

# CHAPTER I

## INTRODUCTION

### A. Background of Study

The English language is one of the most important aspects of communication and serves as a tool for interaction between nations worldwide. It is a significant international language that relates to various facets of human life. In some countries, English is considered a foreign language and is taught formally from elementary school through to university admission.<sup>1</sup> It is essential to master four skills in English: speaking, listening, reading, and writing.

Speaking is one of the essential skills in language learning, particularly in English as an international language.<sup>2</sup> Mastery of speaking serves as a key indicator of students' ability to use the language actively and communicate effectively. Nevertheless, many students encounter various challenges in enhancing their speaking skills. These challenges include a lack of confidence, limited vocabulary, inaccurate pronunciation, and insufficient opportunities to practice speaking in appropriate contexts.

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<sup>1</sup> Aminurhammi Simanjuntak, "Improving the Students' Speaking Skill through Problem Based Learning (PBL) at VIII Grade of MTs Zia Salsabila Bandar Setia" (UIN Sumatera Utara Medan, 2020).

<sup>2</sup> Hilma Safitri, Zainal Rafli, and Ratna Dewanti, "Improving Students' Speaking Skills through Task-Based Learning: An Action Research at the English Departmen," *International Journal of Multicultural and Multireligious Understanding* 7, no. 6 (2020): 88–99.

In addition, many students perceive learning English as unengaging. This perception often arises from teacher-centered instructional approaches, which position students primarily as passive listeners, thereby reducing their active participation and interest. Speaking is seen as the most basic form of human communication and has a high level of efficiency.<sup>3</sup> Through speaking, individuals convey ideas, emotions, and thoughts, as well as exchange information with others. It also serves functional purposes such as giving instructions, completing tasks, describing people or objects, expressing complaints, making requests, and providing services.

Improving students' English proficiency presents a considerable challenge, particularly in the context of Indonesia. As English functions as a foreign language that is not commonly used in everyday interactions, students often face difficulties in comprehending and applying it effectively. Consequently, it becomes essential for English learners to engage in authentic communication environments, enabling them to practice expressing their own thoughts and viewpoints. This process supports the development of both fluency and accuracy in spoken English, which are crucial components for effective communication in a foreign language.

According to Richards (2008), speaking is sometimes seen as the most difficult skill in EFL environments since it necessitates real-time language

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<sup>3</sup> Rajitha K and Dr. C.Alamelu, "A Study of Factors Affecting and Causing Speaking Anxiety," *Procedia Computer Science* (2020): 1054.

processing.<sup>4</sup> Similarly, Brown (2004) states that effective speaking training should encourage accuracy and fluency through meaningful interaction.<sup>5</sup> Therefore, integrating the ICARE model can foster student-centered, reflective, and experiential learning that addresses these challenges.

Based on the researcher's preliminary observation, students tend to show low interest in speaking activities during class. It appears that they still encounter various challenges in expressing themselves in English, such as limited courage, low self-confidence, and insufficient ability to construct sentences. Moreover, students also experience difficulties related to motivation and concentration when engaging in oral communication. An analysis of students' speaking test results, which reveal significant weaknesses, further supports these classroom observations. Based on the collected data, the average speaking score of students is only 56,4 out of 100, far below the passing standard set at 75. To address these issues, the researcher conducts classroom action research by applying the ICARE learning model. The ICARE learning model comprises five essential components that support effective learning experiences for children, adolescents, and adults: Introduction, Connection, Application, Reflection, and Extension.<sup>6</sup> This model encourages a shift from passive to active and creative learning, and from teacher-centered to

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<sup>4</sup> Jack C. Richards, "Teaching Listening and Speaking: From Theory to Practice" (2008).

<sup>5</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Longman, 2004).

<sup>6</sup> Khoirul Abdan, *Pengaruh Model ICARE (Introduction, Connect, Apply, Reflect, Extend) Terhadap Keterampilan Berfikir Kritis Siswa Pada Materu Suhu Dan Kalor, Skripsi* (Jakarta: UIN Syarif Hidayatullah, 2020).

student-centered approaches, through structured stages that include introducing, connecting, practicing, reflecting, and evaluating.

Some previous studies show the success of learning models in improving students' abilities, but do not highlight the use of ICARE in learning speaking. Saputri et al. (2022) focus on critical thinking and collaboration skills in science, not English.<sup>7</sup> Meanwhile, Sukma (2023)<sup>8</sup> and Simanjuntak (2020)<sup>9</sup> use other methods, such as Guided Conversation and Problem-Based Learning, to improve speaking skills without involving the ICARE stages. There is also no research that applies ICARE to speaking learning at the junior high school level, grade VIII. Therefore, using the Classroom Action Research method, this study aims to fill the gap by applying ICARE to improve students' speaking skills. In line with the above considerations, the research study is entitled “Implementing ICARE (Introduction, Connection, Application, Reflection, Extension) Learning Model to Improve Students’ Speaking Skills (A Classroom Action Research at Eighth Grade of MTs Attaqwa Kota Tangerang)”, which aims to examine the effectiveness of the ICARE model in enhancing students’ speaking abilities.

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<sup>7</sup> Mawarni Saputri, Elisa Elisa, and Siska Nurlianti, “Effectiveness of ICARE Learning Model in Improving Students’ Critical Thinking Skills and Collaboration Skills,” *Jurnal Penelitian Pendidikan IPA* 8, no. 3 (2022): 1128–1134.

<sup>8</sup> Adinda Lembayung Sukma, “Improving Students’ Speaking Skill through Guided Conversation Method For the Students of SMK Insan Cendikia Bandar Mataram” (IAIN Metro, 2023).

<sup>9</sup> Aminurhammi Simanjuntak, “Improving the Students’ Speaking Skill through Problem Based Learning (PBL) at VIII Grade of MTs Zia Salsabila Bandar Setia.” (UIN Sumatera Utara Medan, 2020).

## **B. The Identification of the Problem**

Based on the problem described above, researchers have found several problems, such as:

1. Students have difficulty maintaining fluency and accuracy in speaking English.
2. Students often feel anxious and lack confidence during oral communication.
3. Teachers tend to use traditional, teacher-centered methods that limit student interaction.

## **C. Scope and Limitation of Problem**

The main problem described in the research background is the main emphasis of the researcher in this study. Focusing on improving students' speaking skills, this study examines how students speak more fluently and confidently through applying the ICARE learning model. This research observes the implementation of the ICARE model in the learning process, the opinions of teachers and grade 8 students at Mts Attaqwa Kota Tangerang, as well as the challenges or obstacles they face during its implementation.

## **D. Formulation of the Study**

Based on the statement in the background, the formulation is as follows:

1. What are the students' speaking skills levels before implementing the ICARE learning model at MTs Attaqwa Kota Tangerang?
2. How is the ICARE learning model implemented in teaching speaking at MTs Attaqwa Kota Tangerang?
3. To what extent does the ICARE learning model improve students' speaking skills at MTs Attaqwa Kota Tangerang?

#### **E. The Objectives of the Study**

Based on the problem formulation above, this research has the following objectives:

1. To investigate the students' speaking skills at MTs Attaqwa Kota Tangerang.
2. To observe the implementation of teaching speaking by using the ICARE learning model at MTs Attaqwa Kota Tangerang.
3. To assess the use of the ICARE learning model to improve students' speaking skills of eighth-grade students of MTs Attaqwa Kota Tangerang.

#### **F. Significance of the Study**

##### **a. For the Teacher**

This research provides insights into how the ICARE learning model can be applied to improve students' speaking skills in the classroom. This research is a practical guide for teachers to use interactive and student-centered approaches to improve their English teaching outcomes.

## 2. For Students

This study aims to improve students' confidence and English-speaking ability by integrating the ICARE model. The research emphasizes the benefits of students' active participation, learning structure, and reflective practice in overcoming communication barriers.

## 3. For Researchers

This study will be a reference for other researchers who want to research the use of the ICARE learning model, particularly in improving students' speaking skills. In addition, this research opens up opportunities to study how the ICARE model can be applied to other aspects of language learning, such as reading, writing, and listening.

## **G. Writing Organization**

The organization of this thesis research is divided into 5 (five) chapters of discussion, namely:

CHAPTER I Introduction, including Background of the Study, The Identification of the Problem, Scope and Limitation of Problem, Formulation of the Study, The Objective of the Study, Significance of the Study, and Writing Organization.

CHAPTER II Theoretical Framework, Including Definition of Speaking, Aspects of Speaking, Teaching Speaking, Definition of ICARE Learning Model, Application of ICARE Learning Model, Advantages of

ICARE Learning Model, Disadvantages of ICARE Learning Model, Teaching Speaking by ICARE Learning Model and Previous Study.

CHAPTER III Research Methodology, including Research Design, Location of the Research, Participant, Instrument, Data Collection Technique, Data Analysis Technique and Indicator of Success.

CHAPTER IV Research Results and Discussion, including Description of Data, The Pre-Cycle Result, The Implementation of the Action, Post-Implementation of the Action and Discussion.

CHAPTER V Closing, including Conclusion and Suggestions.