

## **CHAPTER I**

### **INTRODUCTION**

This chapter provide an overview of the present study. It consist of the background of study, research question, research objective, significance of the study, scope and limitations of the study, and definition of key terms.

#### **A. Background of the Study**

Language is more like a bridge to help people communicate worldwide. Spoken rather than written language is used by most people in the world. According to Harmer (2007) there are two funtions of speaking for transactional function, the speakers are supposed to express some information clearly, whereas for the interpersonal function, it is expected that the good relationship between the speakers will be maintained.

There are four language components that should be mastered in learning English such as grammar, vocabulary, pronunciation, and the four skills in learning English are listening, speaking, reading, and writing. Sadiku (2015) tell that to be effective when learning English, the four fundamental abilities of reading, listening, speaking, and writing must be efectively integrated. Those skills should be taught in a way that support students in interacting with the criteria that you set for them while also gradually building their communicative competence.

One of skills is the ability to speak. Speaking is an important skill that students should learn when mastering a language. Speaking takes priority because the main tools for people learning a language is being able to use that language orally. According Gorys Keraf (1997;1), language is an aspect of communication between members of a community which takes the form of a sound symbol

created by the speech organ. Speaking is the result of a series of interconnected processes of acceptance, processing, and results that end up resulting in information that will be conveyed later (Brown, 2000). Speaking is a tool that may be used to express ideas or giving information to the public.

According to Romaña Correa (2015) speaking is an intellectually and socially requiring ability that necessitates coding and offering perspectives in a coherent and logically fitting discourse stream. It is a method of expressing to others through the use of understandable spoken language. Speaking, on other hand is a component of an effective thought process because it is the end result of gathering information from existing sources. Speaking is always regarded as a particularly important skill in all second and foreign language teaching and learning.

Speaking ability is also essential for English learning. A person who is able to communicate in English fluently. It is particularly important way for the speaker to express herself through language. According to Simbolon et al (2023) many factors affect fluency in speaking English, including linguistics and non linguistics. Non linguistics factors include attitude, motivation, and reading habits. In addition to linguistic factors like vocabulary, grammatical mastery, and pronunciation. While someone is able to speak fluently and with necessary structure, they are able to proof their English.

Harmer (2003:01) he described that learning English is one of the foreign languages taught in every school in every country, and Indonesia has become one of the countries where English has been taught in school as a foreign language. Futhermore, for English foreign learners, developing speaking abilities is

important. According to Nunan (1991:39), language learning is measured by the ability to converse in the target language. The teacher is the person from whom learners will receive lessons when the course of learning and instruction, and the students are individuals who receive the lesson delivered by their teacher. Learning is the process of acquiring or gaining knowledge of a subject or skill through study, experience, and instruction. Learning is related to the students' behaviour patterns while studying the material. At the time a school day, the teaching learning process is officially carried out in a class or other locations around the school yard.

In teaching and learning speaking the teacher should make best approach, methods, and strategies. The teacher are able to employ media to teach English, this method can be utilised to assist students in speaking and facilitate communication between the teacher and students'. Widyasari (2016:31) argues that understanding of the function of English in the learning and teaching process involves a suitable technique for enhancing students' English proficiency in learning activities which are fun and attractive to students. So, interest in learning English can improve students' especially in speaking since learning something that is not based on the students' own passions become difficult, while learning something that is based on their concerns will make them feel more comfortable and serious.

In Indonesian, learning Speaking is quite challenging for English teachers because of various constraints of both the teacher and the students. Speaking is one of those challenging abilities to learn and requires practise. A component of speaking is in addition to speaking English with proper grammar, it is also about

giving students the confidence to speak first. This may not be unfamiliar given all that goes into speaking like ideas, what to say, language, how to use vocabulary and grammatical structures, pronunciation, in addition to listening and responding to the person with whom you are interacting with one another.

Juhana (2012) stated that many problem that cause difficulty in speaking include poor pronunciation, lack of vocabulary, lack of self-confidence, shyness, and anxiety. According to Baker & Westrup, (2003) there are some issues that can cause low speaking ability cause low speaking ability, such as students' linguistic knowledge, students' motivation, students' personality and speaking ability. Endahati (2020) states that the ability of learners lack of speaking ability can be caused by a variety of internal and external factors.

Based on an observation, the researcher found that at MTsN 1 Kota Kediri, students no confidence to speak with their friends. They think that speaking is difficult and they always feel cared for while it comes to speaking English every day. They may not be able to speak English even in very simple phrases or sentences. In addition, the vocabulary of learners authority is imperfect, so they feel like having nothing to say. Moreover, students' lack of motivation to learn English made it difficult for them to speak English fluently. It made the students passive, creating it challenging to improve their skills, particularly speaking, since students were not given many opportunities to express their knowledge.

According to Leong (2017), speaking a foreign language will be easier if students' are actively engaged in speaking. Speaking activities necessitate engaging teaching materials that learners are going to enjoy learning from and will not become bored with. Some activities are employed at school to support the

development of speaking abilities while helping students create effective speaking skills. According to Freeman (2017), there are following activities can increase students' speaking ability such as; discussion, speech, role play and conversation. One of strategies that can be done is English morning program. English morning in MTsN 1 kota Kediri is one optional program for the eight grade students. English Morning in this school focus on improving English especially in speaking ability.

Simbolon et al. (2023) in his research described that applying English Club Extracurricular activity is more effective in improving the students' writing and speaking skills, this activity make students' fun, interesting, and enjoyable methods of learning English speaking in order to students' were active and had high self-confidence in their ability to speak and express their opinion. According to Sinaga, (2018) that the result of English day program in speaking skill, students' motivation to acquire English speaking was high, so they expected the English day programme to assist them in developing their English speaking skill.

Santrock (2009) There are various styles of students' in the learning technique. Students may begin to believe that they are able to do anything they want in the name of "style". The definition of learning style refers to the realisation that each students learns in various ways. In practise, a student's style of learning refers to the preferred method by which the student receives, processes, comprehends, and retains information. Knowing a student's learning style helps the teacher and students' to identify the most basic method of learning. Torre (2013) stated that considers that in order to evaluate students'

specific preferences, teachers ought to be competent to understand their learning styles.

Jensen and Nickelsen (2011) categorise learners into three types: visual learners, kinesthetic learners, and auditory learners. Rafiq et al (2023) described that students who learn visually prefer presentations that include graphs, charts, and other graphics. Students who use auditory learn through listening. Students who use kinesthetics in their learning are highly engaged in moving, for example.

There are several studies that have been conducted by other researchers. The first previous study is conducted by Wahyuni (2021). She investigates the relationship between students' Learning Style and Their English Speaking Skill". This aim of the study to find out relationship between students learning style and their speaking skill when they learning process. The result of this research, learning style is one of the basis of every students to be main success in increasing their speaking skill.

The second previous study is conducted by Sinaga (2018). She investigates students perceptions of English day program in speaking skill development. The analyst used mixed method design. The subject eight graders of SMPK Penabur Kota Wisata. The result of this study showed that students' motivation to mastering English speaking was very high, and students' expected the English day Program would help their develop English language skills.

The third previous study is conducted by Wahyu (2020). She investigates students' perceptions of English day program toward their speaking skill. The researcher used quantitative research method. The researcher used total sampling technique to determine the sample. The instruments of this research uses

questionnaire and documentation. The result showed that most of students' were enthusiastic with the presence of English day program itself. The students' high motivation and expectation that English day program would facilitate them to develop English speaking skill.

The differences between this thesis and other previous studies is that the researcher focus on investigating the implementation of English Morning Program and its impact on speaking ability of students' having different learning style. While, the previous study was focused the students' perceptions of English day program toward their speaking skill.

Based on some of the issues raised above, the English Morning programme is one step for overcoming the challenges to improving language skills especially in speaking skill in MTsN 1 kota kediri. This activities have been implemented on the language day to help students improve their speaking skills. English Morning is an innovate programme designed to develop the speaking skills of its students'.

Based on the background above, the researcher was interesting to conduct the research about **“The Implementation of English Morning Program and Its Impact on Speaking Ability of Students' Having Different Learning Style at MTsN 1 Kota Kediri”**. The researcher want to know and investigate the implementation this program and its have impact on speaking ability toward students having different learning style, who joining English Morning program.

## **B. Research Question**

Based on the reason above, the problem to be discuss through this study are:

1. How is the implementation of English Morning Program of 8<sup>th</sup> grade students in MTsN 1 Kota Kediri?
2. How is result speaking test of 8<sup>th</sup> grade students after implementation English Morning Program?
3. What are the learning style most dominant used by 8<sup>th</sup> grade students in MTsN 1 Kota Kediri?

## **C. The Objective of the Study**

Based on the research question above, the objective of the study are:

1. To describe the implementation of English Morning Program of 8<sup>th</sup> grade students in MTsN 1 Kota Kediri
2. To discover the contributions of English Morning Program toward the students' speaking ability in MTsN 1 Kota kediri
3. To find out the most dominant learning styles used by the 8<sup>th</sup> grade students' in MTsN 1 kota kediri

## **D. Significance of the Study**

This research will be expected to provide a significant contribution both theoretically and practically

### **a. Theoretically**

Theoretically, the expectation result from this research is that readers will receive a lot of knowledge related to this research and also to be able to contribute and provide empirical evidence to support and influence of joining English



Moving toward students' speaking ability. It can be useful for analysing learning style theories.

#### b. Practical Significance

The practical significances of the research can be useful for the student, the teacher, the researcher and for the school, as follows:

##### 1. The Students

The result of this research the students can improve their speaking ability, especially for students who take part in English Morning Program activities at MTsN 1 kota Kediri. Students can speak up in front of the class confidently.

##### 2. The Teacher

This research would be increase knowledge for all teachers that this activity is very helpful for students in increasing their students' speaking ability and the result of this research will help teachers in selecting appropriate learning methods, strategies, and media in the classroom to accommodate a variety of students' learning style when learning English. In english language learning, providing the appropriate methods, strategies, and learning media is important.

##### 3. The Researcher

Hopefully, this research can be useful and get more knowledge to increase our ability to teach English well and knowing each students' having different Learning style.

##### 4. The School

This research can be help the school to invite students' and give the contribution in teaching and learning English process, especially in speaking ability. And provides information about what are be able to done and what

should be avoid in implementation this program in order to be able to conduct good English Morning Program at their school.

#### 5. For Futher Researcher

This result of this researcher can be help the next researchers as one of the reference in their research who have an interest in conducting advanced research or related studies, particulary for the English education departement students.

### **E. Scope and Limitation of the Study**

Based on the identification of problem, the researcher narrows the scope of the research. The researcher wants to investigate the implementation of English Morning Program and its impact on speaking ability of students' having different learning style at MTsN 1 Kota Kediri. This research focuses on eight grade students especially in super class, who take part in the English Morning at MTsN 1 kota Kediri.

### **F. The Definitions of Key Terms**

#### 1. Speaking Ability

Speaking ability is the ability of speaker to communicate something well to a listener so that the listener can understand what the speaker said. Speaking is connected to the acquisition of vocabulary within listening and reading activities. Speaking is the process between a speaker and listener that is used to communicate with ecah other in order to communication of massages, ideas or information. In this study, ability refers in the students'ability or competency to utilise or communicate using English fluently.

## 2. English Morning Program

English morning is an English language programme by MTsN 1 kota kediri. This program aims to improve students' English skill and abilities so students' have beneficial skills in any of the activities. The purpose of this program is to trains and familiaries students with the employing of English in daily school activities especially in speaking skill. This programme not only use English as a mother tongue but also combine English with Indonesia language.

## 3. Teaching speaking

Teaching is the technique of giving someone instructions and the transfer of knowledge, skills, and futhermore. Brown and yule (1983:27) state that the goal of teaching speaking is to allow students to express their feelings, opinions, and ideas in the target language. Teachers can use any of the different ways offered to them to be effective in teaching speaking skills. So, teaching speaking needs to be an interesting and enjoyable activity that allows students to speak up and share themselves openly.

## 4. Learning Style

Learning style is a method by which a students understands a subject during the learning process. Students' learning style are also related to how they plan, prepare, and manage when facing an exam. Students who exel in exams benefit from careful preparation, preparation, and management. This study will explore the learning style interms of how students receive, process, and express their learning.