

CHAPTER I

INTRODUCTION

In this chapter the researcher describes background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definitions of key terms.

A. Background of the Research

As human, we need language to communicate with others. People need language to express their feeling, ideas, and thought when they are interacting with other. Walija (1996:4) describes that the use of language is the most complete and effective way to convey ideas, messages, intentions, feelings and opinion to others. Accordingly, it can be understood that language holds the important role as the tool of communication with other people whether spoken or in form of written. In using the language, people may take their first or even second and foreign language. The first language or known as mother tongue refers to the language that someone learned when he or she was baby rather than a language learned at school or as an adult. Then, the foreign language belongs to the language which is not someone's own country.

English is considered as the foreign language that most learned by the other nations. It is considered as international language. Harmer (2001:1) states that English is used in many areas of the global. It seems to be one of the main languages of international language. It is used for global range, whether in the field of development, technology, economic and education. It is aware or not

that someone who does not speak English also uses English in their life, although it is only used for a certain words.

In Indonesia, English is found restrictedly in classes of school and it becomes the subject matter. English is taught as informational skill which means to prepare the students to have good ability in English so that they can use it in their future life, either in their higher education level or for their future job. In line with it, Grabe (2009) states that in countries around the world, school system need the students to learn English for accessing to information and for obtaining the eventual ability to compete economically and professionally.

In learning a language, someone is demanded in mastering the four skills. They are the skill of listening, speaking, reading and writing. From the fourth of these skills, the mastery of speaking skill is considered as a priority for many second-language or foreign language learner. Nunan (1999:225) states “If listening is the Cinderella skill in second language learning, then speaking is the overbearing elder sister.” It indicates that speaking take the higher priority than listening. Consequently, the ability to function in another language is generally characterized in term of being able to speak in that language.

Teaching speaking is very important to the learner. It is not only learn about the theory, but also how to practice speaking in real communication. Harmer (2001:225) states that speaking skill should be taught and practiced in

the language classroom because the language course is truly enables the students to communicate in English. Ur (2009:120) adds that one of important component of a language course is the existence of classroom activities that develop learner's ability to express themselves through speech.

There is no single magic formula for successful foreign language learning. Accordingly, the teacher and institutions establish some strategies to improve students speaking skill. According to Brown (1994:207), one set of tapes the successful foreign language learning is started from a good start, a good refresher, and a good back up. What is required for such success is the persistent use of a whole battery of strategies for language learning. The extending of good teaching practices determines the successful in learning a language in a school.

The teacher has to do some practices in teaching and learning process. The practices consist of specific activities applied in the classroom which are consistent with a method and harmony in approach. It covers the material, the technique of teaching, the activity provided in teaching speaking, and evaluation technique. In addition, it also covers the program that the teacher creates to make students motivated in learning and easily achieves the objective of the lesson. Hence, the researcher believe that an institution and the educator give big contributions to the students' improvement in achieving learning English mastery, particularly in oral skill.

Some relevant studies strengthen this believe. One of study entitled “*A Study on Teaching Speaking at Ma Terpadu Al-Anwar Durenan Trenggalek Academic Year 2013/2014*” by Zakiya. This study describe the teacher’s strategy, teaching activity, and assessment technique in teaching speaking in MA Terpadu Al Anwar Durenan in order to facilitate the learner in learning speaking in that school. Another study is conducted by Indriani (2016) under the title “*A Study on the Language Center’s Efforts to Facilitate Students in Improving their Speaking Proficiency at Modern Islamic Boarding School of Darul Hikmah Tawang Sari Tulungagung.*” This study concludes that Language Center gives big contribution in facilitating the student’s speaking proficiency. Language Center provides some programs relate to language development. The efforts employed by Language Center plays crucial role to produce learners who are competent in language mastery, especially in speaking.

Rely on the fact that the school plays crucial roles for students in English learning principally on speaking skill, it leads to this research to study about the English teacher’s practices in teaching speaking proficiency. The researcher conducts her research in MAN 3 Blitar. MAN 3 Blitar is one of Islamic senior high school which is located in Jl. Ponpes Al-kamal, Kunir, Wonodadi Blitar. MAN 3 Blitar be the chosen school of this research because this school has good achievement in English specially in speaking such, as second runner up in English speech contest of AKSIOMA Blitar in January 2014, the fourth runner up in telling story of storytelling competition held by MAHESA institution in September 2014, the winner of storytelling

competition held by MAHESA Institution Pare in October 2015, and the winner of English speech contest in AKSIOMA Blitar in December 2016. Besides that, this school also has an excellent program to facilitate the students in learning foreign language. Moreover, MAN 3 Blitar also gives the additional activities in order to facilitate student in learning English. So, the process of English learning is not only in the class as the subject matter but also in the extra-curricular program. Accordingly, the researcher interest to conduct a study entitled “Teacher’s Practices in Teaching Speaking at MAN 3 Blitar.”

B. Statement of Research Problems

Based on background of the study above, the general problem of this study is, “How are practices employed by English teacher in teaching speaking at MAN 3 Blitar?” This problem can be specifically stated as follows:

1. How is the practice of teaching speaking in the classroom of MAN 3 Blitar?
2. How is the practice of teaching speaking in extra-curricular program of MAN 3 Blitar?

C. Objectives of the Research

Based on the problem formulation above, the general objective of the research is to describe the teacher’s practices in teaching speaking at MAN 3 Blitar. Then, the purpose can be specifically stated as follows:

1. To describe the practice of teaching speaking at MAN 3 Blitar
2. To describe the practice of teaching speaking in extra-curricular program of MAN 3 Blitar

D. Significance of the Research

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

1. Institution

For the institution, the result of this study is expected can be useful for the school as informative data to develop the program especially for English program.

2. The English Teachers

This study result is expected to give a contribution to the English teachers to develop and improve their competence in teaching especially in developing their competence in teaching speaking and motivating the students in learning speaking. Furthermore, the result of this study also expected can help the teachers to create meaningful and enjoyable speaking activities suited with the students' need.

3. The Students

This study result is expected to rise up the students' learning motivation in English especially. In addition, the result of this study also expected to encourage students' desire in speak English, and increase their knowledge about speaking practice.

4. For Further Researchers

The finding of this research can be used as reference for further research which have same topic with this research.

E. Scope and Limitation of the Research

This research is conducted at MAN 3 Blitar. In this study researcher only focuses on teaching and learning speaking at MAN 3 Blitar. It covers the practice of teaching speaking either in the classroom (intra-curricular) or in extra-curricular activities of MAN 3 Blitar. 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 MAN 3 Blitar.

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. Speaking proficiency

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Thus, speaking proficiency is described as the ability to express oneself in life situations, or the ability to report acts or situations in precise words, or the ability to converse, or to express a sequence of ideas fluently.

2. Practice

The word practice refers to a real action from the plan and method.

3. Intracurricular and Extracurricular

According to Mulyana (2004:162), intracurricular is a teaching and learning activity done in the classroom which is oriented to the

improvement of academic ability. While extracurricular is instructional activity which is done out of the school time. The aim of this activity is to train the students on the real experience.