

Chapter 1

Introduction

This chapter aims at presenting the background of the study, the research question, the objective of the study, the scope and limitation, the theoretical framework, the definition of key terms, the significance of the study, the assumption, and the thesis organization.

Background of the Study

Language is a means of communication and interaction between individuals and groups. It plays a central role for people's intellectual, social, and emotional development and a support for successful learning. Through language, people are able to convey their ideas and feelings and take part within the society. Language also enables someone else to understand what the speakers want to tell. Therefore, learning a language especially English is expected to help students to be able to use it as a means of communication. Communicating is understanding and expressing information, thought and feeling, and expanding science, technology and culture. In general, Richards and Renandya (2002:201) point out that a large number of language learners study English in order to develop proficiency in speaking.

Speaking English is an important skill in the process of language learning. The learners communicate through oral expression to gain much information effectively and efficiently. The teacher should be aware of the learners' speaking ability because it significantly influences the other learners' success in language learning. The ability to speak a foreign language becomes the most highly prized language skill. Many language learners regard speaking skill as the measure of knowing a language. It is supported by Nunan (1991:39) who states that mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Furthermore, Richards (2008:19) states the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Therefore, it can be said that speaking as a skill plays a significant role for the students who studied English especially as a foreign language.

According to Richards and Renandya (2002:204-205) EFL learners need explicit instruction in speaking which like any language skills generally has to be learned and practiced. However, in a practice, it is too often assumed that spoken language skills can be developed simply by assigning students

general topics to discuss or by getting them to talk on certain subjects. Evidently, not enough attention is given to the factors such as: age or maturational constraint and aural medium that inhibit or facilitate the production of spoken language.

Therefore, in order to provide guidance in developing competent speakers of English, the teachers should find out the technique of teaching English to the students.

Grauberg (1997:201) says that for many pupils the prime goal of learning a foreign language is to be able to speak it. Teaching should, therefore, help them to achieve that goal to the best of their ability. Yet the task is not easy because conditions in the classroom are very different from those in real life. There, speaking normally occurs in a domestic, social or occupational environment. Except for the fairly infrequent occasions of a talk or a lecture, only a small group of people, typically two, are involved. At times people speak to each other simply to demonstrate friendliness or sociability, but much the most frequent case is that one person has a reason to address the other: to request information or service, share experience and suggest action.

As we know, these learners define fluency as the ability to converse with others, much more than the ability to read, write, listen and comprehend oral language. They regard

speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. The highest teachers' aim is making their students able to communicate and convey information effectively in spoken English. Besides, the teachers should create active learning condition and develop their techniques. Related with the second/foreign language learning, it is very important to teach and to learn speaking, because oral speech is commonly used in communication and more effective than the other language skills.

Talking about English course in Bangkalan, there are some English courses called non formal education/institutions which focus on teaching English, such as: Hidayatullah English Course (HEC), Blue English Course (BEC), First Course etc. As far as the researcher knows, the purposes of the institution establishment are different. It helps students from elementary school until high school in learning English. There is also an English course that makes students able to speak English well until they can easily get a job in a foreign country, for example as a seaman/sailor.

Based on the researcher's preliminary observation, First Course is one of the English course institutions which is unique and has strength to make their graduates able to speak English

well until they can get a job in a foreign country quickly.

“Unique”, in this case, means that the students learn English in a boarding course (Pondok). It is a private course, in this case, English course which provides and serves teaching-learning process and also accommodates the students/learners to stay, learn and interact in English that takes place at non-formal education. It is generally intended for those who study especially English where the students come from different or the same regions, different educational background to learn English together. They learn what they will actually need to prepare their future.

While “the strength” of First Course institution, based on the field survey, right now, is that the total of students is about 450 students; it is lessened by some students who are joining the job training in the hotels in Surabaya and Bali. Every month, there are around 30-50 students who register to First Course boarding course. With the total number of students who register to learn English every month until the total number of students who stay in the First Course boarding course, this case shows that the enthusiasm of society gives a trust to First Course Institution to give education to their sons especially in learning English. Besides, First Course becomes a

suitable and quality place for the students to build good characters.

Bangkalan society, especially from sub-district area to the village fulfills their life by working on the ship (being a seaman/sailor). They have a sight that working as a seaman can improve their life besides to be a farmer. They decide to learn English to fulfill their dream to become a seaman. One of the English courses that can fulfill their future is First Course Institution. It not only builds the students to speak English but also helps the students to get a job as seamen. Based on the survey, especially the interview with the owner of First Course, in fact, this institution has a co-operation with some hotels and shipping companies. The co-operation with the hotels aims to give a chance for the students to get a job training program as waiter, house keeper, chef, etc. While the co-operation with the shipping companies aim to give a job field for the students especially that have fulfilled the criteria given by the company.

Moreover, First Course has an annual program that is English study tour to Bali. In this program, the students are asked to know some tourism objects in Bali. And they have a chance to practice their English with tourists or native speakers from different countries. The purpose of this program is to give

spirit and motivate the students to learn and practice their English.

Due to the uniqueness and strength, the researcher is interested to conduct a study on the teaching of English speaking skill. This study is entitled as the teaching of English speaking skill at First Course. The First Course institution is trusted by people even though so many English course institutions come up. Yet, First Course can stand and continue the success to develop its business in the education field.

Research Question

Based on the background explained above, the major research question of the study is:

How is the process of the teaching of English speaking skill at First Course?

The sub research questions are:

1. How is the preparation of the teaching of English speaking skill at First Course?
2. How is the implementation of the preparation on the teaching of English speaking skill at First Course?

Objective of the Study

In line with the research question, the objective of the study is to describe the process of the teaching of English speaking skill at First Course. More specifically, this study is directed to describe how the preparation of the teaching of English speaking skill at First Course is and how the implementation of the preparation on the teaching of English speaking skill at First Course is.

Scope and Limitation

This study is concerned with the teaching of English speaking skill at First Course (boarding course). Therefore, this study which is intended to describe the preparation and the implementation of the preparation on the teaching of English speaking skill at First Course which is classified as a descriptive study.

The study was conducted at First Course in Bangkalan, Madura. It was chosen as the setting of the study for the reason that the researcher intended to describe the preparation of the teaching of English speaking skill and the implementation of the preparation on the teaching of English speaking skill which can produce students successful to speak English well.

Theoretical Framework

Generally, improving speaking ability is a process of how to advance the students' speaking skill. Many EFL learners view speaking ability as a benchmark of the success in English as foreign language learning. They regard speaking as the most important skill they can acquire, and judge their progress in terms of their accomplishments in spoken communication. So, how to best approach the teaching of speaking skills has long been the focus of the English teachers' concerns. Richards (2013: 5) mentions three curriculum approaches in language teaching: Forward, Central, and backward design. The development and implementation of language teaching programs can be approached in several different ways, each of which has different implications for curriculum design. Each differs with respect to when issues related to input, process, and outcomes are addressed.

Related to the theories above, the researcher connected them to support the teaching of English speaking skill at non-formal education. Coombs and Ahmed (1974) in Rogers (2005:78) defines "non-formal education...as any organized, systematic, educational activity carried out outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as

well as children”. Furthermore, Law no. 20/2003 on the national Education System explains that non-formal education is a stream of education that is organized by community groups and is structured but not always phased.

The theories above were used by the researcher to support the investigation of the teaching of English speaking skill at First Course.

Definition of Key Terms

To avoid misunderstanding and misinterpretation of the content of the study, the researcher defines key terms as follows:

- **Teaching** is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007:8).
- **Speaking skill** is an oral interaction which is conventional ways of speaking information, expressing ideas and thought in mind (Nunan, 1991:40).
- **Boarding course** is a private course, in this case, English course which provides and serves teaching-learning process and also accommodates the learners to

stay, learn and interact in English that takes place at non-formal education.

- **First Course** is the name of an English course institution located in Bangkalan, Madura where the students/learners can learn English and stay in the boarding course.
- **Teaching Process** is a series of actions which is conducted by the teacher/instructor in delivering teaching process to achieve the learning objectives from the beginning until the end of activity.
- **Teaching Preparation** is an action which is conducted by the teacher/instructor to prepare for lesson plan, material, media, techniques, assessment, evaluation and assignment before teaching.
- **Implementation** is an execution of teaching preparation which is conducted by the teacher/instructor.
- **Case** is a bounded system comprised of an individual, institution, or entity and site and context in which social action takes place, the boundaries of which may not be clear and are determined by the scope of the researcher's interest (Heigham and Croker (2009:69)).

Significance of the Study

This study has practical and theoretical contributions. The aim of this study is to describe the process of the teaching of English speaking skill at First Course to produce students who can successfully to speak English well.

Practically, the data and information obtained from this research results are expected to provide useful contributions for students, English instructor and future researcher. The result of the research is then expected to be a basis to select the right techniques in teaching speaking so as to help the students become more active in their speaking ability.

Theoretically, the result of this study provides additional insights concerning the teaching of English speaking skill and its implementation at First Course.

Assumption

This study is based on the following assumptions:

1. English speaking skill can be taught nonformally at an English course, in this context of learning, at First Course
2. The process of teaching English speaking skill at First Course is observable.

Thesis Organization

The writer arranges the research project into five chapters. Chapter One is introduction; it presents the background of the study, research question, the objective of the study, the scope and limitation, the theoretical framework, the definition of key terms, the significance of the study, the assumption, and the thesis organization.

Chapter Two is review of related literature. This chapter is divided into two parts. The first is review of related theories; it presents the nature of speaking, the teaching speaking, and the teaching speaking at non formal education. The second part is concerned with the review of previous research.

Chapter Three presents the research method. This chapter contains six sections. They are; the research design, the case, the research data, the data collection procedure, the data analysis procedure, and triangulation.

Chapter Four presents the research result and its discussion. As the title suggests, the chapters contain two sections; they are the research findings and discussion of the findings.

Chapter Five is conclusion and suggestion. It presents conclusion and suggestions based on the research findings.

