

CHAPTER I

INTRODUCTION

In this chapter the researcher describes background of the study, formulation of research problems, objective of the study, significance of the study, scope and limitation of the research, and definition of key terms.

A. Background of the Study

Currently, English is very crucial communication tool to survive every aspect for live, such as; business world, social world, education world, and etc. This statement is synced with Harmer (2001) that the majority use English for the global live goals in technology, economics, education aspect. Every language has its own basic skills, so does English which has for basic skills according to Harmer (1990) as cited in Azizah (2006) those are speaking, reading, listening, writing. It can't be denied that speaking is influential skill among the four skills supported by Leong's & Ahmadi's statement (2017) that speaking is a main in learning language to perform a conversation. It is used to give meaningful communication among human being (Nurhayati, 2016: 207).

Coming specifically to elaborate about speaking as the most crucial English skill, English learners often find some obstacles in learning speaking. It is strengthened by Ur (1996) as cited in Hosni (2014) that most of English learners commonly feel hard to master speaking because of some factors those are; Inhibition, Nothing to say, Low or uneven participation, and

Mother-tongue use. Whereas, through speech, students can express their ideas, feelings, wishes, critics, and etc.

Beside those obstacles, teachers' methods and techniques also really mean to make students pay attention to understand the speaking materials in form of practice. When it is mostly teacher-centered, students tend ignore by talking to themselves or sleep in silence. This matter can decrease the students' interest to learn how to speak fluently and understandably. In fact, students can actually learn how to speak English very well by practicing in front of mirror while they have high interest in oral English skill (Maharani, 2019). In school, students actually have a big chance to improve their speaking skill ability since they have practice partners, their friends and teachers to communicate.

In learning English, it is still the same with learning other subjects. It needs good method, strategies, media, and so on in order to support the English learning process. It is also needed for the speaking English for their daily activity. Students need to speak English every day. But those should also be accompanied by the support of the teacher, the head master, or moreover the school's regulation and habit activity, because even the school has good method and strategies in learning but not supported by the good education teacher, staff, and students it means nothing.

Islamic Senior High School of Syekh Abdul Qodir Al-Jailani is an educational institution that applies the use of foreign languages as the language of instruction for students' daily lives. From here it shows that

English language is an important thing that must be mastered by every student. They must use it every day. It takes the right strategy so that Senior Islamic boarding school students are able to use English as their daily language.

(Nurhayati, 2016:53) conveys that some of those problems faced by learners make them unconfident in practicing foreign language and impede their speaking skill improvement. They need more speaking practice to be familiar with foreign language. Nowadays, many teachers believe that students should learn to speak foreign languages by interacting with others. Language teacher needs to build creative situation which can encourage vocabulary mastery, and well-chosen is able to help learners acquire English vocabulary (Nurhayati, 2008: 25). In this case, students should master several spoken components, such as pronunciation, vocabulary and fluency. Besides that, learners are required to have proficiency in some components such as vocabulary, grammar and pronunciation (Nurhayati, 2020: 382). In short, English teachers should give full play to their creativity in the development of the teaching process to create a good atmosphere, improve students' oral ability, pay attention to oral components, and make English lessons more vivid. Therefore, learning language means learning to use language for communicative speech acts. Therefore, the success of the program requires a proper process to help students practice speech, pronunciation, intonation and stress at least at a fluency level.

Some relevant studies strengthen this belief. Based on research conducted by Zakiya' (2014), in teaching speaking, the teachers carried out

some teaching activities in the class including: discussion, social games, debate, describing things, sharing, prepared lectures or presentations, and singing. Speech activities can stimulate students' enthusiasm for learning, and this is not a problem. In speech activities, students will pay more attention to classroom learning, which can also prevent students from getting bored in the learning process. In addition, teachers can choose activities related to the subject and purpose of the course.

Wahyuni (2017) conducted research on teaching speaking in extra-curricular program of MAN 3 Blitar, According to the research results: When conducting oral teaching, teachers and schools can provide extra courses in the form of extracurricular, these courses are completed in the spare time. The materials are used by the English teachers of MAN 3 Blitar in the teaching process according to the theme and curriculum format recommended by the government. The assessment technology used by MAN 3 Blitar in oral teaching is based on students' speaking performance.

Ma'arif (2015) Student's problems of teaching and learning speaking at Islamic Boarding School of Anwarul Haromain, According to the research results, the Islamic boarding school of Anwarul Haromain has carried out many activities to improve students' speaking English skills and student problems. The teaching and learning of spoken English are carried out in accordance with the following exercises: materials, activities, media and assessments. To support the teaching process, the teacher provides setting activities. There are activities; daily activities, weekly activities and monthly

activities. Daily activities such as English day, vocabulary class, conversation class and grammar class.

Rahmawati (2008) further mentions that teaching speaking skills the English teacher in the first year used some skills in speech teaching. First, the teacher uses discussion techniques to review the previous lesson. Second, the teacher uses repetitions or exercises to train learners' pronunciation. Secondly, question and answer are also used specifically to discuss the content of the reading text. The media used by the teacher regarding the use of media, the English teacher used real things or objects, flash memory cards or pictures, and tape recorders. However, the researchers failed to find a way to use media in the second grade because, among other things, teachers may find it unnecessary to use teaching media in the classroom. Teacher-used assessment the speaking assessments for first-year and second-year students are the same, and the speaking tests used include discussion, role play, and interviews.

Wulandari (2012), according to the research results discussed in Chapter IV, the self-development of English teachers includes internal self-development and internal self-development. According to the results of this research, all English teachers in MTsN Bandung have developed self-development. The effect of self-development on teaching performance is that materials are easy to understand and teaching becomes more interesting and innovative.

Charolina (2014), the materials are used in the teaching process recommended by the government based on topics and courses. In the formal teaching process of SMAN 1 Boyolangu, the teacher decides. This method is used in the lecture teaching of SMAN 1 Boyolangu. The method here refers to the way teachers use to teach English to students. These are some different methods used by Teacher SMAN 1 Boyolangu. The method used in English teaching depends on the material. After confirming the information of the teacher and the student, the method used by the teacher is communicative language teaching, comprehensive physical response and audio language method. That is through games, music, movies, real media and appropriate abilities. The strategies are used in teaching speaking of SMAN 1 Boyolangu.

When speaking strategies, the English teachers who taught students in SMAN 1 Boyolangu rarely use strategies when speaking languages. English teachers use a variety of strategies. According to research, the strategies used by teachers can be divided into several categories: oral interviews, story or text retelling, dialogue/role-playing/simulation. The English teacher at SMAN 1 Boyolangu used speaking assessment when assessing students' oral exams, storytelling and role-playing. The teacher uses it because the teacher avoids cheating among students. When they practice, the teacher will know which student can say or not. Kardian (2015), there are some teaching strategies implemented by teachers that enable students to practice smoothly and accurately, provide appropriate feedback and corrections, use group work or pair work, provide intrinsic motivational techniques, use the natural connection between speaking and listening, and use authentic material. In

speech teaching, the teachers carried out some speech activities in class, including: discussion, role playing, debate, describing things, speeches and singing.

From this research, the novelty that the researcher is very suitable because at MA. Syekh Abdul Qodir Al-Jailani is a school that has a goal so that students can master international languages, especially English and also teachers who teach are very reliable in English.

B. Formulation of Research Problems

Based on background of the study above, the general problem of this study is, “How are the English teachers’ practices employed in teaching speaking at MA. Syekh Abdul Qodir Al-Jailani?” This problem can be specifically stated as follows:

1. What kind of creativity do the teachers employ to support students’ participation in developing speaking skills of MA. Syekh Abdul Qodir Al- Jailani ?
2. How can the student participate on developing speaking skills better?

C. Objective of the Study

Based on the problem formulation above, the overall goal of this research is to describe the teachers' practices in the teaching speaking at MA. Syekh Abdul Qodir Al-Jailani. Then, the purpose can be specifically stated as follows:

1. To describe the practice of teaching speaking at MA. Syekh Abdul Qodir Al-Jailani

2. To relate teachers' practices in teaching English with students speaking skills

D. Significance of the Study

The researcher hopes that the finding of this research will give benefit to:

1. Institution

For institution, it is expected that the results of the study can improve the quality of MA Syekh Abdul Qodir Al-Jailani's English teachers.

2. The English Teacher

The results of this research are expected to innovate English's teacher of MA. Syekh Abdul Qodir Al-Jailani especially in teaching speaking skill aspect, so that the learning process can be more creative, interesting, and joyful.

3. The Students

The results of this research are expected to improve students' English learning motivation. In addition, the results of this research are expected to stimulate students' desire to speak English and increase their knowledge of oral practice.

4. For Further Researches

The results of this research can be useful as a reference for further research on the same subject as this research.

E. Scope and Limitation of the Research

This research is conducted at MA. Syekh Abdul Qodir Al-Jailani. In this study researcher only focuses on teaching and learning speaking at MA. Syekh Abdul Qodir Al-Jailani. The study primarily is focused on the teaching speaking include the material used, the technique in teaching speaking, and the evaluation technique in teaching speaking at MA. Syekh Abdul Qodir Al-Jailani.

F. Definition of Key Terms

For more understanding about this study and to avoid misinterpretation or misunderstanding, the researcher provides some explanations of the important terms frequently used in this study as follows:

1. Teacher Practices

The researcher observes the way teachers teach in the classroom starting from the beginning to the end of the learning process in class, learning speaking activities outside the classroom. The word practice refers to a real action from the plan and method. Methods or techniques that teachers can use in class are usually games, group discussion, and think pair share.

2. Speaking Skills

The key to learning a language is finding a balance between studying and practicing. Fluency is about being able to communicate. Spoken language is a measure of speech production and reception, because a fluent speaker must be able to understand and respond to other

people in the conversation. Speaking comes from the word "speaking", which means to talk to someone to talk to someone. In this research, oral English refers to the oral skills of students using oral English.