

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is a very fundamental for every human because it is always used daily to communicate with each other. Therefore, attempts to find out and master the language very crowded discussed by world.

English is one of foreign languages which have been agreed by the world. In Indonesia where English is a foreign language, it is learned at each level of school. In Indonesia, where English is not spoken in the society, accuracy is the focus in learning English.<sup>1</sup> It is expected the students can master English language well. So that if the students meet foreigner, they will be able to converse in English.

When students learn a language, they need four language skills to acquire language ability well. Kathleen in his book stated,

*“When we learn a language, there are four language skills that we need for complete communication. These are listening, speaking, reading, and writing. The four language skills are related to each*

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<sup>1</sup> Ag. Bambang Setiyadi, *Teaching English As a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), 21

*other in two ways; the direction of communication and the method of communication.”<sup>2</sup>*

Those four language skills are connected to each other and form the direction and the method of communication.

There are some methods and techniques for English learners to acquire the four language skills that are applied in school or English course. However, based on observation the researcher toward student ability in English, some students can only master one or two skills out of those four skills.

Speaking is one skill that tends to be considered as difficult skill for English learners. Not only because English is as foreign language, but also some factors such as psychological, social and cultural that must all work together when learner speak. Sometimes learners feel difficult to acquire speaking skill because they are shy, nervous, afraid to make mistake with their pronunciations, and not have confident to say something in English.

Based on Douglas, “To solve those difficulties the teacher should give motivation to encourage learners for their improvement that will be the strongest influence for learners.”<sup>3</sup> The teacher can help students to perceive or develop that motivation by showing interest in a student problem, giving appreciation, etc. In

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<sup>2</sup> Kathleen M Bailey, *Practical English Language Teaching: Speaking International Edition* (New York: The McGraw-Hill companies, 2005), 2.

<sup>3</sup> H. Douglas Brown, *Teaching by Principles: an interactive approach to language pedagogy, second edition* (New York: Addison Wesley Longman, 2001), 285.

addition, students also need opportunity to practice and feedback about their ability to master the skill.

By practicing their speaking, students can know how to pronounce well, use vocabulary and intonation correctly, and practice sociolinguistic. Therefore one of ways to acquire speaking skill, we must have conversation between each other routinely.

English speech is one technique to practice speaking English because it can help students exercising their freedom of speech, conveying their opinions or ideas<sup>4</sup>. It involves learning skills that every person will use at some point in his or her life, such as critical thinking, problem solving, decision making, conflict resolution, team building, and media literacy.<sup>5</sup>

Steven and Susan stated,

*“The ability to speak with competence and confidence will provide empowerment. To be empowered is to have the resources, information, and attitudes that allow you to take action to achieve a desired goal. Being a skilled public speaker will give you an edge that other, less skilled communicators lack-even those who may have superior ideas, training, or experience.”*<sup>6</sup>

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<sup>4</sup> Paul E Nelson, Scott Titsworth, and Judy C. Pearson, *Public Speaking. A Guide for the Engaged Communicator* (New York: Mc Graw Hill, 1995), 6.

<sup>5</sup> Paul E Nelson, Scott Titsworth, and Judy C. Pearson, *Public Speaking...* 6

<sup>6</sup> Steven A. and Susan J. Beebe, *Public Speaking. An Audience-Centered Approach* (New York: Allyn & Bacon, 1993), 4.

If students can speak well, it means they possess a high skill value. They can deliver a message to an audience well and can communicate effectively with others so that be the key to success in any line of work because today every profession need English either spoken nor written.

In teaching speaking skill, fluency is a one of the speaking skill's goal. Although students master the other elements of language skill, but they haven't been able to speak fluently which is not complete to master English. Fluency is very important at this skill so that students need to practice freely without fear at every little mistake.<sup>7</sup>

To master English, it is not only obtained in class but also from other activities such as watching an English movie, or listening news from television or radio, and joining English speaking forum or following extracurricular activities at school.

There are two schools that use extracurricular activity to improve students' language skill by English speech training in Gresik. They are MA Al - Azhar Bungah and MA Mambaus Sholihin Manyar Gresik. The researcher chooses MA Mambaus Sholihin because the researcher has familiarized with students of MA Mambaus Sholihh. So, that atmosphere will make researcher easier to get data more detail and get permit from school staff.

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<sup>7</sup> H. Douglas Brown, *Teaching by Principle: An Interactive Approach To Language Pedagogy. Second Edition* (New York: Longman, 2001), 102

MA Mambaus Sholihin is an Islamic school located in Gresik. This school emphasizes on international language, so it has some extracurricular to improve students' language skill. One of the extracurricular is English Speech Training which is held once a week. English Speech Training must be followed by whole of students' MA Mambaus Sholihin.

This extracurricular focuses on English speaking ability. It includes how to speak fluently, pronounce well, and convey a message to audience. In English speech training activity there are master of ceremonies, translator of al-Quran in English, some speeches, and entertainments. Those are performed by students and monitored by teacher.

The purpose of English Speech Training is to improve students' pronunciation, fluency, and vocabularies. And also it can increase confidence to speak publicly, increase students' listening ability as audience from what is being delivered by the speaker.

Research on students' speech has also been applied in some places for improving speaking skills. Such as in Khurotul Unsia's thesis, 2006, she uses the students' speech as the alternative topics for improving speaking skill. Some students are afraid of making mistakes and facing a failure. So the teacher gives attention to the students in order to encourage and support them in overcoming their difficulties. By finding a suitable topic, it would be easier for the students to express their ideas if they are familiar and interested in the topics presented. The students' personal experiences are topics which are found in their daily lives and

in which they are familiar. These topics can stimulate them to say something, inspire them to speak up, and can be the facilitator that can motivate them to communicate by English.

And Luluk Humaidah, 2004, her study focuses on speech act of president and vice president candidates in the general election. There are many speech acts uttered by the president candidates in "Who Wants to Be the President" A special program in Televisi Pendidikan Indonesia. From their speech acts, the president candidates' communication skill to get the audience supports was shown and important.

Considering the situation above, this research will analyze how English speech training can help students' fluency in English speaking and students' response toward English Speech Training activity at MA Mamba'us Sholihin Gresik.

## **B. Statement of the Problem**

1. How is English Speech Training applied to help students' fluency of MA Mambaus Sholihin Gresik in English Speaking?
2. What is the students' response toward English Speech Training as extracurricular activity?

**C. Objective of the Study**

1. To find out application of English speech training activity to help the students' fluency of MA Mambaus Sholihin Gresik in English Speaking.
2. To describe the students' response of MA Mamba'us Sholihin Gresik about English Speech Training as extracurricular activity in their school.

**D. Significance of the Study**

The researcher hopes to give a technique for teacher or tutor to improve students' fluency in English speaking. In this case is English Speech Training as an alternative extracurricular activity which is useful for developing creativity, vocabulary student and improving speaking ability. Besides, the teacher or tutor can understand the students' response toward the activity.

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

1. This study only focuses on the English Speech Training activity that is held once in a week at MA Mambaus Sholihin Gresik.
2. The limitation of this study is the first grade of MA Mambaus Sholihin Gresik at thrice meeting in English Speech Training activity.

## **F. Definition of Key Terms**

### 1. English Speech Training

An extracurricular activity to learn and practice oral communication for students of MA Mambaus Sholihin Gresik that is held once in a week.

### 2. Students' fluency in English speaking

The ability of student to speak an English language easily, accurately, better, and be active to speak English.<sup>8</sup>

## **G. Research Report Writing Organization**

Writing organization of this research in function to get easy and direct the research, the contents as follows:

*The first chapter* is an introduction, which contain an overview of the basic of writing. It is include: background of study, statement of the problems, objective of the study, significance of the study, scope and limitation of study, definition of key term, and research report writing organization.

*The second chapter* presents review of related literature. Those are theory of speaking skill, the teaching speaking, the component of speech, the difficulties of speech, and review of related studies.

*The third chapter* is research method. The researcher states the method used to conduct the research. This chapter covered of research design,

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<sup>8</sup> Scott Thornburry, *How to Teach Speaking*, (Malaysia: Ocelot Publishing, 2005), 28.



setting of the data, data and source, research instrument, data collection technique, and data analysis.

*The fourth chapter* presents research finding and discussion of research finding. This chapter describes the result of research and answers the problems of this study.

And the last, *The fifth chapter* presents the conclusions of this research and several suggestions which give a technique for teacher or tutor to improve students' fluency in English speaking.