CHAPTER I

INTRODUCTION

This chapter presents the context of the study, formulation of research question, purpose of the study, significance of the study, scope and limitation of the study and definition of key terms.

A. Context of Study

Speaking is one of the most important language skill in English language learning because it serve as the primary means of oral communication. Among the four language skills, namely listening, speaking, reading, and writing, speaking play a very dominant role because oral communication skills are most often used in everyday life. Through speaking, learners can convey ideas, opinions, and feelings directly to others, enabling effective social and academic interaction. Bygate states that speaking is a complex skill because it requires learners to produce language quickly and accurately in real communication situations. This skill involves not only mastery of vocabulary and language structure, but also the ability to regulate fluency and adapt speech to the context and interlocutor. In addition, speaking skills also play an important role in academic and professional contexts, such as in presentations, discussions, and job interviews.[1] Therefore, speaking can be used as an indicator of success in

[1] MARTIN BYGATE, *Speaking - Martin Bygate - Google Buku (1)*, ed. C N Candlin and HG Widdowson (New York: Oxford University Press, 1987),

english language learning, as it reflects learners' ability to use English actively and communicatively.

Although speaking plays a very important role in learning English, this skill is often considered the most difficult skill for learners of nglish as a foreign language to master. This difficulty arises because speaking requires learners to produce language directly and spontaneously without much time to plan or correct their utterances. Penny Ur explains that in speaking activities, learners often experience obstacles such as fear of making mistakes, feelings of embarrassment, and lack of confidence when speaking in front of others.[2] In addition, learners are also faced with pressure to speak fluently and be understood by their conversation partners, while their vocabulary and language structure are still limited. This condition causes learners to have difficulty conveying ideas clearly and often pause or hesitate when speaking. Penny Ur also emphasizes that speaking is a complex skill because it involves several aspects at the same time, such as choosing the right vocabulary, using correct language structures, pronunciation, and fluency. Therefore, without sufficient and continuous practice, speaking skills are difficult for learners of English as a foreign language to master.

These difficulties are further exacerbated by limited opportunities to practice english in formal classroom settings. English learning time in schools is often limited, so students don't have enough opportunities to practice their speaking skills intensively. This time constraint means that speaking activities in

[2] Penny Ur, *A Course in Language* (Cambridge University Press, 1996).

class cannot be maximized, as teachers must also balance teaching with other language skills such as listening, reading, and writing. As a result, many students rarely get the chance to speak English in class.[3] This situation prevents students' speaking skills from developing optimally. Therefore, some students try to increase their learning time by attending tutoring or English courses outside of school in order to get more speaking practice. One of the most popular places for learning english intensively in indonesia is Kampung Inggris Pare, Kediri.

Kampung Inggris Pare, Kediri, is one of the most famous non-formal English language learning centers in Indonesia and a destination for learners from various regions.[4] Kampung Inggris provides various English language courses with diverse learning programs that focus on developing English language skills, especially speaking skills. The learning environment at Kampung Inggris is designed to encourage learners to use English not only in class but also in daily activities, such as interacting with tutors, students, and the surrounding community. This creates a communicative learning atmosphere that encourages learners to be more active and confident in speaking English.

Among the many course institution in Kampung Inggris, one of the course institution is Mr. Language. Mr. Language offers speaking programs for learners of various skill levels, from beginners to advanced, with the aim of helping students improve their speaking skills gradually and continuously. Mr. Language is one of the English language courses located in Kampung Inggris

[3] Hasnani Shofia, Rusmaayanti Asmi, and Fadilla Raisa, "Difficulties in Speaking English of EFL Students in Indonesia," *Lingua Educatia* 3, no. 2 (2021): 113–24.
[4] Ruminda & Wiji Isana, "Exploring Kampung Inggris Pare: Indonesia's Foremost English Learning," *Bidayatun: Jurnal Pendidikan Guru Madasah Ibtidaiyah* 7, no. 2 (2024).

Pare and focuses primarily on developing speaking skills. One of the unique characteristics of Mr. Language lies in its speaking learning system. Each speaking class is handled by only one tutor, even though the number of students in each class is relatively large. Nevertheless, the tutor is able to manage the learning process effectively, ensuring that every student has equal opportunities to practice speaking and actively participate in various classroom activities. Unlike formal schools, where speaking instruction is often constrained by curriculum demands, limited classroom time, and a greater emphasis on grammar and written assessments, Mr. Language prioritizes speaking practice as the main focus of instruction. Students are encouraged to use English not only during classroom activities but also in their daily interactions within the course environment, creating an immersive English-speaking atmosphere. In addition, Mr. Language emphasizes the development of students' speaking competence through intensive and continuous practice. Students' speaking competence can be observed through their ability to communicate fluently and confidently in English during their daily interactions. They are able to express their ideas and use English appropriately in different communicative situations. This continuous exposure to English communication enables students to develop their communicative competence more naturally. These distinctive characteristics make Mr. Language a unique and relevant setting for investigating the strategies and activities used by tutors in teaching speaking.

Although speaking skills play an important role in English language learning, the teaching process still requires careful planning and strategy. In the

context of learning, teachers are not only tasked with delivering material, but also with creating learning situations that allow students to actively practice the language. Speaking exercises need to be designed in such a way as to give students the opportunity to develop fluency, interact with friends, and respond to various communication situations. Therefore, speaking learning cannot be separated from the use of targeted and meaningful activities. Managing speaking learning is not easy. Teachers often face challenges when trying to get students to actively participate in speaking activities, especially when students' abilities vary and classroom conditions are not always supportive. Teachers need to organize the learning process, choose appropriate activities, and ensure that every student has the opportunity to practice. Activities that are too difficult for students' abilities can cause some students to become passive, while activities that are too simple can reduce their engagement. This shows the importance of systematically designed teaching strategies.[5]

The challenges of teaching speaking also occur in non-formal learning contexts such as Kampung Inggris Pare. Although known as a communicative learning environment, research shows that tutors still face various obstacles in the teaching process. Sahira et al found that tutors at Kampung Inggris face diversity in student abilities, variations in learning readiness, and participation that is not always stable. These issues highlight the complex nature of teaching speaking in a context where students come from varied backgrounds and possess

[5] Adama Mickiewicza, "Problems and Challenges in Teaching and Learning Speaking at Advanced Level," 2011.

different levels of motivation and language proficiency. Such diversity requires tutors to be adaptive and sensitive to each learner's needs, creating lessons that can engage and support all students effectively. This situation requires tutors to apply more structured learning strategies, rather than relying solely on an English dominant environment. Given the differences in student characteristics, tutors need a clear approach to ensure that the learning process is effective. The approach must include careful planning, flexible teaching techniques, and ongoing assessment to maintain student interest and facilitate continuous improvement.[6]

Research on teaching strategies for speaking in Kampung Inggris has been conducted extensively by previous researchers. For example, research conducted by Ahmad Latif Mahruf and Diniyati Kesuma Sari (2022) found that speaking programs use various strategies such as pronunciation classes, grammar for speaking, academic speaking, impromptu speaking, and public speaking, with the most dominant strategies being drilling, pronunciation practice, presentations, answering questions, and public speaking performances.[7] Another study by Regina Mayang Sari, Agung Wicaksono, & Suhartono (2023) showed that teachers used several strategies such as interview, discussion, playing cards, picture describing, storytelling, and role play.[8]

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[6] Jessica Fitri Sahira, Muhammad Yunus, and Febti Ismiatun, "TEACHERS' CHALLENGE AND STRATEGIES IN TEACHING SPEAKING IN KAMPUNG INGGRIS" X, no. X (2024): 1–20.
[7] Ahmad Latif Mahruf and Diniyati Kesuma Sari, "TEACHERS ' STRATEGIES IN TEACHING SPEAKING AT ENGLISH COURSES AS A FOREIGN LANGUAGE IN KAMPUNG INGGRIS" 3, no. 1 (2022): 41–50.
[8] Regina Mayang Sari, Agung Wicaksono, and Suhartono, "A Teacher's Teaching Strategies in Speaking Class at Language Center, Kampung Inggris, Pare," *Proceedings of UNNES-TEFLIN National Conference* 5 (n.d.).

Research conducted by Jauhar Helmi, Odysseus Nanda Giani, and Asep Saepuloh (2024) found that tutors applied strategies such as discussion, project-based learning, describing pictures, storytelling, role play, and drilling as the most dominant strategies to encourage student engagement in communicative speaking activities.[9] Another study by Jessica Fitri Sahira (2024) teachers used various strategies, including group speaking assignments, role play, two-way learning method, fun learning method, games, making learning engaging and enjoyable, focusing on communication, building a solid foundation, and adapting instruction to students' needs.[10] Another study by Novi Shaydatul Sabrina, Noor Eka Chandra, and Nasrullah (2020) also showed that tutors use drilling, group discussion, and monologue techniques to encourage student engagement in communicative speaking activities.[11] Although there have been many studies discussing speaking instruction at Kampung Inggris Pare, most of these studies remain general in nature and focus primarily on learning outcomes or widely used strategies, without delving deeply into how these strategies and activities are implemented in classroom practice. Furthermore, research specifically conducted at Mr. Language remains very limited, even though each institution has distinct characteristics, approaches, and learning dynamics. This situation indicates that there is still room for more specific and contextual studies. Therefore, this research is important to address this gap by examining in

[9] Odysseus Nanda Giani and Asep Saepuloh, "TUTOR ' S STRATEGIES IN TEACHING SPEAKING AT" 01, no. 02 (2024): 88–98.
[10] Sahira, Yunus, and Ismiatun, "TEACHERS' CHALLENGE AND STRATEGIES IN TEACHING SPEAKING IN KAMPUNG INGGRIS."
[11] Karang Indah et al., "The Techniques of Teaching Speaking in Intermediate Class at Kampung Inggris (' English Village ') at Argo Politan" 2, no. 2 (2020): 91–108.

greater depth the speaking teaching strategies and activities implemented by tutors, as well as how these strategies support student engagement and the development of speaking skills within a non-formal learning environment.

The strengths of Mr. Language are one of the main reasons this institution was chosen as the research site. Mr. Language is known as one of the language schools in Kampung Inggris Pare that specifically focuses on developing speaking skills through various communicative activities and intensive practice. According to Harmer, language learning becomes more effective when learners are provided with opportunities to use the target language actively in communicative situations.[12] This institution is able to create a learning environment that encourages the active use of English, both in the classroom and in daily interactions, so that students have more opportunities to improve their fluency and confidence in speaking. Additionally, the implemented learning program is designed to provide a continuous learning experience through students' active engagement in various speaking activities. However, despite being in a communicative environment, the teaching of speaking still faces challenges, such as differences in student ability, variations in participation levels, and the need for appropriate teaching strategies from tutors. Ur (1996) explains that teaching speaking often involves challenges such as learner inhibition, unequal participation, and limited language resources, which may influence students' willingness to communicate.[13] Therefore, Mr. Language

[12] Jeremey Harmer, *The Pratice of English Language Teahingg*, 4th ed. (Harlo, England: Pearson Longman, 2007).
[13] Ur, *A Course in Language*.

serves as a relevant and important context for further examination regarding how speaking learning strategies and activities are implemented in a non-formal setting.

Therefore, this study is conducted to identify the strategies used by tutors and to describe the activities conducted to support the teaching of speaking at Mr. Language Kampung Inggris Pare. It aims to provide a deeper understanding of speaking teaching practices in the context of non-formal education. The findings are expected to contribute to improving the quality of speaking instruction and to serve as a reference for tutors and future researchers.

B. Formulation of Research Questions

Based on the context of the study and the identified research gap, the following research questions are formulated to guide this study:

1. What strategies do the tutors apply in teaching speaking at Mr. Language Course?
2. What activities are conducted to support the teaching speaking at Mr. Language Course?

C. Objectives of The Research

1. To identify the strategies applied by the tutors in teaching speaking at Mr. Language Course

2. To describe the activities conducted to support the teaching speaking at Mr. Language Course

D. Significance of the Study

This study is expected to be useful and relevant both theoretically and practically in understanding the strategies and activities used in teaching speaking at mr. language kampung inggris. The findings of this study are expected to provide meaningful contributions and recommendation, including;

1. For lecturers, tutors, and English teachers, this study can provide insights into the speaking instruction strategies and activities applied in the learning process.
2. For researchers, this study can expand knowledge and research on speaking instruction, particularly in non-formal educational settings such as Kampung Inggris Pare.
3. For future researchers, this study can serve as a reference and source of information for further research related to teaching strategies, classroom activities, and speaking instruction.

E. Scope and limitation of the Study

The scope of this study is limited to examining the strategies used by tutors in teaching speaking at Mr. Language Course, Kampung Inggris Pare. This study focuses specifically on how tutors design, apply, and manage speaking activities during classroom instruction within a non-formal English learning environment. The participants of this study are the tutors who teach in the offline speaking program. The study also

observes the speaking classrooms to identify the types of teaching strategies implemented during the teaching learning process.

This study is limited to one English Course, namely Mr. Language at Kampung Inggris Pare, so the findings cannot be generalized to other English courses or formal educational institutions. The study also focuses solely on the instructional strategies used by tutors; therefore, it does not measure students' speaking improvement or learning outcomes quantitatively. In addition, this study only explores the strategies applied during teaching speaking and does not include other language skills such as listening, reading, or writing.

F. Definition of Key Terms

1. Speaking skill

   Speaking skill is the ability to speak that allows a person to convey messages clearly through spoken language.[14]

2. Teaching strategies

   Teaching strategies are defined as the methods, techniques, or planned actions used by teachers to deliver learning materials and facilitate students' understanding. [15]

[14] Parupalli Srivinas Rao, "The Importance of Speaking Skills In English Classroom," *Alford Council of International English & Literature Journal(ACIELJ)* 401, no. 2 (2019): 6–18.
[15] Aip Syaepul Uyun, "Teaching English Speaking Strategies" 6, no. 1 (2017): 14–23.

3. Teaching speaking

   Teaching speaking is a learning process to help students develop effective English speaking skills. [16]

4. Speaking activities

   Speaking activities are various forms of activities designed to give students the opportunity to practice speaking meaningfully, through interaction, negotiation of meaning, and use of language in real contexts.[17]

5. Mr. language course kampung inggris pare

   Mr. Language is an English Course institution located in Kampung Inggris Pare, Kediri, that focuses on developing students speaking skill.

[16] Heini-marja Pakula, "Teaching Speaking" 13 (2019): 95–111.
[17] Theodorus Sulon Suban, "TEACHING SPEAKING: ACTIVITIES TO PROMOTE SPEAKING SKILLS IN EFL CLASSROOMS," no. 1997 (2021).