

CHAPTER I

INTRODUCTION

A. Background of Study

At the present time of dominant globalization, English represents the language of science and education. It is the global mean of communication, intellectual encounter and cultural understanding.¹ According to Crystal English language has now become world's language for research, publication, business and commerce.² The international language of the world is English, from all over the world many people learn this language to communicate with people from different countries. If you want to have good communication, people must master vocabulary, grammar and correct pronunciation, so the communication can be understood by others.

In Indonesia, English is the foreign language. According to Mistar to equip Indonesians with an ability to communicate at the international level, English is the first foreign language officially taught to students

¹ Aljaser A M, "The Effectiveness of E-Learning Environment in Developing Academic Achievement and the Attitude to Learn English among Primary Students," Turkish Online Journal of Distance Education 20, no. 2 (2019): 176–194.

² Crystal D, English as a Global Language, 2nd ed. (Cambridge University Press, 1997).

from to junior secondary school.³ According to Mappiasse and Sihes English was considered as a good medium of communication. In addition to be adopted as a language of instruction in higher education institutions, it is also believed to improve social status. English as a whole is considered a standard medium of communication all over the world, and Indonesia cannot be left out. In one way or another, teaching and learning English has long been considered an integral part of the Indonesian education system.⁴ The success of language learning is measured by the ability to carry out conversations in the target language. However, students can improve their ability in addition to carrying out conversations, having good speaking performance is also needed in order to get maximum results.

Speaking is the main role in learning English, it is necessary to develop effective and suitable strategies during teaching and learning activities. During learning and teaching speaking process the students should get the opportunity to practice English. It is the opportunity for students to communicate with others. Most students choose courses or institutions to increase their knowledge. Therefore, its existence is

³ Mistar J, Teaching English as a Foreign Language (TEFL) in Indonesia. Teaching English to the World: History, Curriculum, and Practice., ed. Geroge Braine (New York, London: Routledge, 2005).

⁴ Mappiasse S S, and Bin Sihes A J, "Evaluation of English as a Foreign Language and Its Curriculum in Indonesia: A Review," English Language Teaching 7, no. 10 (2014): 113–122.

naturally in many cities and many students feel needed to increase their study time. Courses show that society needs courses. One of them is English courses, according to Dewi English course is a helpful place to students to master English more easily. Students can choose what English course they need.⁵ Every English course offers a variety of advantages for the reason many students are interested in joining that course. Some of them usually offer some programs, such as; Speaking, vocabulary, grammar, pronunciation, etc.

English courses are now in great demand by students, especially at Kampung Inggris Pare. Kampung Inggris Pare (KIP), Kediri, Indonesia is one of the recommended places to study English in Indonesia as it provides a model of effective learning environment for learning English. According to Malik, C., Mahmud, M., Anshari, A., and Salija, K., in 2018 KIP's Kediri has over 100 English courses for students or parents to choose. Some of them are *ELLA*, *BEC*, *Interpiece*, *EECC*, *HEC I*, *Elfast*, *Daffodils*, *Mahesa*, *Kresna*, *Global English*, *Marvelous*, *Peace and Mr. Bob*, etc.⁶ And also there are many speaking English teachers in KIP, some of them from ELLA (English Learning Area) they are, Mr. Gustav,

⁵ Dewi F R, "Developing Materials Of English For Basic Communication For Students Of Effective English Conversation Course Pare Kediri," *INOVATIF: Jurnal Penelitian Pendidikan, Agama dan Kebudayaan* 4, no. 2 (2018): 127–143, <http://jurnal.iaih.ac.id/index.php/inovatif/article/view/81>.

⁶ Malik C, Mahmud M, Anshari, Salija K. "EFL Teachers ' Strategies in Teaching English at Kampung Inggris Pare , Kediri , Indonesia," *Asian EFL Journal* 27, no. 3 (2020): 168.

Mr. Jefri, Mr. Dhani, Mr. Ulil, Mr. Kholil, Mr. Arif, Ms. Icha, and Ms. Novi who expert in teaching speaking skill.

Teachers must be creative in managing speaking teaching strategies. Being “creative” in this context means that the teachers must be able to select the appropriate communicative strategies or tasks based on the students’ needs. Learning English more efficiency learn at course, The students will get actual practice during in the class. So, they will focus to upgrade their speaking and pronunciation without afraid of making mistake. The strategies at Kampung Inggris Pare use very helpful for students, especially in enhance speaking skill. The teaching strategy used by the teacher is very effective for teaching speaking class. According to Nurhayati, Hendrawaty, N, and Angkarini, T., every English courses have some rules which have to be obeyed by the learners, and the English courses also have some techniques which make the learners are eager to use their English skills.⁷ The students who study English in Pare is a group of people who have the same ideas to learn English with specific purposes. One alternative way to improve speaking skill is to join an English Course in Pare East Java “Kampung Inggris”. This place is chosen because of some reasons such as that the students believe that this place is a good community to maintain their English

⁷ Nurhayati, Hendrawati N, Angkarini T “The Acquisition of English As a Foreign Language in Pare East Java (Kampung Inggris),” *Deiksis* 5, no. 2 (2013): 81–88.

since one factor that supports studying English is the environment.⁸ It means that they will have many friends to practice their English and they do not need to be worried about rejection from friends.

In this case, the researcher designed “Teaching Spoken Language Strategy at ELLA (English Learning Area) in Kampung Inggris Pare” (A Descriptive Qualitative Research at ELLA (English Learning Area) in Kampung Inggris Pare). The researcher will describe speaking teaching strategy and students' speaking performance. The researcher will take English Class 1 program as the object of this research in which this program is oriented towards students' mental development to dare to speak English because this program is for beginners. The process of teaching speaking taught by the teachers have many strategies used which are fun, relax, and motivate for students. Students feel comfortable when they are practicing their English, so students in this program are required to be brave and confident in speaking English. In this program, students are allowed to speak in Indonesia and English (Mixed two languages) for communication in everyday life both in class and in the camp area. English Class 1 program is focusing on vocabulary, speaking, and basic grammar, which is taken one month at ELLA (English Learning Area). ELLA (English Learning Area) has been established since 2012, ELLA

⁸ Mahruf A L, Sari D K. “Teachers’ Strategies in Teaching Speaking at English Courses as a Foreign Language in Kampung Inggris,” SAGA: Journal of English Language Teaching and Applied Linguistics 3, no. 1 (2022): 41–50.

has learning programs that are packaged in full day speaking, it helps students become proficient and fluent in English. Kampung Inggris Pare Kediri, Indonesia is one of the advocated locations for studying English in Indonesia because it gives a version for powerful learning surroundings in learning English. The dominant programs supplied at KIP, Kediri are four English-language ability mentoring, TOEFL, IELTS, and TOEIC specially for speaking skill and speaking internship program.

From explanation above, the researcher wants to take research at ELLA (English Learning Area) Pare. The reason of choosing ELLA (English Learning Area) is because wants to analyze the strategies of teaching speaking to support students in the learning speaking process and student's speaking performance. Therefore, this study focused on speaking skill with the title *“Teaching Spoken Language Strategy at ELLA (English Learning Area) in Kampung Inggris Pare (A Descriptive Qualitative Research at ELLA (English Learning Area) in Kampung Inggris Pare)”*

B. Identification of Problems

Based on the explanation of the background study above, the identification of problems are following below:

1. The teachers must be creative in managing speaking teaching strategy.

2. The students less get opportunity to practice speaking, so that students less confident in speaking performance.
3. The students need supportive environment during speaking learning process.

C. Scopes and Limitations of The Research

The problem to be discussed is not too broad. The researcher will analyze the teaching strategy and students' performance in speaking. The scope of speaking lesson in this case is English Class 1 at ELLA (English Learning Area) to building up speaking skill, increase vocabulary, and learn basic grammar for speaking. So that students are having good confident and also ready to face the digital era where English is an important language. Especially speaking to have good communication.

D. Research Question

Based on the problem background above, the problem can be identified as follow:

1. What are the teachers' strategies in teaching speaking at ELLA (English Learning Area) in Kampung Inggris Pare?
2. How is students' speaking performance at ELLA (English Learning Area) in Kampung Inggris Pare?

E. Objectives of Study

Based on the problem mentioned above, the objectives that wants to be achieved by the researcher in this study are:

1. To analyze the teachers' strategy in teaching speaking at ELLA (English Learning Area) in Kampung Inggris Pare.
2. To investigate students' speaking performance at ELLA (English Learning Area) in Kampung Inggris Pare.

F. Significance of Study

The results of this study are expected to be useful for teaching and learning process, especially for strategies in teaching speaking, and also this research is expected to be useful theoretically and practically:

1. Theoretically, the result of this research is useful for English teachers and tutors, English course policy maker, and the other researchers:
 - a. The English tutors or teachers can get valuable information about the various strategies in teaching English speaking then choose of them based on their preferences. This information would enrich their references to make another innovation in their schools and also reference for English tutors or teachers to pay more attention on teaching and learning English speaking.
 - b. It will help course or school policy makers to find out what teaching and learning strategies a learner need, to identify a gap

between students are able to do and what students need, and to collect information about particular problems that happen in teaching and learning process. So, they can get useful information to increase school quality.

- c. The other researchers can use it as a comparison with other studies in educational research. This research should make a scientific contribution to the various teaching strategies of speaking skill.
2. Practically, the result of this research is useful for English teachers and tutor, and the other researchers:
 - a. The English tutors or teachers can use this information to improve their teaching strategies in this 5.0 era. Tutors or teachers can create or find another technique or activity that will improve student's speaking skill.
 - b. Based on the data of related to teaching strategy of speaking skill, the appropriate teaching strategies help course or school policy makers to determine and develop a course or program as additional or supporting material related on teaching and learning English in the course or school.
 - c. The other researchers can use the information to do further research about aspects that might contribute of speaking skill. In

addition, they can implement appropriate research method to conduct related study.

G. Previous Study

Before writing this research, the researcher also found several previous studies related to improving the quality of this research, some previous studies can be explained as follows:

The First research was conducted by Marleni (2020), “*The Strategies in Teaching Speaking at University of PGRI Palembang*”. The research question “How is the teachers’ strategies in teaching speaking skill in second semester of English department of University of PGRI Palembang?”. The objective from this research “to investigate strategies in teaching speaking skill in second semester of English department of University of PGRI Palembang”. The research methodology is descriptive qualitative research. From data collection technique, the research used are observation, and questionnaire. The result of this research, revealed four strategies employed by the lecturer in teaching speaking skill: show-and-tell, presentation, drama making, and question and answer. Show-and-tell and presentation strategy are two types of performance talk which were used more often by the lecturer than the two other strategies. It means the two strategies were used more often by the teacher can motivate students to learn English and facilitate them to speak

English.⁹ From this study, there are similarities in the research that will be carried out by researcher, namely focusing on speaking teaching strategy, and qualitative method. But there were differences, that from regular class, speaking performance, and also using interview and analyze data using triangulation. This research will be focused research about speaking teaching strategy and student's speaking performance.

The Second research was conducted by Ahmad Latif Mahruf (2019), "*The Teaching of Speaking at Mr Pepsi English Course in Kampung Inggris Pare Kediri*". The research question "What is the teaching strategy to teach speaking skill? and what is the assessment to assess speaking skill?". The objective from this research "to investigate the planning, teaching strategies, and assessment activity in teaching speaking". The research methodology is qualitative research. From data collection technique, the research used are observation, interview, and documentation. The result of this research, teacher planned the teaching activities by designing a lesson plan, strategies, and assessment for speaking skill. It means that Mr. Pepsi English Course applied variety assessment strategies for speaking skill and also supported by clear

⁹ Marleni, "The Strategies in Teaching Speaking at UNIVERSITY of PGRI," *English Community Journal* 3, no. 2 (2019): 359–67, <http://jurnal.um-palembang.ac.id/englishcommunity/index>.

scoring rubric.¹⁰ From this study, there are similarities in the research that will be carried out by researcher, namely focusing on teacher planning, teaching, and strategy, and qualitative method. But there were differences, that from regular class, speaking performance, and also use questionnaire and analyze data using triangulation. This research will be focused research about speaking teaching strategy and student's speaking performance.

The Third research was conducted by Tifani Anis Saliha (2017), "*Teacher's Strategies in Teaching Speaking at The Daffodils*". The research question "How is the teacher's strategy for teaching speaking at The Daffodils?". The objective from this research "to found teacher's strategies used in teaching speaking and the areas of speaking knowledge". The research methodology is qualitative research. From data collection technique, the research used are observation, and interview. The result of this research is not only recognizing script, using minimal responses, and using language to talk about language. But there was drilling that found in teacher's strategies in teaching strategies. It means that the strategies had the priority to make students speaking a lot and make them participated by their responses or even just minimal

¹⁰ Mahruf A L, "The Teaching of Speaking English At 'Mr Pepsi English Course,'" *Jurnal Universitas Islam Malang* 8, no. 2 (2019).

responses.¹¹ From this study, there are similarities in the research that will be carried out by researcher, namely focusing on teacher strategy in speaking and the facility, and qualitative method. But there were differences, that from regular class, speaking performance, and also use questionnaire and analyze data using triangulation. This research will be focused research about speaking teaching strategy and student's speaking performance.

H. The Organization of Writing

In this study, the researcher organized this paper as follows:

Chapter I is Introduction. This chapter consists of the background of study, identification of problem, scopes and limitations of the research, research question, objectives of study, significances of the study, previous study, and organization of writing.

Chapter II is Theoretical Framework. This chapter consists of the theorist from some experts we have conducted the research to this research.

Chapter III is Research Methodology. This chapter consists of methodology of the research which includes of research method, instrument, method of collecting data, method of data verification, and method of data analysis.

¹¹ Saliha T F, "Teacher's Strategies In Teaching Speaking At The Daffodils (Case Study Research at Kampong Inggris Pare)," *Simki-Pedagogia* 01, no. 09 (2017).

Chapter IV is Finding and Discussion. This chapter consists of description of the data and discussion of finding.

Chapter V is Conclusion and Suggestion. This chapter presents the conclusions of the overall content of the research and suggestions given by the researcher to the readers.