CHAPTER 1

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, the objectives of study, the significance of study, the scope and limitation of study and the definition of key terms.

A. Background of study

Language is a means for communication which is used by human to communicate and to interact each other. People from many countries can interact each other with language. With language, people could express their ideas and emotion. Without language, one cannot communicate effectively or express ideas in both oral and written form. According to Sapir "language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols".[1]

In this modern era, English become an international language. Many people from many countries speak English. So, speaking English skill is very needed. Everyone has to be able to speak English because English is a global language. So that, English becomes a subject matter in the curriculum of many contries includes indonesian countries.English is a main subject in level junior to university in Indonesia. As a main subject, it has a lot of goals in education, such as: students should be able to speak fluently, understand English conversation, know the meaning of English word, etc.

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[1] Marriam Bashier. *Factor effecting students' English speaking skills*. Retrieved October, 26th 2019.

For gaining all those goals, English contains four major skills that must be mastered by the students. Knowing English involves not only producing the language correctly, but also using it for particular purposes. Fraser states that when people use language, they characteristically do three things: they say something, they indicate how they intend the hearer to take what they said, and they have definite effects on the hearer results. In this context, it can be said that language means something spoken. People usually speak or share their opinion with one another by using it.[2]

Participants learning language is considered to be successful if they can communicate effectively in their second or foreign language.Through speaking someone is able to convey information and ideas, also maintain social relationship by communicate with others. Hadfiels says that speaking is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the speaking activities, the tutor must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language will be facilitated when learners are actively engaged in attempting to communicate.[3] Thus the tutor must give the learners practice to actualize their speaking skill. By mastering speaking, they can carry out conversation with others, give ideas and change the information with interlocutors.

[2]Richards, J. C. & Renandya, W. A, *Methodology in Language Teaching: AnAnthology of Current* Practices (New York: Cambridge UniversityPress, 2002), 30.
[3]Jill Hadfield, *Elementary Communication Games* (England: Addison Wesley Longman Limited, 1999), 7.

Speaking is tool to communicate between one and others. There are two kinds of way in which people establish in communicate, those are oral and written one. Therefore, the ability to speak orally is considered important in learning English as international language because people communicate with other people in the world using English. Thus, the ability of speaking takes important part in communication.One of the keys to speak English like a native is the ability to use and understand casual expressions or idiom.[4] The ability to speak is very essential for people to interact with others where people almost speak everywhere and everyday through English. In this global era, many people use English as a media to communicate with other people in different countries.

Nunansaid that to master in speaking is important for second language learners (L2) and English as a foreign language. Its achievement is measured by the ability to speak. It comes to the practical discussion about why speaking in English is so important. Nowadays, to achieve the scholarship across the country, one of the test that will be faced by the examinees is related to English, the purpose is to measure their English proficiency.[5]

Speaking is difficult skill for English foreign learners. It was supported by Brown, he said that speaking skill is considered as a hard skill to master-the most complex and difficult skill to master.[6] The element of speaking is not only about to speak in English with appropriate grammar, beyond everything is to build students' confidence first to speak, because based on the finding from the research

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[4]Amy Gillett, *Speak English Like an American* (New York: Language Success Press, 2004), 7.
[5] David Nunan, *Practical English Language Teaching First Edition* (New York: McGraw-Hill, 2003), 64.
[6] D. H. Brown, *Language Assessment,* (San Francisco: Longman, 2004), 176.

of Maulana, Daud and Heriansyah, the problems that students faced in speaking English is their less of confidence to speak and they are afraid of making errors or inaccuracy while speaking besides other problems like their lack of vocabulary and poor pronunciation.[7]

According to Baker, He stated that there are some problems that may cause low ability in speaking such as the students' knowledge, students' motivation, students' linguistic knowledge, students' personality, and speaking materials. The first problem faced by secondary school students' is lack of pronounciation, then the second one is students' lack of vocabulary, it was caused by lack of practice and the last is lack of students' confident.[8]

Students feel shy to speak English and to express opinions and ideas because they were afraid of making mistake in pronouncing the words, so that students became unconfident. In learning speaking, many students feel bored because the teaching strategy is not interesting. According to Harmer in learning strategy, teacher sould pay more attention to the technique that is suitable for students.[9] Murray &Christison observed that many students think that English is only a school subject and they do not see its significance for their prospective employment.[10]

Upon studying the study of Chi, the researcher noticed that such study dealt with Guidance for Learners' Improvement of Speaking Skills and practicing

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[7]RMaulana, BDaud, HHeriansyah, *Proceedings of EEIC* 1 (1), 34-42, 2016. 6*, 2016.
[8] J. Baker, & H. Westrup, *Essential Speaking Skills: A Handbook for English Language Teachers*, 46.
[9] J. Harmer, "What is communicative?", *ELT Journal*, 36(3), (1982), 275.
[10]Murray, R. K., Granner, D. K., & Rodwell, V. W, *Biokimia harper (27 ed.)* (Jakarta: Buku Kedokteran EGC; 2009), 29.

the language.[11] Regarding the study of Ganreports the result of a study that aimed to identify the problems with oral English skills of ESL (English as a second language) students at a tertiary teacher training institution in Hong Kong. The study, by way of semi-structured interview, addresses the gap in our understanding of the difficulties ESLs students encountered in their oral English development in the context of a Bachelor of Education (English Language) program.[12]

Matějček's thesis deals with the topic of difficulties in teaching speaking skills to adult learners. In the background chapter, the characteristics of adult learners together with differences in teaching them in comparison to the young are explained as well as the theory necessary for further research.[13] Concerning the study of Aleksandrzakdeals with the problems of teaching and learning speaking, in particular those which are most relevant in the context of developing oral skills at the advanced level of foreign language proficiency.[14] The complex nature of spoken discourse must be taken into accountant reflected at each stage of the learning process. It examines the difficulties connected with choosing the appropriate framework and approach and discusses the typical patterns of interaction in the foreign language classroom. It also examines forms of control

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[11] Doan Linh Chi, *Guidance for Learners' Improvement of Speaking Skills*, *Language Education in Asia*, , 2(2), 2011, 213-226.
[12] Zhengdong Gan, *Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong. Australian Journal of Teacher Education,* 2012.
[13] Martin Matejcek, *Problem in Teaching English Conversation of Adult,* 2013.
[14] Aleksandrzak, *Problems and challenges in teaching and learning speaking at advanced level*, *Glottodidactica*, 2011, 37-48.

and evaluation and suggests some speaking activities which seem most suitable for advanced language learners inthe light of the above theoretical considerations.

The study of Dina & Ghadeer A. Al-Jamalstudy aimed at describing difficulties that may be encountered at an EFL setting.[15] Regarding the study Al Hosni study aims to find out what speaking difficulties are encountered by grade 5 students in basic education schools in Oman.[16] It also aims to find out the main factors that contribute to the existence of these difficulties.Regarding this paper, such paper deals with and discuss teacher's efforts to overcome the students' difficulties in Speaking. It also shows the level of difficulty that face the students in practicing speaking skill. In addition, the study analyses the errors committed by students while they are speaking . More over the study shows whether such difficulty based on gender variable. At the end, such study tries to adopt suitable solutions for such difficulties.

English Massive is an initiative of Kediri City local government to improve its citizen trough a better and easier access to English language learning. Since 2016, Kediri city holds this program. The Motto is " Mendunia Dengan Bahasa Inggris". This free English course is open for public and for all ages. English Masive classes allows the people of Kediri learn within their neighbourhood to creat and support the culture of learning community.

In addition, EMAS is the application of PRODAMAS (*Program Pemberdayaan Pemerintah*) which listed in Perwali (*Peraturan Walikota*) of

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[15] Al-Jamal, Dina & Al-Jamal, Ghadeer*, An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills*. English Language Teaching, 2013, 7.
[16] Al Hosni, *Speaking Difficulties Encountered by Young EFL Learners*, International Journal on Studies in English Language and Literature (IJSELL), 2014, 2(6), 22-30.

Kediri City Government *Nomor 19 Tahun 2015 Tentang Perubahan Kedua Atas Peraturan Walikota Kediri Nomor 40 Tahun 2014 Tentang Pedoman Pelaksanaan Program Fasilitasi Pemberdayaan Masyarakat* (see in the appendix). That legal letter from Kediri City Government stated that they have many programs to solve the social problem and as the supporting tool of the social program in society on a micro scale. The point that relates with EMAS program is stated on *Pasal I* (point f) as *kegiatan peningkatan kualitas sumber daya manusia (SDM) untuk mendukung prestasi pendidikan dan pengetahuan masyarakat*. According to the statement above, the government wants to support the development of the citizens' knowledge and education.

Picture 1.1 Data Report
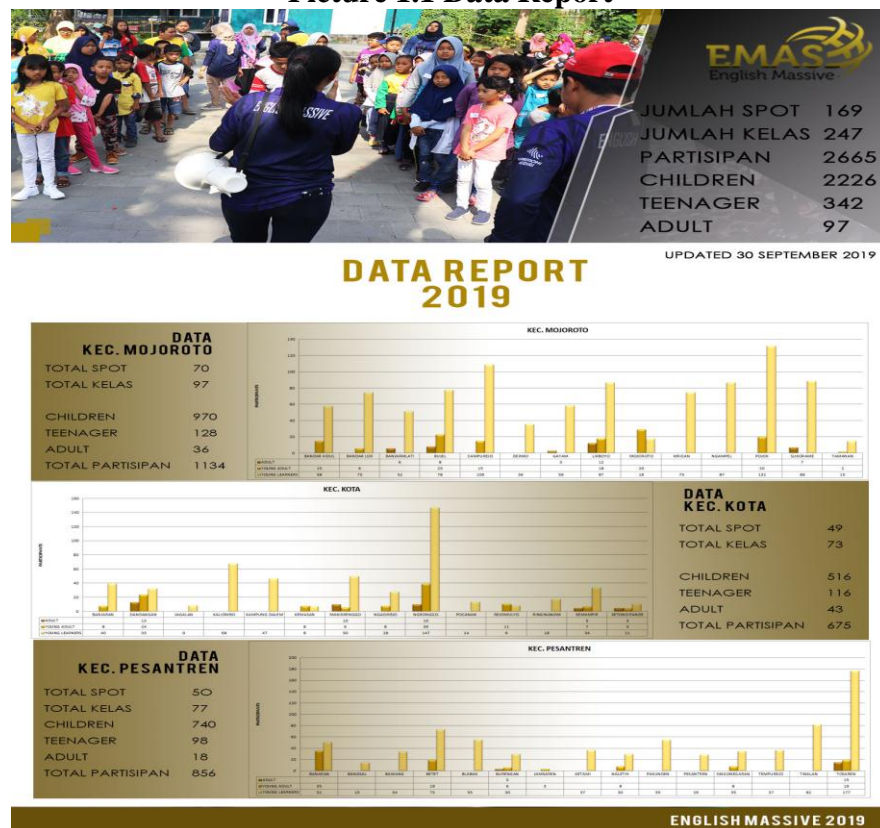
English Massive is a local goverment program In preparing Kediri City people for the global competition, it aims at improving competitiveness and building on people's capacity by facilitating the learning of knowledge and skills in using English for communication. The participants learn at learning centres or spots located troughout the city of Kediri which involve 46 villages in 3 subdistricts. The participant is devided into three categories, they are : children, teenager and adult. There are approximately 3.108 participants from primary school to adult. There are 2.471 children participants or from the elementary school students. There are 472 teenagers participants or from junior until senior high school students. There are 165 adult participants or from the university students until up. There are 164 spots and 296 classes.[17]

The selected tutors who were recruited trough a competitive selection. They are young people who are passionate with what they are doing and are aware of the importance of quality teaching. The are selected from the fresh graduate university. Now there are 40 tutors. *English Massive* program is very famous for kediri people especially and there isn't such this program in another local government in East Java province and even in Indonesia. There are 6 English Villages in Indonesia; they arePare Kediri, Solo, Bandung, Jambi, Magelang, Jakarta. That program is not from local government program but from the villagers.[18]

Detiknews.com on 29th September 2016 stated " Emas is the most interested program for the villagers. Tribun Kediri.com on 5th November 2017

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[17] http://pendidikan.kedirikota.go.id/emas/data
[18] Liputan6.com, Selasa 6 Agustus 2019

stated, "*English Massive* can increase Kediri City Local Government Indects of human developments (IPM). Surya.co.id on 18th jun 2019 also stated " the Principle of kediri Abdullah Abu Bakar asks the citizen especially for the teenagers to join *English Massive*". Radio Andika FM Kediri on 21st july 2019 stated that "Kediri People should Study English in *English Massive* to develop Human Developmet indect, Abdullah Abu Bakar"

English Massive is initiated by Department of Education in Kediri and is funded with consideration of empowerment by and for the society. This program tend to be one of nonformal education in Kediri which is concern only in speaking skill. Non Formal Education concern about the interactive learning outside the formal school. It has special curriculum refer to simple to advanced daily conversation and for that reason, the process of interaction becomes the focus of attention in learning activity in every meeting. The tutors ask the learner to make a habit of english speaking in every occasion. In term of interaction, the grading of this program is different from school and courses. This program fosters a very close interaction between tutors and learners. However, this might be challenging because tutors have to keep the number of students proportional refer to the goverment rules while preparing for the suitable strategies for the learners. Students have to learn to speak without any pressure so the classrom environment will becomfortable.

The program was formed considering citizen awareness of the importance of learning English, besides supporting the program for Community Empowerment program (Prodamas) in Kediri. The target learners are adult level

(age 23- 80 years old), teenage level (12-22 years old) and children level (age 4-11 years old). Every village or rt/rw has one or more spot/learning place, and every spot/learning place lead by PJ (Penanggung Jawab) that has registered the spot/learning place to the *English Massive* office in Department of Education in Kediri. *English Massive* offers 180 minutes for learners to learn speaking skill each week. The initiation to make the students enjoy the learning process by creating the right environment, such as having an art performances for all teenage level, or training for adult level. Thechildrenspot sometimes go tothe park togteher. is not only happen in the classroom but also outside the classroom. For instance, the park and also the town square of the city. The tutors sometimes gather from one spot to another spot to get new atmosphere of learning and teaching process so the the stuents does not feelbored.

The suitable strategies and teacher behavior in the classroom combined with the quality of delivering the lesson is concrned by all the management and also tht english tutors in *English Massive* Program in Kediri. There were only 20 spots in the beginning, but per 1 february 2017 the number has become 117 spots with 41 tutors/teachers. *English Massive* Program only exist in Kediri city and be the only educational intitutional program in English teaching, Since the researcher focused on how teacher interaction management strategies and elicitation techniques in *English Massive* Program.EMAS was chosen as the object of the research because it is one of the superior programs of the Education Department of Kediri City. In the first year of the emerging, EMAS has grown significantly and it has got an achievement as *Lencana Hasta Adhi Warta* from PWI

(*Persatuan Wartawan Indonesia*) that regarded at *Hari Pers Nasional* on March 23th, 2017. It has given the big impact of the whole elements in Kediri City.[19]

The latest approach stresses that the language is acquired through communication. Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to used words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation.

Speaking is one of the important skills that students should be master in English. Generally speaking is more difficult than the other skill, students have many difficulties in speaking ability such as lack of vocabulary, afraid of making mistake, nothing to say, etc. Generally problem in *English Massive* Program only exist in Kediri city is student's fright of making mistake and lack of vocabulary. Actually students are active because they are interested in studying English because English is an international language, but when the teachers ask them to speak in front of their friend they are reluctant want because they are afraid of making mistake and they lack of vocabulary. Therefore, the researcher is interested in knowing efforts of the teacher to overcome the problem and the researcher would like to give some efforts to overcome that problem.

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[19] accessed on kedirikota.go.id

Teachers' effort is the teacher's way to solve the problem and how to teach their student to improve their ability. As we know that teaching in English subject is more difficult to make the student understand than the other subject. Teachers' efforts to solve the problem in speaking ability such as ; teacher asks the student to memorize the vocabularies, takes English course to improve the students vocabulary and practices to speak with their friend. Most of the students have difficulties in pronunciation, grammar, and fluency. They also have difficulties on vocabulary, media and method in learning English, and lack of motivation that make the students difficult to improve their speaking ability. The difference in previous research lies in the student object, which is more focused on the problem of speaking. but the design of the research is almost the same.

Since there are variation of research result conducted all over the world related to difficulties is learning speaking English, and new difficulties can always be identified and discussed to find the way to solve it, the researcher is interested in conducting the similar research about with the title: "**TEACHER'S EFFORTS TO OVERCOME THE STUDENTS' DIFFICULTIES IN SPEAKING (A case study at *English Massive* Program Kediri*)**".

B. Problem of the Study

Based on the background above, the researcher states the problem of the study as follows:

1. What are the speaking difficulties encountered by the participants of EMAS (*English Massive*) Program in Kediri?

2. What are teacher's efforts in solution the speaking difficulties of the participants of EMAS (*English Massive*) Program in Kediri?

C. Objective of the Study

Considering the difficulties of the study above, this study is directed to reveal:

1. The speaking difficulties encountered by the participants of EMAS (*English Massive*) Program in Kediri.

2. Teacher's efforts in solution the speaking difficulties of the participants of EMAS (*English Massive*) Program in Kediri.

D. Significance of the Study

This study is expected to give contributions as follows :

1. For participant

The result of the study is expected to give more information about problems or difficulties in improving speaking skill. By knowing the problems or difficulties in improving their speaking skill, they can improve their speaking ability.

2. For teacher

The results of the study are expected to be useful input for the teacher to know the participant's difficulties in improving speaking skill. By knowing the problem or difficulties, the teachers are suggested will emphasize on that matter when they teach.

3. For researcher

It is hoped to give some information about the difficulties and the solutions in improving the participants' speaking ability.

E. **The Scope and Limitation**

Based on the background of the study, the researcher needs to explain the scope and the limitation of this study. The scope of the problem is important to avoid some misunderstanding. The researcher concerns about teachers'efforts to overcome the speaking difficulties encountered by the participant of EMAS (*English Massive*) Program in Kediri. In this research, the researcher is going to analyze teachers'efforts and the types of difficulties are faced by the participant of EMAS (*English Massive*) Program in Kediri.

F. **Definition of Key Term**

To have a good definition, the researcher gives definition of the terms used in this study as follows :

1. Difficulties : The quality or state of being hard to do, deal with, or understand **:** the quality or state of being difficult.

2. Efforts : The use of much physical or mental energy to do something.

3. Improving : To become or make something better. In this research, improving means the participants effort to make their speaking ability better.

4. Speaking ability : Someone's ability to express their idea in saying foreign English in real condition.