

CHAPTER I

INTRODUCTION

In the first chapter of the research, the research presents six sub chapters related to study. These topic background of study, topic cover (1) background of study, (2) formulation of research question, (3) purpose of the study, (4) significance of the study. (5) scope and limitation of the study, (6) definition of the key terms.

A. Background of the Study

English is one of the most widely used languages in the world, both as a means of international communication and as an important requirement in the world of education and work. The ability to speak English, which is often referred to as a speaking skill, is one of the main skills in learning English besides reading, writing, and listening. According to Richards (2008), a person's success in learning a language is often judged based on the extent to which he or she is able to speak the language fluently and confidently.

However, in practice, many students in Indonesia still have difficulty speaking English. Nurhayati (2017) delivered that speaking is one of four English skills which brings many problems for Indonesian students, especially how to speak English fluently in conducting teaching English process. Indonesian students are mostly Non-Native Speakers (NNS), they definitely face many problems, the use of Indonesian (Bahasa Indonesian) in daily activities influence their speaking skill in learning English.

This is caused by various factors, such as the limitations of learning methods in formal classrooms, the lack of interaction

between teachers and students, and students' anxiety in using English as a means of communication (Kolawole, 2012). Although students have received intensive English lessons in school, the reality is that they still tend to be afraid and lack confidence to speak, even in informal situations. Speaking is a regular issue for pupils who are learning English in the classroom. Speaking English causes fear in the majority of students. This is a result of how pupils learn in class, societal variables affecting them, a lack of engagement between them and their teachers, among other things. In general, there are a number of good techniques and approaches for instructing and educating students. Unfortunately, rather than focusing on giving kids a decent education, teachers frequently fail to maximize student growth and appear to have difficulty presenting pupils with a variety of experiences. Sessions are typically packed with a deluge of subject explanations and tasks, regardless of the needs of the students or the setting of the classroom.

Additionally, students' inability to use English as their primary form of communication in class is a contributing factor to their deficit. Even with their friends, the majority of students at school struggle to speak in plain English. Despite their extensive education in English, they are unable to communicate in it. They still lack the vocabulary, the ability to express themselves, and the courage to talk. They still struggle to talk in the speaking class as a result.

The rise of many English classes around Indonesia is driven by this phenomena. There are numerous students enrolled in the course, ranging from recent senior high school graduates to current college students and even some who have earned their university degrees. They enroll in English classes. Many educational institutions provide superior learning in weekly

meeting and even send a native speaker right to the classroom to aid in learning.

From basic educational needs to requirements to enter the world of business or employment, English as it is currently known is a global language that is becoming more and more important. Both small and large businesses require employees who are fluent in English as a foreign language. According to Kolawole (2012: 84) said that many people find it difficult to learn English because there are many problems such as lack of teaching teacher time, lack of effective teaching methods and lack of teaching staff who are experts in their fields. These results prove that the awareness of these students on the importance of English language skills is quite high. But it is not supported by the quality and knowledge they get from school even though the frequency of learning English at school is quite frequent, which is around 4-5 times a week (source: Education Curriculum).

This condition has given rise to various non-formal education alternatives to improve students' English skills, one of which is through English courses. In Indonesia, Kampung Anh in Pare, Kediri, is one of the most popular non-formal English learning centers. Kampung Anh offers a variety of programs specifically designed for English language learning needs, including weekly programs that focus on improving speaking skills, such as speech competitions. EECC (Effective English Conversation Course), as one of the oldest institutions in Kampung English, uses the method of speech competition in weekly meetings as a strategy to improve students' speaking skills and confidence.

There are several ways to learn English, one of them is by enrolling in courses that are specifically designed for your needs. Because of the need for English, there are English-language educational facilities that we can locate, particularly in Pare Kediri. This increase in English course services is extremely large and will continue to grow until 2023.

One resource for those looking to study or improve their English is bitter melon. In reality, Tulungrejo Village and Pelem Village, two communities in Pare District, Kediri Regency, go under the moniker Kampung Inggris. When English language education institutions started to flourish in the two settlements, they were given the moniker "English Village." English villages resemble student housing complexes. because students who attend from different backgrounds and social groups. This English village is a popular spot for educational tourism. Many groups of students visit there to fill school holidays. As the founder of the first course in Pare, Mr. Kalend also encouraged BEC alumni to open an English language education institution. Until now, the area around Jalan Anyelir, Jalan Brawijaya, and Jalan Kemuning in Tulungrejo Village and Pelem Village is called Kampung England Pare. It is recorded that in the area there are now about 160 English language course institutions.

Each course has its own methods and strategy which have their own focus. Some focus on grammar, listening, reading, speaking, vocabulary and so on. This research focus in weekly meeting exactly public speaking skills. In this study, The researcher chose one of the old good courses in bitter melon, namely EECC. This institution was formed in 1992, by Mrs. Drs. H. Nur Akhlis, M.Pd. This means that EECC has been established long before the term English Village existed. This is because the term Kampung England Pare only emerged and

boomed towards the 2000s. The establishment of EECC was carried out on the advice of Mr. Khalend, the founder of Basic English Course (BEC), the first English course institution in Pare which was established in 1977. The suggestion to establish this course was given when Madam Liliek and Mr. Akhlis were both teaching at BEC. Both served at BEC to teach for about 10 years. On that basis, Mr. Khalend made EECC the first branch of BEC. In this institution there is an obligation to have weekly meetings which is the flagship program for public speaking training which is commonly called weekly meeting, in this activity students are focused on presenting speeches in front of their friends.

Speech contest, according to Penny Ur's theory (2012), are one of the effective methods to practice public speaking skills. This activity gives students the opportunity to speak in English in front of an audience, thus helping them overcome speaking anxiety, improve fluency, and strengthen sentence structure and pronunciation. In addition, Douglas Brown (2001) emphasizes that good preparation, such as curriculum planning, providing constructive feedback, and intensive exercises, is essential to support the success of a speaking learning program.

The speech contest which is held regularly every week at EECC Pare has several advantages. First, this activity involves students in hands-on speaking practice, which allows them to build speaking skills gradually. Second, this method is equipped with a structured evaluation using an assessment rubric that includes aspects of pronunciation, sentence structure, and fluency. Third, feedback from the instructor is given constructively to help students improve their weaknesses and motivate them to perform better on the next opportunity.

The fear of public speaking is a topic covered in numerous studies. According to CNBC News, most of Americans have some level of public speaking anxiety. So, you're not the only one who gets giddy, cold sweaty, and anxious when asked to speak in front of an audience. The good news is that public speaking is a skill that can be learnt and developed, despite being intimidating for many people. One of the most crucial communication skills is public speaking. not just for a career, but also for day-to-day living. There will be times when you must speak in front of an audience. As an illustration, giving presentations in front of a class, presiding over meetings, giving presentations to teams or clients, and more.

Learning in English Village mostly uses speech contests to improve speaking skills. The institution there is a student-centered learning process. It is the students who are active and the teacher becomes the facilitator. English villages mostly apply this concept to the learning process, members are free to choose where to study, when time and what material will be discussed. Included in registration, new members are free to choose the level (material) that will be chosen later. There is no test obligation at the time of registration.

Here the researcher focus on one method of learning to speak, namely by holding weekly meetings. This is a speech contest activity where all students will take turns to come forward to deliver their speeches in accordance with the specified theme. Speech Contest is a 5-7 minutes speech contest in which each participant delivers an English-language speech on a predefined topic or theme. Later, the teacher will separate the class into numerous groups so that the speeches can be advanced and displayed. Every week, students give a speech with a different theme that is always held. The teacher chooses the

theme at random, and students prepare as much as they can to deliver information or material in line with the selected theme. This is a way of honing pupils' speaking abilities while also inspiring them to speak English, specifically, in foreign languages. Here they get an assessment and comments from the supervisor. So they are really monitored by their teachers when they practice appearing as a public speaker.

Previous research by Rizky Lutviana (2016) found the benefits of speech contests that make students feel helped to show their potential and directed students to work hard eliminating their negative feelings that might hinder their confidence to speak fluently. Then, H. Bahrin Amin (2019) showed that impromptu speech as the alternative method for the teacher and it can be used to develop the students' speaking skills. Another previous study by Wahyuni Fitriya (2022) showed that students' perceptions of speech function in teaching English skills in learning English students provide positive perceptions and can train mental public speaking. Mohammad Sofyan, Yunia Citra Agnes and Eko Satria Hermawan (2022) in their journal show that the English method is effective in improving the quality of student speaking in learning English at the institution (LC) Language Center.

Based on previous research, We know that speech can have a positive impact on students, but most previous studies have focused on speech competition. These studies tend to focus on speech competitions as short-term or one-time activities. As a result, there have not been many studies that examine the implementation of speech competitions in a routine and structured manner like those conducted every week at EECC Pare. This study tries to fill this gap by analyzing the process of preparation, implementation, and evaluation of weekly speech

competitions, as well as students' opinions on their speaking skills in the long term. In addition, this study provides new insights into how activities carried out continuously can affect the development of students' confidence and speaking ability in the context of non-formal education. Therefore, the researcher gave the title of this study, namely "The Implementation of Speech Contest in Weekly Meeting as Training Speaking Skill in Teaching English at EECC Pare Kediri".

B. Formulation of Research Question

1. How is the preparation of speech contest in weekly meeting at EECC Pare?
2. How is the implementation of speech contest in weekly meeting at EECC Pare?
3. What is the evaluation of speech contest in weekly meeting?

C. Purpose of the Study

Based on the formulation of research question, this study is aimed to analyze how the process of implementing speech contest in weekly meeting. Not only that, this research also looks for teachers to prepare, implement activities, to evaluation. We also conducted interviews with teachers to see their views on students learning precisely public speaking. As well as how students make speeches properly and correctly and of course we are looking for responses and opinions from students to find out how well the function and benefits of English speech in weekly meetings are done for public speaking skills.

D. Significance of The Study

The significances of this thesis are as follows:

1. Theoretical Significance

Theoretically, this study is anticipated to positively contribute to the advancement of knowledge in the field of education, and its findings may be useful to researchers and institutions of non-formal education. The results of this research can serve as a contribution to enrich scientific find out ledge, particularly regarding the implementation of teaching and learning speaking, especially using the implementation of speech contest in weekly meeting to improve speaking fluently.

2. Practical Significance

The practical benefits of research are as follows:

a. For the Director of EECC Pare

- 1) The results of this research can provide an overview of the implementation of teaching and learning speaking using speech contest in weekly meeting at EECC Pare Kediri.
- 2) The results of this research can provide an overview of the development and improvement of the quality of EECC Pare students in increasing speaking skill.
- 3) Evaluation of the implementation speech contest in speaking program at EECC Pare.

b. For Teacher of EECC Pare

The results of this study are expected to be material for teacher evaluation regarding the disadvantages and advantages when conducting speech contests for public speaking skills.

c. For Students of EECC Pare

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 EECC Pare .

d. For The Next Researcher

- 1) The next researcher can then be used as a reference in conducting similar research.
- 2) For UIN Satu 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 function of implementing speech contest for developing speaking skill at EECC Pare. The limitation of this research is that researchers limit one technique in teaching speaking, precisely the speech contest for EECC students. The subject of this research is the students who take program of Candidate of Training Class at EECC Pare.

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:

a. Conceptual Definition

1) Implementation

Implementation is an implementation or action carried out based on a plan that has been prepared or made carefully and in detail beforehand. Another opinion says that the notion of implementation is an action or form of real action in implementing a carefully designed plan. In other words, implementation can only be done if there is planning and not just action.

2) Speech Contest

In the Speech Contest there is a 5-7minutes speech contest that is presented individually with a predetermined topic / theme material and then delivered in English. The teacher will later divide the students into several groups to be scheduled to advance to display the speech delivered. This speech is always held once a week which has a different theme, the theme will be chosen randomly by the teacher, sometimes teachers also write a list of options that students can choose as they like and students will prepare as well as possible to convey information or material in accordance with the chosen theme. This is a form of speaking skill training for students, and of course to provoke mental courage to speak foreign languages, precisely English.

3) Speaking Skill

Speaking is referred to as oral communication, and it is one of the abilities learned when learning English. This becomes a crucial topic that the teacher needs to cover.

That is how teachers face a significant obstacle in helping their pupils learn English successfully, particularly speaking English in or outside of class. Speaking abilities, on the other hand, are the capacity to verbally convey ideas, thoughts, and feelings.(Alwi Udin, 2015).

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.

b. Operational Definition

Operational definitions are very important in thesis discussion so that they can be understood easily and clearly according to the direction and purpose, and to avoid misunderstandings in the interpretation of thesis writing. The operational definition of the title "The Implementation of Speech contest in weekly meeting at EECC Pare" means that this study wants to know the speech contest process as a program to improve and train students in speaking skills at EECC Pare.