CHAPTER I
INTRODUCTION

1.1. Background of the Study

English is very important to learn. It is because English is claimed as an International language. It means English becomes the one that is used to communicate between people from different countries for multiple purposes. Besides, English is dominant in the international media such as television, movie, and etc. English serves as a means of absorbing and developing science, administration and international aid, technology and culture.

Learning English means we learn all the skills of the language. There are four skills that we need to learn, listening, speaking, reading and writing. All of those skills are related to each other, for instance when we learn to speak, we need to listen what other people have said. If we do not listen what other people have said before, we would never know how to speak, at least we can see and imitate how the way people speak by listen to them first. It is similar as when we were babies, in order to be able to speak, we need to listen what our mother had taught, and then we can emulate it. Then, another example is the relationship between reading and writing, we could not start to write something if we do not read first, because by read we could get much knowledge which we could transfer it into written form.

In line with the explanation above, one of English skill that we need to learn is speaking. Speaking skill is as the most important skill for everyone. As we know
many people around the world is it competent each other in this globalization era. This situation forces the people to speak English fluently, especially for the students. The students have to learn English to speak English in order to prepare for real life communication situation with other people who are from another country with different culture and linguistics background. Moreover, speaking English is substantial because English is an International language that was learned and used as a tool of communication by everyone in various countries, especially nowadays in globalization era. Nunan (1995) argues that speaking holds a crucial part in learning language as the benchmark is the fluency of following the flow on the conversation of the target language.

In teaching and learning process, teaching speaking is important aspect. As a productive and oral skill, speaking is importance to have as the output of foreign language teaching (FLT) process. ‘It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words’ (Karakuzu & Akdemir, 2011). Moreover, materials from various sources that can be used to teach speaking but it are important to keep it in background and aligned with the culture of the learners. In line, many teaching methods and techniques can be used in teaching speaking. The main aim of the teaching and learning process is to improve the students’ ability of fluency speaking.

‘Speaking is one way to communicate which ideas and though orally. To enable students to communicate, we need to apply the language in real
communication’ (Efrizal, 2012). Moreover, the ability to speak is not influenced by a single factor, but a number of factors. Those factors are linguistics knowledge, grammar, vocabulary, phonology, and extra linguistics knowledge which include topic and cultural background, knowledge of the context and familiarity with the other speakers (Thornbury, 2005). This is in line with Manurung (2015) viewpoint that:

Speaking as one of the language skills becomes important topics to discuss in language teaching. The discussion topics can be related to the instructional techniques, the instructional materials, the instructional media, the language teachers, the language learners, and even the speaking components.

Therefore, to mastering the speaking skill is not easier than the commonly expectation. It is correspondingly asserted by Cole (2008) ‘that it is the teacher’s role to provide effective plans/strategies in accomplishing student’s educational needs whose general purpose is to be able to communicate using the language being learnt’. This theory reflects to the teaching techniques that used by the teacher when they teach speaking in a class. The teacher must influence students’ thought when they want to speak up.

On the other hand, the competence of the professional foreign language teacher can be seen in the way they arrange the class into a good speech situation field to learn speaking for the students (Millrood & Karamnov, 2012). Furthermore, ‘Speech situation as the key technique of teaching speaking can be implemented with the help of the following three organizational and pedagogical technologies: “cognitive dissonance”, “information gap” and “logical impasse’ (Millrood, 2015).
In line with the explanation above, so teachers should be skilful in the learning process, especially for English as a foreign language. Furthermore, teachers should be able encourage students to speak English with technique that is used. Thus, they have pleasing thing and never have similar perceptions with the students at Indocita Foundation who do not feel confident before they speak up, e.g. they afraid that their grammar are wrong, they cannot remember yet all of vocabulary well. Whereas, Thornbury (2009) states that practicing is an important factor for the success of interactive speaking.

The above theoretical consideration is also supported by number of empirical works that were conducted by Risky (2011), Arief (2005), and Andriyani (2015). Each section is described as follows:

Risky (2011) conducted a research about the buzz group discussion technique implemented in teaching English speaking skill in XI-IPS class at SMAN 1 Sumenep. The researcher found that the teacher's ways in implementing the “Buzz Group” discussion technique were: forming the “Buzz Groups”, presenting the problem(s) to be discussed, explaining the guidelines of the discussion, asking all buzz groups to discuss, and inviting the buzz group’s delegation to report/present the result of discussion.

According to Arief (2005), from analyzing data and discussion, in teaching speaking, the writer found four techniques; game, role plays, small group and drilling were most frequently used. The students were more interested and attentively toward
the technique. It was based on his research about teaching technique in speaking class at Basic English Course (BEC), Pare, Kediri.

Andriyani (2015) studied about using the direct method in teaching to improve students’ speaking skill at Purikids Language Course. The findings of the study showed that the use of the direct method was able to improve students’ speaking skills. Based on the qualitative data, the students could develop their ideas to produce a short sentence with better vocabulary, sentence structure and pronunciation. They also enthusiastically joined the teaching and learning activities.

Based on the writers above, we know that there is no research about implementation of magic mantra in teaching speaking. Therefore, the writer chooses this title to be her thesis because it is interesting to investigate about magic mantra in teaching speaking at Indocita Foundation. Then, the writer is curious with the name of "magic mantra", so the writer decides to preliminary interview Ummi as one of educators who create "magic mantra" itself on March 2016. Moreover, the writer focused on the implementation of magic mantra to teach speaking in the learning activities. Then, in this study, the writer is intended to find out the student’s responses toward it in teaching and learning process in speaking skill.

Therefore, the writer would like to investigate the implementation of magic mantra to teach speaking for private class at Indocita Foundation.
1.2. Statement of the Problem

Based on the background mentioned above, the statement of problems of this study stated as follows:

1. How does the teacher implement the “magic mantra” in teaching speaking at Indocita Foundation Singosari?
2. How are the students’ responses toward the “magic mantra” in teaching speaking at Indocita Foundation Singosari?

1.3. Purpose of the Study

In line with the research questions formulated above, the study is carried out in order to:

1. To investigate the teacher’s way to implement the “Magic Mantra” in teaching speaking at Indocita Foundation Singosari.
2. To find out the student’s responses toward “magic mantra” in teaching speaking at Indocita Foundation Singosari.

1.4. Significance of the Study

The findings of this study are expected to be useful for the teacher and students. Firstly, this study is expected to enrich teacher’s knowledge of teaching English applied in speaking. Moreover, the result of this study can help the teacher who wants to exercise the skill in using magic mantra to teach speaking on private
class. Secondly, for student, the result of the study is expected to help the student find their difficulties in speaking and find the good way out to solve it and improve their English especially speaking skill and ability.

1.5. Scope and Limitation

The writer considers making the scope and limitation. The scope of this study is about magic mantra that is used by the teacher of Indocita Foundation. Meanwhile, this study is limited to the way of implementing Magic Mantra to teach speaking at Indocita Foundation.

1.6. Definition of the Key Terms

The definitions of the key term are stated bellow in order to avoid understanding and misinterpretation to key terms used in this study.

1. Teaching : Exercises, activities, or tasks used in the classroom for accomplishing objectives (Richards & Rogers, 2001).

2. Teaching speaking : Process of giving lessons to students, in which the objective is making and helping students speak English (Brown, 2001)

3. Magic Mantra : A set of language expression which is taken from movies and compiled into a textbook that is always used before learning English to improve vocabulary mastery and speaking skill (Ummi, 2009).

4. Indocita Foundation Singosari : Indocita Foundation (IF) Singosari or commonly known as Desa Inggris Singosari is a complex study in the village
named Randuagung, Singosari, Malang, precisely at Jl. Pesantren No. 26 RT 05 RW 03. It is named Desa Inggris because there is a place that provides the facility to learn English.

5. Response : Is what happens when students reacts to a stimulus or a cue or prompt from the teacher by saying or doing something. In behaviorism, part of the conditioning cycle (Harmer, 2007).