

CHAPTER I

INTRODUCTION

A. Background of the Study

In daily life, often pursue activities which involve other people. During such activities communicate by using oral language or speaking that makes possible to convey the message, information and expectation to other people. The writer assumes that speaking is essential thing in daily life because it has many advantages such as building social interaction, reducing misunderstanding and sharing information. To speak of course needs a language that will be used, for the occurrence of communication in the community, and the language used internationally is English.

Because Language is a tool for communication with others. Especially English, it has an important influence in the education section. English is the most widely spoken language in the world. This is show that English is very important to be learned by students for international communication.

According to an expert on English teacher named Imam Khanafi in a writing saying “still many people fail to find an easy way to learn

English because they make the English language as a science”. Whereas English and other foreign languages is not the same with other subjects such as math, biology, geography, economics, and others. English and other foreign language is a set of skills, if you want to master the skill tool usually is practice, practice, and practice until we become proficient.¹ So if they have made the English language and other foreign language are not as science rather as a skill so they will find an easy way to learn English.

Students can practice language with speaking, because speaking is an Activity which follow almost all parts of body. Speaking or oral communication activity is an individual activity in trying to convey the message orally to others or community, which is called as audience. It means that without speaking in communication, someone will not get anything.

Students must perform activities to speak in the classroom to develop the ability to speak. Students must learn to use English when discussing, conversation so that language skills can be increased. As well as in everyday conversation in the classroom, talk to using the

¹ Moses Adesan Mihaballo, Heru Susanto, Sriyana, *The Miracle Of Language*, (Jakarta: Elex Media Komputindo, 2012), 19

English language. They can command many vocabulary when do conversation. They do practice to learn the language and speak.

From a communicative, pragmatic view of the language classroom, listening and speaking skill are closely intertwined. More often than not, ESL curricula that treat oral communication skills will simply be labelled as “Listening/Speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. In the classroom , even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often followed or preceded by various forms of oral production on the part of students.²

Listening and speaking is a direct two-way communication activity and a face to face communication. So when teaching and learning activities in class activities is very important. Especially in speaking, after listening to students can learn the utterance of the listening. Improving listening skills means helping to improve one's speaking quality.

In language use situations, when people speak, it is not the case that they simply open their mouths and speak the words and sentences.

² H. Douglas Brown, *Teaching by Principle An, An Interactive approach to Language Pedagogy* (San Francisco: Longman, 2001) Second Edition, 267

When people speak, they are doing so in a cultural context, they are speaking to another person or persons, (perhaps friend, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needs completing. Children use oral language either in conversations or in extended talk (Cameron, 2001).³ Oral skills have not always figured so centrally in second and foreign language pedagogy. In classes that utilize comprehension-based approaches to language teaching, listening skills are stressed before speaking, if speaking is stressed of all. But with the advent of the theory of communicative competence (Hymes 1972) and the practice of communicative language teaching, the teaching of oral communication skills as a contextualized sociocultural activity has become the focal point in many ESL classrooms.⁴

To make communication, the students must to command the language, therefore the student in class learn speaking as the important way to make communication especially in English. There are components of language skill, those are: Listening, Reading, Speaking

³ Penny McKay, *Assessing Young Language Learning* (New York: Cambridge, 2006), 179

⁴ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*. Third edition, (USA: Heinle & Heinle, 2001), 103

and Writing. Of all the four skill (Listening, Reading, Speaking and Writing) speaking seem intuitively the most important skill ; people who know the language are refers to as ‘speaker’ of that language, as if speaking included all other kind of knowing ; and many if not most foreign language learners are primarily interested in learning to speak.

There are many ways to promote oral skills in the ESL/EFL classroom. The discussion below centers on the major types of speaking activities that can be implemented: discussions, speeches, role plays, conversations, audiotaped oral dialogue journals, another accuracy-based activities.⁵ So many classroom activities can develop students in their speaking skills. If they often use English in their class activities, then they can improve their vocabulary and speaking ability.

Therefore, the importance of language to communicate with each other, a student of English at the highlight to use his speaking ability in class activities in order to increase their speaking skill. The researcher want to know, what is classroom activities can help students to make it easier to improve their speaking skill.

From the observation, most of English Department students are less in using English for classroom activities. In classroom activities,

⁵ Celce-Murcia, *Teaching English as a Second or Foreign Language*, 106

how often they use English language and many classroom activities which they use to study English language especially in speaking. Reason students use English language when study because some difficulties. The researcher will do the research on English Education Department students in UIN Sultan Maulana Hasanuddin Banten. Because the researcher want to know classroom activities in speaking which they often use and which activities make it easier for them to improve their speaking skill. The researcher state the tittle of this research is ***EXPLORING STUDENTS' CLASSROOM ACTIVITIES IN SPEAKING SUBJECT*** (A case study English Education Department Students in UIN Sultan Maulana Hasanuddin Banten academic year 2017).

B. The Identification of the Problem

Based on the description previous part, there are some problems that can be identified as follows:

1. Students have the difficulties of classroom activities in speaking subject
2. Students are lack of English vocabularies.
3. Students feel less confidence to speak English
4. Difficulties to speak English

5. No idea

C. The Limitation of the Problem

From the identification of the problems above, the writer will limited the problem as follows :

1. The writer will be focused in classroom activities is used in speaking Subject
2. The writer will research difficulties of speaking in classroom activities

D. The Statements of the Study

The problem of this research of formulated as follows:

1. What kinds of classroom activities used by the students in the class ?
2. What students' difficulties in speaking ?
3. What motivation that the students have in learning English ?

E. The Aims of The Study

The purposes of the study are :

1. To know the kinds of classroom activities that students use.
2. To Know students' difficulties in speaking
3. To know the motivation that the students have in learning English.

F. The Importance Of the Research

1. For Research

It can be used to improve student's speaking skill in classroom activities to easy in learning.

2. For Students

This research is very important for students. This research is expected to improve their speaking skill in classroom activities.

3. For Teacher

The important from this research to the teacher is can give the new knowledge. It is important for the teacher to know what is classroom activities is used students to make it easier improve their speaking skill.

4. The Further Researcher

This study is expected to give new knowledge and experience to the further researcher to do the better research of study cases.

G. Clarification of the Terms

This paper is divided into five chapters:

CHAPTER I : INTRODUCTION in which the writer explains background of the study, identification of problem, Limitation of the

Problem, Problem of the study, the aims of the study, and the importance of the research, Clarification of the Terms.

CHAPTER II : THEORETICAL REVIEW that consist of, the review such as meaning of speaking, speaking skill, Classroom Activities, and motivation.

CHAPTER III : METHODOLOGY OF THE RESEARCH, this chapter contains Research method, Place of Research, The Subject of Research, Technique of Data Collection, The Technique of Data Analysis.

CHAPTER IV : RESEARCH FINDING AND DISCUSSION the writer describes the result of the research after analysing the data with interview. This chapter explains about the describe result of the research and interview.

CHAPTER V : CLOSING the writer gives the conclusion and suggestion for the next research.