using qualitative and quantitative method. The result of this research showed that the students used six kinds of different language learning strategies, including: meta-cognitive, memory, affective, social, cognitive, and compensation. The average score of students' speaking ability are also different, while the aspect of speaking are: vocabulary, comprehension, pronunciation, fluency, and grammar. Based on the result it was known that the average score of vocabulary and comprehension were the highest one. There was a significant correlation between language learning strategies with students's speaking ability where the value good.

Meanwhile, the research has been done by Dea Gamara entitled *An Analysis of Teachers' Strategy in Teaching English Speaking at SMP Islam Al-Hamidiyah NW Kediri in the Academic Year of 2018/2019* from English Education Program Language and Art Department, Faculty of Teacher

Training and Education University of Mataram 2018. The research observed the kinds of strategies and the strategies mostly used by the teachers in teaching english speaking. The data was analyzed qualitatively. The result of this research showed that the strategies used by the teachers were four strategies. Those were : improving students discussion, forming role play, creating story telling, and training interview. The strategy mostly used by the teachers concluded that by applying the forming role play strategy, students become more active in playing a role based on the materials and became so enthusiastic in learning english speaking and also became more active to talk with their seat mates or group.

Based on several facts that the researcher found, many students are interested in learning English. However, they felt insecure and confused when they wanted to speak English. Students do not have the motivation to express their opinions or comments about something. Besides that, the facts also prove that many alumni of The Daffodils English Course Pare Kediri have excellent speaking skills, so that they are accepted in one of the well-known companies and are able to compete in their fields. Some alumni who have good competence will be asked by the institution to become tutor at that institution.

Pare is known as the English village in various circles of society. The name given to Pare is not without reason. Because it is said that the story in this village is that most people speak English. In Pare, there are many English Language courses with a variety of programs and learning methods offered by

each of them. So that, between institutions experiences fierce competition based on the quality of each institution they have. Then, Pare has become the largest English language learning center in Indonesia.

One of the second best quality course institutions in Pare is The Daffodils English Course Pare Kediri. This institution provides specific learning in the field of speaking with ten different programs and levels. So that students can take courses according to their individual needs. So that all learning activities and learning facilities provided to students only focus on the speaking field. Looking at some of the facts mentioned above, the researcher wanted to know how the process of teaching and learning activities taking place at The Daffodils English Course Pare Kediri, therefore the researcher took the title "The Practice of Teaching Speaking at The Daffodils English Course Pare Kediri".

B. Formulation of the Problem

Based on the context of research, the researcher formulates the research problem as follows:

1. How is the practice of teaching speaking conducted at The Daffodils English Course Pare Kediri?

C. Objectives of the Research

Based on the formulation of problems that has been described above, the objectives of this research are:

1. To find out the practice of teaching speaking conducted at The Daffodils English Course Pare Kediri.

D. Significance of the Research

The significance of this thesis are as follows:

1. Theoretical Significance

Theoretically this research is expected to make a positive contribution to the development of find outledge in the field of education and the results of this research can benefit researcher and non-formal educational institutions. The results of this research can serve as a contribution to enrich scientific find outledge, particularly regarding the implementation of teaching and learning speaking.

2. Practical Significance

The practical benefits of research are as follows:

- a. For the Director of The Daffodils English Course Pare Kediri
 - 1) The results of this research can provide an overview of the implementation of teaching and learning speaking at The Daffodils English Course Pare Kediri.
 - 2) The results of this research can provide an overview of the development and improvement of the quality of The Daffodils English Course Pare Kediri teachers in teaching speaking skill.
 - 3) Material evaluation of the implementation of the teaching speaking at The Daffodils English Course Pare Kediri.

b. For Teacher of The Daffodils English Course Pare Kediri

The results of this research are expected to be a teacher performance evaluation material and as a reference that can lead to better performance improvement.

c. For Students of The Daffodils English Course Pare Kediri

The results of this research are expected to be material for reports on the level of students' skills in learning speaking. Then the results of this research can be used as a reference to improve learning programs at Daffodils.

d. For The Next Researcher and The IAIN Tulungagung Library

- 1) The next researcher can then be used as a reference in conducting similar research.
- 2) For IAIN Tulungagung library, the results of this research can be used as collection and reference material so that it can be used as a source of learning or reading for other students.

E. Scope and Limitation of The Research

The researcher focuses this research on the practice of teaching speaking at The Daffodils English Course Pare Kediri. The subject of this research is the teacher who are teaching speaking at The Daffodils English Course Pare Kediri.

F. Definition of Key Terms

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the terms used in this research. Those are:

1. Conceptual Definition

a. Teaching Speaking

Holkes, in Richard Freeman, (1990:242), said that teaching is cognitive as well as a behavioral activity, and that teacher theories and beliefs about teaching, teachers and students guide their practice of knowledge classroom actions. It means that teaching is transfer process knowledge from teacher to the students. Teacher must know about teaching activity and the behaviour of students. Based on the statements above, it can be concluded that teaching provide assistance facilities to the students to transfer knowledge from teacher to the students.

b. Speaking Skill

Speaking can be called as oral communication and speaking is one of skills in English learning. This becomes an important subject that the teacher should give. That is the way the teachers have a big challenge to enable their students to master English well, especially speaking English in class or out of the class. In other hands, speaking skills is an ability to express, ideas, thoughts, and feelings orally (Solikin, 2013).

Speaking is also called productive skills. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

2. Operational Definition

Operational definition is very important in the thesis discussion so that it can be understood easily and clearly in accordance with the direction and purpose, and to avoid misunderstanding in the interpretation of thesis writing. The operational definition of the title "The Practice of Teaching Speaking at The Daffodils English Course Pare Kediri" means that this research want to find out the teaching and learning speaking process at The Daffodils English Course Pare Kediri and the rules of the teacher to facilitate students in learning speaking.