

CHAPTER I

INTRODUCTION

A. Background of the Research

According to Saputra (2018), speaking is an oral language. Anuradha, Raman, and Hemamalini (2018) state that students can speak after listening to sounds, words, phrases, and sentences from their surroundings. Using that skill, they can develop and convey meaning through non-verbal and verbal symbols in different contexts. Speaking skill is the product of teaching and learning a language (Usmonov, 2020). If students have good speaking skills, it will be easier to communicate with others in a classroom. It also can help them in accessing various affairs. Kusnierek (2015) states that speaking skills relate to productive skills involving language production. In addition, speaking skills can be used to know the language of native speakers.

To speak a foreign language, students must consider their motivation. It relates to students' directions to repeat a behavior and vice versa (Alizadeh, 2016). Motivation is defined as an aspect that continually stimulates humans' desire and energy to be interested and committed to a subject, role, object, or to do something to reach the target (Sharipovna and Oybekovna, 2019). High students' motivation will increase their learning frequency. Thus, learning outcomes will increase well. Hayikaleng, Nair, and Krishnasamy (2016) state that motivation is the most important aspect of making students successful in learning.

The phenomena of high students' motivation have happened at Fastco English Course Blora. Students are interested in learning English-speaking skills because of some reasons. Firstly, They want to fulfill job requirements to be able to speak English passively and actively. Secondly, they want to prepare themselves to continue their education at a higher level, like public and private universities in Indonesia. Thirdly, they want to work in companies around Blora, like Migas in Cepu, Exxon mobile in Bojonegoro, and Pungkook, which have active and passive English language requirements. Then, the majority of Chinese students in Blora want to continue their studies abroad. Furthermore, any local students want to continue their studies in bilingual Islamic Boarding schools like Gontor and Assalam. In addition, some students want to prepare themselves to enroll in state service schools, to become police, army officers, and doctor. Another fact, this course is an official course with SK. Diaspora RI No: 411.3/2098/2016. The location is strategic, which is in the city center.

Moreover, the teacher in Fastco English Course Blora were prioritized graduating with a bachelor's degree in English. The owner of this course graduated from Kansas University, USA. He has studied language and culture. Based on the interview, there are two programs in Fastco English Course Blora, namely boarding and private. The students can get their class 3 times a day with one and a half hours in the morning and afternoon and two hours in the evening in boarding programs.

Speaking skills development involves pronunciation, vocabulary, grammar, and fluency (Antara and Anggredi, 2021). Unfortunately, the teachers at Fastco English Course have to deal with unconfident and nervous students when they are speaking practice. They also lack in mastering vocabulary, grammar, and pronunciation. Consequently, they cannot keep the interaction going. So, teaching speaking skills becomes the teachers' challenge.

Moreover, the teachers should be creative to create an interesting environment in the classroom to improve students' skills and fulfill students' needs. The roles of teachers in the classroom are very important. Teachers not only deliver materials to students but also become friends, mothers, fathers, and the place for complaining (Widodo, 20014). In addition, the teachers should apply good implementation in teaching English speaking skills using a good teaching approach, design, and procedure. The teaching approach consists of the theory of language and language learning. Then, the teaching design consists of the objective of teaching method, syllabus, teacher's roles, instructional materials, teaching media, and assessment. Furthermore, the teaching procedure consists of teaching technique and teaching strategy (Richards and Rodgers, 2014).

Based on the explanation above, the researcher is interested in doing a study entitled "TEACHING ENGLISH-SPEAKING SKILLS AT FASTCO ENGLISH COURSE BLORA."

B. Problem Formulation

1. How is the teaching English speaking skill at Fastco English Course Blora?
2. What are the teachers' roles in teaching English speaking skill at Fastco English Course Blora?
3. What are the teachers' problems in teaching English speaking skill at Fastco English Course Blora?
4. How does the teacher solve the problems?

C. Research Objectives

The objectives of the research are:

1. To describe the teaching English speaking skill at Fastco English Course Blora.
2. To identify the teachers' roles in teaching English speaking skill at Fastco English Course Blora.
3. To find out the teachers' problems in teaching English speaking skill at Fastco English Course Blora.
4. To find the solution to solve the problems.

D. Research Benefits

This research is hoped to give the following benefits.

1. Theoretical Benefit

The researcher expects additional information about teaching English speaking skills in English courses. It is hoped that the writer will better understand teaching English speaking skills. Thus, the writer can prepare to be more creative in teaching. Besides, the results of this study

can be made as a reference to research the implementation of teaching speaking skills.

2. Practical Benefit

- a. For course managers: This study will become a consideration for improving teachers' performances.
- b. For the English teacher: This study will provide information and knowledge about teaching English speaking skills.
- c. For another researcher: The results of this study can develop another researcher researching teaching English speaking skills.