CHAPTER I

INTRODUCTION

This chapter provides a general overview of the area or issue from which the problem will be drawn and which the study will be explored. Moreover, this chapter emphasize on the key components of this study and clear statement of the topic that is investigated.

1.1 Background of Study

Language plays a vital role in human interaction in daily life. It is obvious that language represents an idea and shares the thoughts or feeling with the others. According to Crystal in Hoff (2005), language can be defined as the systematic and conventional use of sounds which aim to communicate and show self-expression. It means that language is not simply as a means of communication, but it also conveys the meaning of any expressions. Moreover, language is also very important to establish and maintain a relationship with other people.

Learning English as a foreign language requires four skills to be mastered. They are speaking, writing, listening and reading. Those four skills are then used as the measurement of a language comprehension. In this case, the researcher focuses on speaking skill since it’s considered as a very important skill to be mastered. This skill is the macro skill in communication that must be mastered because people are always speaking to communicate. Besides, speaking is one of the ways to express ideas and
people can share their thought by using some expression to speak. Furthermore, speaking becomes the priority to be mastered by many second-language or foreign-language learners. Subsequently, learners often describe the success of language learning or effectiveness of language course through how far they improve their spoken language proficiency (Richards, 2008). According to Nation and Newton (2009), there are some principles to teach speaking for the beginners; the learning needs to be focused on meaningful and relevant language, maintaining the interest through various activities, avoid overloading learners with too much new language, provide plenty of comprehension input, create a friendly, safe, cooperative classroom environment.

Teaching English as the foreign language requires the understanding of what kind of methods and technique that will be employed to encourage students’ involvement in learning another language. Per Anthony’s model on Richards and Rodgers (1999), method is described as the level at which theory is put into practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented, whereas technique is defined as the level at which classroom procedures are describe. Referring to Parel and Jain (2008), there are five types of teaching methods; Grammar Translation Method, Direct Method, Bilingual Method, The reading method and the situation method. The method used then put into practice through various activities inside the classroom.
English is considered as the foreign language in Indonesia which is taught as a compulsory subject from Junior High Schools level until University level in Indonesia. Some of the Elementary Schools employ English as their compulsory subject, but some others do not. This structure of curriculum was regulated by Indonesian Government in Curriculum 2013 where English is abolished in Elementary Schools. However, this does not mean that the pupils do not have the chance to acquire English during their time in elementary school. English course, English clubs, and informal activities can be the answer to this challenge because they do provide the environment where the students can interact with the others using English as the mean of communication.

This current reality is captured as an opportunity to develop English skills by one of the youth organizations called AIESEC. AIESEC is known as youth leadership organization that helps community or students to solve the issue about English education. As an international organization that exists in 124 countries, AIESEC concern on leadership development on young people by providing cross-cultural experiences in a challenging environment through its exchange programs. One of the exchange programs called Global Community Development Program (GCDP) which aims to develop cross-cultural and professional experience, involving four characteristics of leaders that AIESEC wants to develop; self-aware, empowerment to other, solution oriented, and world citizen. Since the opportunities provided by AIESEC are meant to be young people worldwide, it attracts diverse background of
young people, including those who are not coming from English-speaking countries. An analysis on AIESEC exchange tracker only shows 3.94% interns coming from English-Speaking countries since the past 5 years.

‘Teach for Indonesia’ or known as TFI is a community development program that is managed by Bina Nusantara University which aims to assist the community by educating them, so they can improve their life and become an independent society. TFI is currently partnering with some schools in Jakarta, and they are ranging from primary schools to high schools. In every year, TFI invites local and international volunteers to contribute to their projects and place them at some schools. This opportunity is well captured by AIESEC, and lead those two organizations to collaborate. In this project, AIESEC is responsible for bringing three international volunteers from Italy in which they would help the students to learn English by focusing on speaking skill.

The international volunteers are responsible for teaching two types of students: high school students and primary students for five weeks. In this project, SMK Satria is chosen as the school partner of TFI because the students’ English ability is quite low, and they need international volunteers to motivate them in improving their English. The international volunteers are assigned into two classes which are 11th grade and the English club. Every class at SMK Satria is comprised of 35-40 students while the English club is comprised of 16-20 students. Besides SMK Satria, the international volunteers are allocated to teach 2nd-grade to 4th-grade
students at Binus Kijang on Tuesdays, Wednesdays, and Thursdays. There are 20 primary school students in every class who are involved in this project as the ones who are impacted. The teaching and learning process in this project takes place after the school time which means the students learn English as an extracurricular. This class comprised students from various schools nearby Bina Nusantara University who are interested in learning English. In this 6-week project, the exchange participants have the responsibility to teach mathematics and English, especially in speaking skill.

A study conducted by Gudu (2015) in Kenya revealed the teaching methods and technique used by the teachers in eight secondary schools in Eldoret Municipality, Kenya. English is the second language in that country, but his study found out that students were often code-switch to their mother tongue language, Sheng or Kiswahili when they are in the middle of group discussion in class. This happened due to low oral skills and less integration of various classroom activities in one lesson thus denied learners chances of using authentic language in context. Gudu’s study discovered that 50% of teachers in Kenya preferred some combinations of classroom activities such as dramatization, discussion, debating and dialogues, followed by dramatization, discussion and role-play with 14.3%. Another study about improving speaking skill has been done by Nurhayati (2011) in MA Pembangunan UIN Jakarta. In that study, the researcher compared two methods that were used in two different classes which classified as a control group and experimental group. The study confirmed that experimental group has shown significant difference than
control group, and this means Communicative Language Teaching (CLT) is a suitable method to improve and solve the problem of students’ speaking skill.

Based on the explanation above, the researcher decides to conduct a study about this topic because the project involves exchange participants which are not coming from English-speaking countries in which they are not classified as native speakers. Looking at the background of the teachers and the project itself, it may employ certain methods and various activities to make the students able to speak in English. Therefore, doing the research about teaching method in speaking used by AIESEC exchange participants in ‘Teach for Indonesia’ project becomes the interesting topic for the researcher.

1.2 Statement of Problem

1. What are the teaching methods used by AIESEC exchange participants to enhance the speaking ability of the students?

2. What are the activities designed by the exchange participants in teaching English?

1.3 Purpose of the study

1. To reveal the teaching methods used by AIESEC exchange participants to encourage the speaking ability of the students

2. To describe the activities designed by AIESEC exchange participants in teaching English.
1.4 Significance of the Study

The significance of this study can be viewed from both theoretical and practical sides, as described below:

1. Theoretically, it is projected that this research can be used as a reference in designing suitable teaching method and technique for an ELF class. In this case, the teachers are not the owners of students’ native language who used English as the mean of communication in the classroom.

2. Practically, it is projected that this research can give inferences to ‘Teach for Indonesia’ and AIESEC Indonesia regarding the impact that is created by Exchange Participants and the organization that might be needed before employing an international teacher in EFL class.

1.5 Scope and Limitation

This study is limited to two locations which are SMK Satria and Binus Kijang Campus. Besides, this study emphasizes on the group of international volunteers from Italy that are assigned to run this project until 17 March 2017.
1.6 Definition of Terms

**Exchange Participant** : Both students and graduates under 30 years old that meet the qualifications to run a voluntary project and address global issues in other countries.

**AIESEC** : Association Internationale des Étudiants En Sciences Économiques et Commerciales is Global, independent, non-political, not-for-profit youth organization which envision peace and fulfillment of humankind potential.

‘Teach for Indonesia’ : A voluntary project run by AIESEC and Bina Nusantara University which concentrates on giving impact to some schools, and students who live nearby the university.

**Teaching Method** : The level at which theory is set into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented, Richard & Rodgers (1999).