

CHAPTER I

INTRODUCTION

In This chapter, the researcher presents five topics related to this research. Those include Background of the Research, Formulation of the Research Problems, Objective of the study, Significance of the Research, Scope and Limitation of the Research and Definition of key term.

A. Background of the Research

Language is tool of communication in daily life. By using language, people can express their feeling, idea and everything in their mind. In oxford learner's pocket dictionary (2008: 247) defined as language is system of communication in speech and writing used by people of a particular country. So, language is very important in human life.

One of the languages which are the international language is English. English made a language which is used by the most country in the world. Richards and Theodore S. (2001: 3) said that English is widely studied as foreign language since five hundred year ago until nowadays.

English in Thailand as a foreign language because of the first language or mother language is local language and then the second language is Thailand language. In the formal of communication Thailand people use second language. So that, the learning speaking environment has become increasingly important in world language live.

Ur (1996: 120) states that speaking seems significantly the most important of all the four skills. In practice, many learners feel frustrated as they find that speaking in a foreign language is complex for the reasons that speaking involves many factors

including grammar, vocabulary, pronunciation, fluency, accuracy and others (Ardriyati, 2009).

In speaking we cannot correct our grammatical errors, vocabulary choices or correct tenses at once as we usually do in writing. Besides, we do not only utter some words and finish when we speak, but that would be a communication between speaker and listener that emerge the meaning of conveying message. Students therefore need a lot of interaction to build communication where they could easily express the meaning in speaking classroom.

The effort of teacher learning to speak considerably entails practice and perform that variation of method, approach, and technique are applied creatively in order to encourage students speaking skill. As teacher is the main holder of whole classroom activities, he determines how far students' level of understanding, in which his creativity is the key.

Without the effort of the teacher, language teaching and learning process sometimes find the stage of getting frozen. In this matter, the effort of the teacher could be candle light the way in every circumstance. Method and strategy applied in English language teaching might be able to be intensified by getting close to the create of learning speaking. With the result that teacher effort to create speaking is the consequential point to carry out students to high level of English language proficiency which supports students' performance by making what cannot be done, possible to do or workable; and making what unusual practice of speaking, to usually communicate among learners in the classroom.

When we try to observe our educational English teaching, students get more knowledge based on theoretical oriented rather than practical oriented, whereas learning language properly means to enhance practicing to speak and speak. For teacher, indeed teaching grammar, reading or every textual material are easier than teaching the contextual skill such as speaking.

A large amount of a child's time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal.

With the classroom being such an important place in the growth of a child it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction. If schools really do play a large role in teaching the next generation .how to be successful members of society then every precaution should be taken to make sure that the learning environment is one that helps students thrive. If not approached correctly, a classroom can be set up in a way that stifles creativity or does not promote a positive learning environment.

There are many things that can affect this environment. There are physical elements such as wall art, arrangement of desks, or resources. Also, there are intangible elements such as the energy of the classroom, the rules, or the sounds within the room. Each of these can impact a student's focus and achievement in the class. They can also affect a teacher's attitude in the class. Included in each of these elements of the classroom

is the emotional environment. The way in which a teacher organizes their class, or how they control it, will yield positive or negative consequences for their students.

If a teacher is unmotivated or negative there will be a direct impact on the students within the classroom. Similarly, if a teacher is motivated and positive they will likely have a beneficial impact on their students as well. It is important for a teacher to understand this cause and effect in order to understand how to organize their classroom to create a better learning environment. In this paper, I will investigate several classroom adaptations and argue that their strengths outweigh their weaknesses.

The standard for many classrooms today is to have desks aligned in rows within the classroom. This system of arrangement seems to make students lose focus and creates a higher number of disruptions in the classroom. (Steve Grubaugh and Richard Houston, Apr 1990, November 6, 2013.) This structure does not encourage interaction between students and focuses more on the student as an individual completing their own work. Humans are social creatures that want attention, and if they aren't going to be able to get it from their classmates then they will commonly act out to get attention from their teacher.

One of the first areas that make a noticeable impact on student success is the physical environment of the classroom. This can pertain to a variety of details. It can be structure, resources, color. All of these can play a role in determining whether the classroom will be conducive for learning. Each may not have a large effect individually, however together they can work to strengthen a student's ability to learn.

When a student first steps into a room they will make a judgment about the type of class they are going to be taking. They will look to see how desks are arranged. They will notice what is hanging on the walls. The way in which a teacher sets up their class allows

them to communicate with their students non-verbally. By adding various learning centers or activity centers the students will know that this is a classroom that likes to do hands-on experiments. It also conveys that they will not just sit and take notes, but they will act out what ever subject.they are learning The wall art will demonstrate to the student that the teacher cares about their work enough to show it off. Students will also gain an understanding of the social expectations of the teacher in the classroom based on how the desks are organized. Each of these tools can be used in any classroom regardless of the content (Steve Grubaugh and Richard Houston Apr, 1990,November 6, 2013).

If it is English, then the teacher could have a corner of the room set up like a theatre where the students could act out scenes from various plays that they are reading. There could be an area of the room with comfortable chairs and a small library where they could pick a book to silently read if they have finished all of their work for the day. This could be viewed as warm and inviting for a student who does not like to read because now they see that English can involve moving around. The small library will also allow them to choose what they want to read, rather than them having to read what was assigned.(Steve Grubaugh and Richard Houston Apr, 1990 ,November 6, 2013).

A social studies classroom could use the concept of creating a separate learning center in various ways throughout the curriculum. If the students were learning about World War I the teacher could organize the desks into trenches so when the students walked in they would pick a side and learn how battles were fought with this new strategy. The desks could be set in a continuous line where each student had to work on only one problem of an assignment to show the structure of an assembly line.(Steve Grubaugh and Richard Houston Apr, 1990 , November 6, 2013).

Science classrooms could set up areas to conduct various experiments. Math classrooms could have an activity center focused on real world applications of the content they are learning for that unit. Music classrooms could have a corner where they can listen to audio clips of great musicians from the past. Every subject area can utilize the concept of a center of learning that is separate from the main structure of the class.(Steve Grubaugh and Richard Houston Apr, 1990 ,November 6, 2013).

Another strategy that can be utilized by teachers is how they organize their desks and resources. A student will notice this rather quickly into the year. How a teacher uses this tool can set the tone for the rest of the school year.(Caroline A. Gaurdino and Elizabeth Fullerton, July/Aug, 2010,) Many students know that if they are disruptive they will get attention. Wanting attention does not have to be a bad thing however. A teacher can organize their classroom where students can interact with others and stay focused on the content at the same time. If the student can meet their individual desires while staying engaged in the curriculum then there will less likely be disruptive behavior. One way to do this is to organize desks into groups. This allows for students to do individual work if they are required, or they can work with partners on specific assignments. If they are creating larger projects they can work as a whole table group to complete it, each with their own specific task (Caroline A. Gaurdino and Elizabeth Fullert on, July/Aug, 2010,).

Another way to modify the seating arrangement is to organize the desks in a circle around the classroom. This will work better with smaller class sizes, but can still be used occasionally in others. This strategy works well with promoting public speaking and classroomdebate.⁸ It engages students because they all become one member of the same

group. They are prone to listen more actively and make more eye contact with the person who is speaking.(Steve Grubaugh and Richard Houston Apr., 1990,November 6, 2013)

It also allows the person speaking to take more ownership of their ideas.(Lindsay L. Cornelius and Leslie Rupert Herren koh 1 November 6, 2013). In this model the teacher has to make sure to create an environment where students feel invited to share their views without fear of judgment. In order to do this the teacher must make sure that the students know the consequences of inappropriate behavior. It is also a good teaching point on how to respect people who have different opinions than their own. To help students understand what is expected of them the teacher can clearly state the order in which the discussion will run. By letting the students know what is expected of them they will have clear guidelines to be held accountable to.The teacher can also vary the method of discussion to break routine for the students. One day they can take turns speaking clockwise. Another day they can call on people to speak next. There can even be days where the teacher draws names from a bowl at random until everyone has spoken.

Classroom organization can also play a very large role in student discipline. When a student walks into a classroom and sees that there is a large mess on the teacher's desk and items scattered around the floor the student can get the idea that the teacher doesn't pay a lot of attention to detail. With this mindset, the student may begin to look at what other flaws the teacher might have. If a teacher does not show that they care about organization then a student will most likely develop that attitude as well (Steve Grubaugh and Richard Houston Apr., 1990, November 6, 2013)

Many teachers successfully assessed students' speaking abilities through many kinds of techniques of teaching speaking, but only few teachers who succeeded to build up

speaking environment where students feel confident, pleasurable, and not fear to perform oral language consistently in the classroom.

In such reason, creating English speaking environment becomes valuable as stimulus and nutrition to motivate students' engagement in oral language communication. Still, creative teaching in maintaining English speaking environment which has successfully done and has been managed well in the classroom, respectively, could simply affect students' interest outside the classroom so that students might be able to create their own language environment everywhere.

Accordingly, the success of English speaking environment is signed by students interaction or communication each other with their peers in English. Even if they have speaking time or other materials, they will constantly speak in English with or without teacher supervision in the classroom. In line with this, teacher creativity truthfully affects because creating such classroom atmosphere is really time consuming. If speaking environment is not built soon or even later, language learner would be less proficiency that their fluency, accuracy, or vocabulary mastery respectively decreases. To solve this problem, language classroom environment should be activated effectively to fill students' need in speaking. Therefore, creativity would help teacher to manage the classroom environment as language classroom properly.

Purjayanti (2013) found that "Students, indeed, like to take part by expressing ideas in their speaking classroom, whether they are as a presenter or audience" and "This is believed to be able to provide as pleasant classroom environment so as not to make students feel discouraged and disrespected". She also concluded that:

Generating a stimulating learning environment means creating safe, comfortable, secure, and friendly situations where students feel welcome, accepted and respected. Nervousness, anxiety or even stress due to the fear to produce utterances may be reduced or even hampered by such a friendly environment. In this kind of environment, learners are put in the center of the classroom activities where they can explore and share knowledge, information, and experience in their own way. It is expected that in this way, learners can build their confidence and grow their willingness to express their ideas in their speaking class so as to make them speak better (Purjayanti, 2013).

In this paper, the researcher conducts the same way deals with English speaking environment that will be taken place at one of the favorite schools which has a good language learning management that is Islamic Senior High School of Wattanatham Islam. The researcher takes a great interest in the school because the school has a good management in demanding the students to concern with bilingual system of language both English and Arabic in daily communication. The reason at least gives the researcher point of view of how does the teacher implement the efforts of teacher to create learning that must be supported by oral communication either inside or outside the classroom.

Teacher create speaking learning environment can be divide to be two part , there are physic and non-physic, the part of physic there are media for supporting to create learning environment speaking class. There are camera, Photoshop program, and text board. While another part is Non-physic there are practice conversation, Report, drama and organize the board. There are some of part the teacher create speaking learning environment can be done in classroom and outside classroom.

Teacher create speaking learning environment is not being committed in the class only. To make the student active in English teaching and learning Instruction of English is Also Committed outside Class. With the Part of Non- Physic there are dramas and Organize the Board The both activity support Student better speaking English ability, usually in class teacher arranges to perform conversation by pair of partner. The both of activities are very and therefore the researcher is going to do a research, **“THE EFFORT OF THE TEACHER TO CREATE SPEAKING LEARNING ENVIRONMENT FOR STUDENT IN SENIOR HIGH SCHOOL AT WATTANATHAM ISLAM”**

B. Formulation of Research Problem

1. What are the teacher's efforts to create learning environment in speaking class?
2. How does the teacher implement the efforts to create learning environment in speaking Class?
3. How do the students respond to the teacher's effort in creating learning environment in speaking class?

C. Purpose of the study

Based on research question above, purpose of the study are:

1. To describe the teacher's efforts to create learning environment in speaking class.
2. To describe the teacher implement the efforts to create learning environment in speaking class.

3. To describe the students respond to the teacher's effort in creating learning environment in speaking class.

D. Significance of the Study.

The writer also hopes that the result of this research will contribute to:

1. The students

This result of this study can to know and improve the student ability influence in Speaking English, Memories vocabulary, create new idea and trust in yourself. The student can to learn more activities about to creating effectively in study Speaking English.

2. The English teacher

Research finding is expected to provide information to the speaking It can become feedback to evaluate the createlearning environment in speaking class.

3. The researcher

It will give new experience indooing scientific research and it will be become a partial fulfillment of their requirement to obtain the Sarjana in Islamic college (IAIN) Tulungagung.

4. The school (Wattanatham Islam)

The result will give information about the creating learning environment in speaking class.

E. Scope and Limitation of the Research

To prevent misperception and misunderstanding rise up in this study, the researcher gives scope and limitation. The scope of the study covers The Effort of teacher to create speaking learning environment for student in senior high school at modern Islamic Boarding of Wattanatham Islam.

Then, there are some limitations in this study, those are:

1. The study is focused on in classroom and outside classroom activities of English language teaching.

2. The researcher specifically observes the Third grade of Senior High School students.

By determining the scope and limitation, the researcher will easily find out the main focus of this study about the effort of teacher and discover the creative speaking learning environment at Islamic Senior High School Wattanatham Islam.

E. Definition of key term

Definition of key term is important to be given in order to avoid misunderstanding. The definition of key terms is as follow:-

1. Effort

The teachers try to create in language learning and teaching, and are able to stimuli language learner in creative ways and to lead to creative activities, methods and approaches.

2. Learning environment

It is kind of everything related to physical atmosphere, classroom setting, social system, values, norms and surround people such as classmates or teachers which constantly get in touch with learners during the process language learning that hopefully support learners' oral communication especially inside the classroom.

3. Speaking

According to Tarigan (1993:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message.

4. Modern Islamic boarding school

It is Islamic educational system where student have to live *in pesantren* and they not only study about *kitab kuning* but also common knowledge. It is different from traditional Islamic boarding school, if traditional Islamic boarding school just teaches about classical books as core of educational (*Qomar*, 2007: 1).