CHAPTER I

INTRODUCTION

This chapter will discuss; background of the study, statement of problems, purpose of the study, significance of the study, scope and limitation of the study, and some related key terms.

1.1. Background of the Study

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richard: 2008: 19). This of course, is not so exaggerated statement since it is common to say that people who know a certain language is associated with the people who have an ability of speaking that language, as what Judit (2006: 57) suggested that “Speaking seems to be the most important as people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing a language”.

Another reason for this may be a practical one. Second or foreign language learners learn any language that are intended to build communication or even share the idea with people who make use that language. This is consistent with as suggested by Muriel (2006:166) that:

“Speaking (in conjunction with listening) is a very important area of activity for L2 learners if they will be using the language for interpersonal purposes, whether these are primarily social or
instrumental. There is need for speaking in virtually all situations where L2 learners participate in the L2 speech community: tourists generally need to ask directions and seek information about hotels and entertainment; immigrants need to shop for goods, seek services, and describe symptoms in case of health problems; foreign students and other temporary residents need to negotiate transactions for housing, utilities, and currency exchange, as well as to express themselves in an academic or professional speech genre”.

In fact, many second or foreign language learners feel difficult to master speaking although it seems to be priority for them. This can be traced from various findings related to the difficulty during learning speaking. The study focused on learning speaking skill for instance, is the best finding available.

A research conducted by Yun Arita (2008) about the difficulty of student’s daily activities in learning speaking at SMA Pomosda Tanjunganom Nganjuk, found that the students had difficulty to make a sentence and also to make the sentence with the correct structure. Another finding conducted by the same researcher also found that students have insufficient and difficulty to remember all of vocabularies used to communicate with others, students’ vernacular patois problem that gave bad effect of students’ pronunciation, intonation, accuracy, and fluency, and problem of punishment. The causes of students’ problems were because the students only had few vocabularies in their speaking and they seldom used all vocabulary in their speaking, the students only had few vocabularies and they had insufficient exercise to use the correct sentence, the students were not confident to speak with correct pronunciation, intonation, accuracy and fluency and vernacular patois which influenced their daily English speaking and students impinged regulation of language in the school.
This fact has become obstacles for many second or foreign language learners that need to solve. This is somewhat consistent with Bygate’s idea (2009) that:

“speaking is not necessarily an easy part of language learning, people might read and write quite effectively, and learn successfully through the written words, but the ability to speak does not always follow. In some ways, speaking is different kind of engagement with the foreign language, and hence requires different kinds of language learning activity. That is, learning the spoken foreign language can be a disadvantage in its own right”.

Based on Bygate’s ideas, Kayi (2006) for example, has proposed various activities to promote speaking skills to respond to such problems. Those various activities are: discussion, role-play, simulations, information gap, brainstorming, story telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, find the difference. Sure, these activities are proposed to facilitate practice as a way to promote speaking skills, since speaking as skill will only develop with an appropriate practice (Bill & Alessandro: 2010: 149-150), and practice is the activity through which language skill and knowledge are consolidated and thoroughly mastered (Ur: 1999: 4). In short, speaking as an ability is promoted through a certain practice that is implemented by various activities.

Activity as defined by Brown (2000: 129) as everything that learners do in the classroom, is taking an important role in promoting speaking skills. It could be referred to some previous research findings. Ibnu (2009) for instance, conducted research on group discussion effectivenes found that this activity improved student’s speaking proficiency. The later research about story-telling
effectiveness conducted by Lilis (2004) showed that student had a good interest in learning speaking toward this way, also this activity was effective, and the response of the student toward this activity is effective enough. Another finding related the speaking activity is a game activity. Rian (2008) for instance, found that this way had an improvement toward student’s speaking achievement. He argued that:

“The result of ANOVA showed that the value of F-ratio (4.69) was greater than the value of F-table (3.99) at significance level of 0.05. It means that there was an improvement on the students’ speaking achievement. Therefore, the hypothesis stated that teaching English using games improve the students’ speaking achievement was accepted. In other word, teaching English using games was a very effective technique for improving the students’ speaking achievement”.

Those various findings showed that speaking activity improved speaking proficiency and increased student’s speaking achievement, and also attracted their interest. It also indicates that all those activities introduce student to speak. However, those various findings are not completed by the explanation of how the activities are carried on, and what make them effective, and also the issues of the advantages as well as the disadvantages of implementing such activities. The lack of these information, in the assumption has uncompleted information to be applied in the practical guide since activity that is described by Richard (2007) as “a task has been selected to achieve a particular teaching/learning goal” will help to attain the four basic English language skills that in this case is speaking skill. Sure, this rationale would be the focus and the motivation provided to conduct this research.
Of course, to conduct such investigation the researcher needs a subject of study as the source of gathering data. One group to do speaking activities that focuses on student’s speaking improvement is *Jamaah Coffeeiyah (JC)* study club. It is unique by its own to investigate because it has various activities that focus on development of the four basic language skills such as: speaking, listening, reading, and writing that are directed to be fluent in speaking skill. *Jamaah Coffeeiyah (JC)* basically is UMM English student study club established only based on an agreement to have a cup of coffee while discussing something by using English. This good English atmosphere, in the assumption, would be suitable to gather data to clarify and explain all those various findings.

1.2. **Statement of the Problem**

The research problems of this research will be formulated as follows:

a. What are the speaking activities employed in the community?

b. How are the activities carried on?

c. What are the advantages and the disadvantages of such activities?

1.3. **Purpose of the Study**

Based on the statement of problems above, the purpose of this study is formulated as follows;

1. To investigate the kinds of activities employed.

2. To describe the implementation of such activities.

3. To explain the advantages and the disadvantages of the activities.

1.4. **Significance of the Study**

First, this research is expected to enrich data concerned with student’s activity toward promoting speaking skill, especially for teacher. Second, this
research is expected to give a way to the student in promoting English speaking skill. The last, the research is expected to be useful for public, and also to enrich the analysis of speaking activities.

1.5. Scope and Limitation

In order not to broaden the study, the researcher tries to make a scope and limitation of this study. This research only discusses students English speaking activities at Jamaah Coffeeiyah (JC) study club English department of UMM.

This investigation is only limited on various activities applied and the implementation of such activities in the community, as well as the various advantages and the disadvantages of such activities.

1.6. Definition of Key-Terms

- **Speaking**: is a way to share an idea through verbal and non-verbal communication (Chaney: 1986: In Kayi: 2006).

- **Activities**: it may refer to virtually anything that learners do in the classroom (Brown: 2000: 129).

- **JC Study Club**: is a small organization that focuses on the four Basic English language skills building as its goal.