

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents six topics related to this research, including Background of The Research; Formulation of The Research Problems; Objectives of The Research; The Significance of The Research; Scope and Limitation of The Research; and Definition of key Terms.

A. Background Of The Research

Speaking is the most important aspect of learning a second foreign language. (Khamkhien, 2010) defined that speaking English is considered to be the most important active skill for foreign language learning in this globalization era. According to (Brown: 2001) speaking is an interactive process of meaning construction that involves producing, receiving, processing information. It is a productive oral skill that has to be mastered to face the likelihood of developed-life in which English be used frequently as a tool of communication. It plays an important role in everyday situations all over the world and deals with all aspects of life.

Currently societies, especially millennials used English as an indispensable tool for daily communication with most of the outside world, either in personal life, such as for seeking any information related to their need because the spread of English use has implemented in every single part of life. For the most part, people find the Global language using the Internet and their digital devices. This is something that is very close with people because everybody has and use it for

fulfilling their needs nowadays. Cameron (2001: 40) states that speaking is about making people understand the speaker's feelings and ideas by doing communicating using language. Some functions of speaking are that a speaker can express their opinion, feelings, ask for something, share knowledge or information directly. Hence, people need to be able to learn English skills, especially in speaking.

Moreover, English is imperious to look for a job nowadays because people not only compete with the same locals but also foreigners. It is needed to develop the human quality higher than them because Asian Economic Community (AEC) has been triggered since 2015 to improve the economic level of the country. The chairman of the Indonesian Chamber of Commerce and Industry, Rosan P Roeslani, in his remarks at Kartika Chandra Hotel on Friday, 17th of September 2017, stated that Indonesia must work hard to improve the existing human resources so that the skills of Indonesia workers can compete with other countries, especially with other ASEAN countries. Therefore, knowledge of English leads to expanded career opportunities, it also leads to salary increase and improvement in living standards. In general, Gardner (2001) states that English learning in Indonesia still needs to be improved in quality and effectiveness. Thus, improving their English speaking skill will help them to be more prepared for the challenges of the world and have a chance of success in their careers with that ability.

In the fact is the majority of young millennials are less in learning English, especially in speaking skills. Whereas, English language is part of the compulsory course which has been taught in an Indonesia education. However, they are still

have inconveniences in that foreign language because of the insufficient duration during teaching and learning process in the classroom activity in learning speaking skill more deeply. Besides, some students have problems in speaking which make them difficult to speak up English, such as an inhibition, confused to say, less of vocabularies, low confidence and uneven participation, and mother tongue use (Timoty, 2016:55). That speaking can be categorized as a productive skill. It refers to that the product of this activity is oral language. Many experts defined speaking in different styles, for instance, speaking involves at least two people, a speaker and listener (Lindsey & Knight, 2016:60). Therefore, speaking is the most difficult English aspects to learn without practices more often.

Speaking is necessary to be integrated into the development of effective communication (Boonkit, 2009:1306). Accordingly, an English teacher needs to create an enjoyable and conducive environment that can help students to practice speaking better. Many other researchers and academics (Kristmanson, 2000; Lantolf & Appel, 1994; Larson Freemon, 1991 as cited in Angel Helen Pereira et. al, 2013: 50) speak of language learning needing a dynamic environment to enable it so that optimum learning can take place. The role of environment in language learning has been explored by many researchers. Chang & Shu (2008), In Wen-chi & Pin-hsiang (2008) stated that a good learning environment should help to improve the learning outcome. Thus, if the environment supports the students in improving speaking, students can master English speaking quickly and be able to face the current global era.

Hadfields (1999:7) said that speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the English teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate. By mastering speaking, they be able to carry out conversation with others, give ideas and change the information with interlocutors.

Learning speaking needs more chance to practice the target language. Teacher needs to provide great speaking activities to support the students' speaking ability. Harmer (2003:8) stated, "Good speaking can and should be highly motivating. If all the students participating fully and the teachers has set up the activity properly and can then give sympathy and useful feedback. They will get tremendous satisfaction from it". Speaking activity can and should motivate the students to practice speaking well. One of the goals of teaching speaking is to be communicatively efficient. Here learners should be able to make themselves understood, using their current proficiency to the fullest, and learners should try to avoid confusion in delivering messages due to faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules that apply in each communication situation. Therefore, the English teacher needs to create communicative condition that support learner not to be shy in practicing their speaking communicatively. That way, teaching and learning activities by the English teachers is very important, because can be well received by students which leads to students' success in speaking English.

In teaching learning process, the teacher should determine teaching method that is suitable with the material. The teacher should also use suitable media to teach the material. According to Rusman (2014:144) argues that the learning model is a plans or patterns that can be used to shape the curriculum (plans) long-term learning), designing learning materials, and guide learning by using media or another ways in the classroom or otherwise. Besides learning and teaching activities, students' ability in speaking must be supported by classroom management teaching speaking. A good class management will help the teacher to control class situation. It supported to get a goal in teaching speaking that is student can speak orally. The student can use language to communication to the other. According to Brown (1994:29) communicative competence is the goal of a language classroom, then instruction needs to point towards all of its components: organizational, pragmatic, strategic, and psychomotor. The goal of the classroom is not to substitute for the outside world, but to bring students to the point where they can use outside world for further acquisition (Krashen, 1982).

Exemplary teaching will be defined as teaching in which successful learning (students meeting learning outcomes, student achievement, engagement of students, successful completion of course/program) has occurred and/or has been evaluated as excellent (by students, peers, and/or colleagues through course evaluations, observations and/or portfolios) based on identified criteria.

In this case, the researcher wants to observe the exemplary teaching and learning of English to speak through students' practice towards successful

speaking at Al Azhaar Islamic Junior High School Tulungagung. This one of the Islamic Schools in Tulungagung attracted the attention of researchers to conduct this research. Al Azhaar Islamic Junior High School is located in the city of Tulungagung, which not many people can know about it. Because this location is in a not strategic area. Furthermore, Al Azhaar Islamic Junior High School has different students condition from other schools. However, students from this school can have a million achievements that are not inferior to other Islamic schools. Not only in academic achievements but also in many students get achievements in non-academically. Besides, this school always prioritizes the Qur'an as a guide for seeking of knowledge. Thus, the religious and educational needs are very balanced and great.

One of the exemplary practices of learning and teaching English to achieve success in speaking at this school is to train and invited students to speak and learn to be MCs for introduction before carrying out the Qur'an after the dhuhur prayer. This practice helps students succeed in speaking English. Besides that, in classifying students, at Al Azhaar Islamic Junior High School are regular students and inclusive students are distinguished. The inclusive students are the students with special needs who have advantages and disadvantages that are different from other students. Especially for these inclusive students, they have their own accompanying teacher. In each inclusive students are held by one accompanying teacher. The goal is to give attention during teaching and learning activities and also help make one of the programs from this school can be successful. Although

they are different from other students, they may have a myriad of achievements. It makes researchers feel interested in exploring this matter more deeply.

Some students are also has a myriad of achievements that can be proven on their contribution in improving and succeeding in their speaking in foreign languages, especially in English. Many competition have been won by students' of Al Azhaar Islamic Junior High School Tulungagung, as follows: IREC (International Relation English Competition) 2018, the debate competition in Bhinneka PGRI University 2018, NSDC (National Schools Debating Competition) in 2017, storytelling competition in Politeknik Negeri Malang 2017, storytelling competition in Surabaya University 2017, EAST (English Annual Students Tournament) in Brawijaya University 2018, English Championship competition in State Islamic Institute of Tulungagung. Here, they have been the winner of the storytelling competition in 2016, the winner of the debate competition in 2017, and the runner-up of The News Anchor competition n 2017. Furthermore, one of the students' of Al Azhaar Islamic Junior High School are also the best speakers in such debate competitions they are followed. Those are some competitions which the researcher mentioned and there are many competitions still which has been won by the students. Several achievements of Al Azhaar Islamic Junior high School have shown that these students are able to demonstrate the ability to speak in English fluently. Some of those students were able to show their success in speaking English as indicated by some of the achievements they had achieved. This kind of achievement may not be achieved by other schools.

Some previous researchers in English activities or English practice to improve students' speaking ability have conducted some studies related to this research. The research conducted by Farid (2018) entitled *The Practice of English Community to facilitate the Students to improve their Speaking Ability at MAN 2 Tulungagung*, which focuses on the activities of English community in practicing English speaking and the contribution of the activities in English community toward the improvement of the students' speaking ability. The findings of the research are about the activities of English community, such as speech, debate, storytelling, drilling, and reading aloud. Meanwhile, the set of activities gave contribution of the activities in improving their speaking skill. Those are; to build up the students' self-confidence, increase of grammar mastery, improve vocabularies mastery, increase their grammar mastery, increase pronunciation ability, increase the fluency, and help students organize ideas fast and clearly. The subjects of her study were the students who join English Community called OTC (Olympiad Training Center) at MAN 2 Tulungagung and the English teacher. The research design of the study is descriptive qualitative.

The second researcher is Amita, Silvia et. al. (2014) entitled *The Effect of the English Club Program toward the Second Grade Students' Speaking Ability at SMPN 18 Padang* which focuses on the effect of English Club in improving students' speaking ability. The results of this study are that English club does not affect second grade students' speaking ability at SMPN 18 Padang. It means that the students who had high ability in speaking skill had low participation in

English club program. The subjects of the study were 9 students who join English club. The research design of this study was descriptive qualitative.

The third researcher is Nanthaboot (2012) entitled *Using Communicative Activities to Develop English Speaking Ability of Matthayomsuksa Three Students* which focuses on the effect of using communicative activities to develop students' speaking ability. The result of the study indicated that students' speaking ability after applying many communicative activities was much higher than it used to be, with a statistical significance 0.5. The students studied with the researcher in a speaking classroom for seven weeks, in which the teacher used various activities, such as describing and drawing pictures, mapping dialogues, gapping information, playing jigsaws, and spotting the differences. The subjects of the study were 30 Matthayomsuksa 3 students selected via random sampling. The research design was experimental study by using quantitative approach.

The fourth researcher is by Lail (2010) entitled *A Study on English Speaking Community at Jawahirul Hikmah, Besole, Besuki Tulungagung* which focuses on how English speaking community carried out, the teacher's and students' opinion about the one, the inhibiting factors faced by students in English speaking community, and the factors which support the community as well. The results of the study are that English community at Pon-pes JH is based on rules, the students cannot avoid Javanese style in speaking English. Then, this community is able to make students speak English fluently and quickly. The inhibiting factors faced by students are some teachers use Indonesian Language to deliver their saying, the students still use the incorrect grammar and use Javanese style as well when they

speak English. Furthermore, the students are shy to speak up in front of their friends as well. The subjects of the study were the students and teachers at “PON-PES” Jawahirul Hikmah Besole, Besuki, Tulungagung. The research design which the researcher use is descriptive qualitative.

The fifth previous study was conducted Yanti (2016) entitled *Students' Perception on The Influence of Joining English Debate Class Toward Students' Speaking Skill: A Case Study at Students of English Education Program Who Join UKM Argument Academic Year 2016*. This research is focused on finding out the students' perception of English education program who join UKM argUMent on the influence of joining English debate class toward their speaking. The finding of this research shows that the majority of the students argue that joining debate class improve their fluency in which they are able to speak up with a few long pauses and widely range expression. Meanwhile, more than a half of the students argued that debate help their accuracy in speaking in which enhance their vocabulary, pronunciation, and grammar. Additionally, most of all students perceive that debate helps them to convey their purpose clearly in speaking, and all students claim that debate helps them build their self-confidence and critical thinking. The sample technique is used by population sampling which consist of 13 students from English education program who join UKM argument (English debate class of Mataram University). The research method which the researcher use is case study.

The sixth researcher is by Melviza, Zulvy et. al. (2017) entitled *Students' Perception toward English Club Activities in Speaking at SMAN 3 Banda Aceh*.

The findings showed that students perceived the English club plays an important role in supporting students to practice speaking. As a result, English club has a great way to encourage students' motivation to practice speaking with friends, get them more experiences and more knowledge. In addition, the class atmosphere tends to be fun and comfortable and it makes students more interested in practicing speaking. the subjects of the study are students of SMAN 3 Banda Aceh who has participated in the English club which consists of 40 members. The research design of the study is descriptive qualitative.

Based on several previous studies that have been obtained, the researcher found some effectiveness of several strategies and practices used to improve speaking. However, there are not many studies that discuss the exemplary teaching and learning practices that can be imitated in leading to success in speaking English with different students' conditions. Namely are regular students and inclusive students (special students with the criteria of students with special needs). Thus, it is necessary to carry out research on this theme.

From the background previously above, all of them discuss the contribution of the English community towards improving students' speaking ability. However, this study differs from them in some aspects. First, this study focuses on the Exemplary English teaching practices leading to the students' speaking success. Second, this study is not only discussing the English activities but also discusses how the exemplary English teaching practices leading to the students' English speaking success can be implemented well. Third, this study also discusses the English learning practices leading to the English speaking success of eighth-grade

students at Al Azhaar Islamic Junior High School Tulungagung. Finally, the topic of practices of speaking English deserves success because the public and even millennial youth can find out about the activities that can be successful for students' speaking ability to face the era of globalization. In sum, the researcher is sure to conduct a research entitled "THE EXEMPLARY ENGLISH TEACHING AND LEARNING PRACTICES LEADING TO ENGLISH SPEAKING SUCCESS OF THE EIGHTH-GRADE STUDENTS AT AL AZHAAR ISLAMIC JUNIOR HIGH SCHOOL TULUNGAGUNG".

B. Formulation of Research Problems

1. What are the exemplary English teaching practices leading to the English speaking success of student's eighth grade at Al Azhaar Islamic Junior High School Tulungagung?
2. How to carry out the exemplary English teaching practices leading to the English speaking success of student's eighth grade at Al Azhaar Islamic Junior High School Tulungagung?
3. What are the exemplary English learning practices leading to the English speaking success of student's eighth grade at Al Azhaar Islamic Junior High School Tulungagung?

C. Objective of The Research

1. To find out the exemplary English teaching practices leading to the English speaking success of student's eighth grade at Al Azhaar Islamic Junior High School Tulungagung.

2. To carry out the exemplary English teaching practices leading to the English speaking success of student's eighth grade at Al Azhaar Islamic Junior High School Tulungagung.
3. To find out the exemplary English learning practices leading to the English speaking success of student's eighth grade at Al Azhaar Islamic Junior High School Tulungagung.

D. The Significance of The Research

The researcher expects that the result of the study will give contribution for:

1. The Students

The result of this study is expected to be able to improve students' ability in speaking ability in speaking skill, the students will know the way how to practice their speaking in daily activity. It will encourage students desire to speak English, and increase their knowledge about speaking practices.

2. The Teacher

The result of the study will be useful to the teacher to understand the students' needs. In this case, the teacher can choose the activities to improve the students' speaking ability and use the suitable method for teaching and learning speaking. Additionally, the teacher can create an enjoyable teaching and learning environment so that students can decrease their anxiety in English class. They can introduce another way to learn English. Learning English is not only in teaching learning activities in the classroom. They can

motivate the students about the benefit of improving their speaking ability to be successful.

3. The Further Researcher

This study helps to know the practices of English teaching and learning practices leading on the success of students' speaking English. The result of the study can be reference to conduct future research with the similar study about some aspect in teaching and learning speaking.

E. Scope and Limitation of The Research

The scope and limitation of this study is focuses on teaching and learning practices leading to English speaking success for eighth-grade students of Al Azhaar Islamic Junior High School. This research only focuses on formal teaching. Formal teaching is classroom-based, provided by a trained teacher. It does not discuss the teaching and learning process conducted outside the class such as extracurricular activities. Moreover, this study to know the activities on teaching and learning practices leading to English speaking success of the students.

F. Definition of Key Terms

1. Exemplary of Teaching and Learning Practices

Exemplary teaching will be defined as teaching in which successful learning (students meeting learning outcomes, student achievement, engagement of students, successful completion of course/program) has

occurred and/or has been evaluated as excellent (by students, peers, and/or colleagues through course evaluations, observations and/or portfolios) based on identified criteria. One of the steps observed was observing the way teachers taught in the classroom starting from the beginning to the end of the learning process in class, learning speaking activities outside the classroom..

2. Speaking Ability

Speaking is actually an activity involving two or more people in which the speaker and listener react to what they say and hear each other for their communication. Moreover, speaking is ability to express an idea, thought and feeling orally. Speaking is an interactive process of constricting meaning that involves producing and receiving and progressing information (Brown, 1994; Burn & Joice, 1997).

3. Speaking Success

Students' practices in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning, as Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language. We confess that there are many proponent factors that influences speaking success in teaching and learning process.