CHAPTER I

INTRODUCTION

This chapter presents background of the study, formulation of research problems, purposes of the study, significance of the study, and definition of key terms.

A. Background of The Study

Social interactions in daily communication are constantly linked via the facilitation of language (Khasanah, 2011: 1). Language plays an important role in human life because people use it to communicate with the other, to express the feelings, to give and accept the information, to solve the problems, and even to order something. Nowadays, English becomes one of the most important languages in the world because it is the universal language. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc. (Irianti, 2011: 1). It is one of the languages that can connect people from different countries, or even the same country if they use English as their daily language. Tourist or foreigners that come to another country use English to communicate with the local people because they maybe face the difficulty with the local language. Among the different English language skills, the speaking skill has the most prominent and significant position (Sotoudehnama & Hashamdar, 2016: 211). There is never the

chance of revising and editing the output since it always takes place in real time; in addition, it has unpredictable and transient features (Sotoudehnama & Hashamdar, 2016: 212).

Nowadays, along with the role of English as a language for International communication, speaking skill has become crucially important in English as a second or foreign language (Khoiriyah, 2015: 1). Speaking is important thing when people take a communication. By speaking, we do not mean merely uttering words through mouth (Bashir, 2011: 35). It is complication activity start from memorizing the vocabulary, arranging sentence by using an appropriate grammar, and also about the fluency. Fluency refers to the easy connection of different speech elements (Sotoudehnama & Hashamdar, 2016: 213). Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates (Irianti, 2011: 7). Since it is complex activity, many students have difficulties in learning speaking, especially for Indonesian students. Indonesian students do not know how to say the message in appropriate words although they have some ideas and intend to express it (Khoiriyah, 2015: 2). Those difficulties will influence their performance when they speak. That is the reason why they should prepare their speaking when they want to be successful in their communication.

To get experience in English speaking, students need to interact with the teachers, themselves and with materials regularly using the target language because interaction is the heart of communication (Adaba, 2017: 1). In the second or foreign language classroom context, teachers should train learners to use and

practice the different strategies that can help them face difficult situations (Romero: 89). Effective instructors teach students speaking strategies (using minimal responses, recognizing scripts, and using language to talk about language) which they can use to help themselves expand their knowledge of the language and their confidence in using it (Bashir, 2011: 39). Using minimal response means just focus on what the other participant is saying, without having simultaneously plan a response. In recognizing scripts, students are aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response (Bashir, 2011: 40). Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. In the strategy of using language to talk about language, instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels (Bashir, 2011: 40). Students also have rules and practices in language learning, fluency in particular (Desfitranita, 2017: 22). Their strategies to learn speaking are by guessing the meaning of the unfamiliar word, memorizing the word from movie, article, and even video clip. They can also join in the chat room and meet the native speaker.

According to Adaba (2017: 3), there are five kinds of speaking, those are: imitative, intensive, responsive, interactive, and extensive. Imitative speaking is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence (Brown, 2004: 141). Intensive speaking goes one step beyond imitative to include

any speaking performance that is designed to practice some phonological or grammatical aspect of language (Irianti, 2011: 12). Responsive speaking is engaging in classroom interaction like in conversation or dialogue (Adaba, 2017: 3). Interactive speaking is more length and complex than responsive speaking (Adaba, 2017: 3). This kind of speaking helps one to develop social relationship. Gu and Reynold (2013: 19) state that extensive speaking is an activity in increasing students' fluency, raising their proficiency and improving their attitudes and confidence in EFL speaking. This kind of speaking uses formal language (Adaba, 2017: 4). Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie) (Brown, 2004: 142). Brown (2004: 179) states that extensive speaking tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction. Since it is monologue, the speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood (Bashir, 2011: 38). Related tasks are oral presentations, picture-cued storytelling, and retelling a story.

Indonesia is known as the country which used English as the foreign language. Just a few people who use English to talk to each other, or they even talk using English just at the school and in formal situation. This also happens at SMAN 1 Kauman, Tulungagung. Since the last 2 years, the students even do not

join any English Olympiad, means that students just use English in class, and no one knows their English skill outside the classroom. But, among all of the students at SMAN 1 Kauman, there is one student who can speak English well. She was graduated from Everest Public High School in Redwood City, California. Everest Public High School's website gives the information about the school. That school has mission to prepare a diverse student population for success in a four-year university and to be thoughtful, contributing members of society. In their School Accountability Report Card, they said that they focus on four elements that are the foundation of college and career success in the 21st century. The first is cognitive skills, which is the deeper learning, critical thinking, communication and problem-solving. The second is content knowledge which is engaging in learning that is personalized for each student, filling learning gaps and moving students towards competency in all subject-areas. The third is habits of success which is empowering students to self-direct their learning and develop the habits that are invaluable for college and life success. The fourth is expedition which is immersing in real world experiences to discover and explore passions and careers, applying learning in authentic ways.

Her trip to get to know the world is going on. She did not feel satisfied because of graduated from a school in USA. She even comes and goes to another country to join any International seminars. Before joining the seminar, the applicants should pass the test or send their paper to the judges then the applicants can participate in the seminar. Then, she became one of the applicants that can join in the seminar which consists of the world representatives. She is Indonesian

student and was born in Indonesia, a country which does not use English as language for daily communication, but she can speaks English well, and even graduated from a senior high school in USA. Of course there are some activities and media to support and improve her skill, especially in speaking English.

In the process of curricular and activities planning and designing, different learners' factors and their individual differences especially their language proficiency and their perception have important roles, and the activity designers, teachers, and the learners can benefit from being aware of them (Sotoudehnama & Hashamdar, 2016: 212). Kamiskiane and Kavaliauskiene (2014: 41) found four activities that supporting speaking. Those activities are Individual short talks on professional topics, individual power point presentations on a professional topic, class discussions on a covered topic from the course book with emphasis on pros and cons of the issue, and spontaneous speaking on a current professional issue. Riddel states that there are the various kinds of activities that can be implemented by teachers in order to stimulate students to speak; those are ranking, balloon debate, debates, describing visuals, role-plays, students' talks, and discussion (Irianti, 2011: 10). However, learners' perspectives have more opportunities for language improvement and achievement because they know what the activities that suitable for them and make them enjoy the process without any pressure. Using media is also important in the activities to improve speaking. Rasyid (2013: 297) cited in his paper that Ivers and Baron, describes the main elements which make up a typical multimedia program, those are text, image, video, animation,

and sound. One of the most common techniques for eliciting oral production is through visual pictures, photographs, diagrams, and charts (Brown, 2004: 180).

There are previous studies that talked about extensive speaking. The first is about extensive speaking that focused on communication strategies applied by high level students of third grade of English Department at Nusantara PGRI Kediri University that was conducted by Khoiriyah. The researcher gave questionnaire to the students which contains of twelve types of communication strategies based on Dornyei's taxonomy. Those communication strategies are message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, word coinage, non-linguistic signal, literal translation, foreignizing, code-switching, appeal for help, and time gaining. After conducting a research, the researcher found that the subjects apply seven types of communication strategies out of twelve, they are: time gaining, literal translation, non-linguistic signal, code switching, and appeal for help, topic avoidance and message abandonment. The subjects are still influenced by using filler or hesitation devices to fill pauses and gain time to think so that they have enough time to get idea to continue their speaking. They also use gesture and facial expression to emphasize their explanation.

The second study is focused on how extensive speaking affects students' temporal fluency toward EFL speaking activities in general and extensive speaking in particular. It was conducted by Sarah Gu and Eric D. Reynolds. The subjects of the study are thirty-seven students of University. The researcher conduct the research by conducting winter intensive English course at a medium

sized university in the capital city of South Korea, Seoul. Three main types of data were collected for the study. First is the daily monologues from throughout the course were retained. Second is surveys that were administered to the students before and after the course to evaluate their attitudes toward speaking, as well as their instructional experiences and preferences. The survey was written in both Korean and English. As the result of the study, the proficiency of students in the group improved significantly. The students reported greater improvement in attitude to speaking activities in general and much greater improvement regarding higher skill activities of free discussion, presentation, storytelling, and their extensive speaking.

From that phenomenon and the previous studies, the first researcher focused on the learner strategies during extensive speaking activity, and the second researcher focused on the strategies applied by the tutors. There are still rare studies focusing on activities employed by the learner before conducting extensive speaking. Therefore, this current study is intended to investigate how successful learning independently to support extensive speaking. The researcher is interested in conducting a research entitled **"The Activities of Everest Public High School Alumna for Supporting Extensive Speaking".**

B. Formulation of The Research Problem

Based on the background of the study above, the questions that formulated by the researcher is "What are the activities that can support Everest Public High School alumna in her extensive speaking?"

C. Purpose of The Study

Based on the research questions above, the purpose of the study is to know the activities of Everest Public High School alumna for supporting her extensive speaking.

D. Significance of the Study.

The researcher expects that this study will give contribution for:

1. The students

    The students can do retelling story, oral presentation, listening to English songs, watching American or British movie to help them improving their speaking to be better as the student that graduated from school in USA.

2. The English teachers

    The teacher can apply those activities, for example ask them to present their work orally, and retell a story in front of the class to improve the students' speaking. The teacher can change the activity in every week to make sure that the students do not feel bored.

3. The other researchers

    The result of the study can be used as the reference for another researcher to conduct the research with the similar study or to find the deeper, more detailed result and also be able to investigate and correct the shortages from the previous study.

E. Scope and Limitation of the Research

In order to avoid the deviation from the purpose of the study, this study focuses only on the activities supporting extensive speaking. To conduct this study, the researcher focuses on the activities of Everest Public High School alumna whom is studying at SMAN 1 Kauman in the twelve grade.

F. Definition of Key Terms

1. Activity is some motion formed by person to make a new motion or a new creative (Sofia, 2015: 5). According to Oxford Learners Pocket Dictionary (2008: 5), activity is situation in which something is happening or a lot of things are being done. In this study, the researcher concludes that activity is effort that employed by person to implement a plan of reaching a goal. The effort is formed to support the speaking or help someone to improve the speaking, especially when someone speak in front of the audience.

2. Extensive speaking is oral production tasks include speeches, oral presentations and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether (Sa'adah, 2016: 23). This kind of speaking is when the speaker is just one person while the others just listen to the speaker. No one will interrupt the speaker or even ask the question to the speaker. The speaker checks the comprehension from the audience's faces. In this study, the researcher concludes that extensive speaking is kind of oral activity in front of public

which is just one way communication; there is no any interruption from the audience.