

# CHAPTER I

## INTRODUCTION

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

The ability of the students to understand the four language experiences of listening, speaking, reading, and writing is emphasized in English language teaching in Indonesia. These four abilities ought to be inversely correlated. Language components like vocabulary and pronunciation help to support all of those skills. But if someone doesn't comprehend the vocabulary and pronunciations of a language, it's also pointless for them to study it. The government is aware of how crucial those skills are and works to provide engaging lessons so that students can learn them effectively. This is evidenced by the frequency with which the curriculum system has been updated to reflect changes in the times. The only presumptive strategy inside a communicative, interactive framework is the integration of the four skills (Brown, 2000: 234).

According to Ur (2001) among all the four skills, speaking seems intuitively the most important. In this regard, Lazaraton (2001) says that speaking ability is synonymous with knowing that language because it is the most basic means of human communication. Speaking is a skill that must be owned by the students well, making students active in speaking is one problem for teachers. Thus, the teaching speaking is one important part of language learning. The ability to communicate and interact in the target language clearly and efficiently will contribute to the succes of the students at school and success later in their life. That is why it is also important for the English teachers to pay great attention for conducting a research on speaking.

Speaking is such a natural aspect of daily life, according to Thornbury (2005: 1), that we often take it for granted. Speaking is crucial since it's the most natural way for people to

transmit messages and exchange information. According to Richards (2008: 19), many second- or foreign-language learners prioritize mastering their English speaking abilities. As a result, students commonly assess their progress in language acquisition and the performance of their English course based on how much they believe their spoken language ability has increased..

A research by Arbain and Nur (2017) shows that the techniques used by the lecturer in teaching speaking form the student centered interaction in which the students are dominant in classroom. The techniques are show-and-tell, presentation, drama, and question-and-answer. Show-and-tell and presentation techniques are two types of performance talk which were used more often by the lecturer than the two other techniques (i.e. drama making and question and answer). Thus, it's necessary for language educators to apply some natural strategies. Koran's study (2015) explains that teaching strategies similar as role plays, group work, projects,etc. are used to avoid shyness and reluctance to speak English. therefore, the primary job of a language teacher is to encourage learners to use English not only in the classroom but also in their day-to-day interaction with their classmates, with teachers or any other English speaking people, if possible..

Furthermore, a study by Mayorga, Vasquez, and Delgadillo (2014) demonstrates the employment of direct strategies more than indirect strategies during English classes which means these are largely ignored. With reference to the strategy groups, the memory and cognitive strategy groups were revealed to be the ones students favored the most. nonetheless, affective and social strategy groups weren't applied at all. Dialogues, role plays and readings were the most enforced activities in English classes which helped students to improve their fluency, accuracy and self- confidence.

MTsN 2 Sukoharjo is one of Islamic-based Junior High School of which takes concern on English. he researcher has identified certain key stages in the English teaching and

learning process, particularly speaking, after completing pre-observation in MTsN 2 Sukoharjo. As a result, the researcher often wants to determine if teaching and learning take place in a dynamic manner in the classroom. In light of this, the language classroom should be a space where all students can practice the communication skills they will need to utilize in authentic, outside-the-classroom interactions. The teacher's role in encouraging student participation in the classroom is crucial at this point. The teacher creates a speaking habit program called English Day to familiarize students with English. English Day is English speaking intensive program provided by MTsN 2 Sukoharjo to facilitate students who are interested in English and also motivated to improve their English skills especially speaking. Previously, the teacher or tutor and the students have meetings after the regular class had done. But during Covid-19 outbreak, they have virtual meeting by admin invitation. *English Day* is aimed at facilitating the students of MTsN 2 Sukoharjo to have a place for practicing and improving their English speaking skill outside of the classroom sessions. The program provides some activities to improve speaking skill. The students of MTsN 2 Sukoharjo could speak English as often as possible in that program (Interview with the English teacher, 29 May 2021). In this program, students are 'forced' to speak English with their friends and teachers.

The Indonesian government was implementing some regulations that limited the amount of individuals moving in public locations as the Covid-19 Pandemic took its course. Similar regulations have destroyed the regular operation of universities and schools. Leaders of public and private educational institutions have established essential methods for students and teachers to continue their teaching and learning process without attending school because the duration of such measures has been extensive. On March 24, 2020, the Indonesian Minister of Education and Culture (Mendikbud), in connection with the subject, published Surat Edaran No. 4 of 2020, outlining the National Examination (UN) and the

"Home Learning" process, which involved online/distance learning. Given the learning environments at home, "Home Learning"'s activities and assignments vary.

In order to know further about English Day program in MTsN 2 Sukoharjo during pandemic period, an in-depth examination of the relationship between the teacher and students during interactions, such as when the teacher asks questions, explains, provides feedback, corrects errors, and when the students pay attention to the teacher's instructions and explanations, when they express their opinions, respond to questions, and complete tasks, is best done using the descriptive method. Additionally, it seeks to understand the likelihood that students will participate in the teaching-learning process by practicing their knowledge and abilities, the roles of the teacher and students, and the efficiency of the English teaching-learning process during pandemics.. Therefore, the researcher is interested to make a study entitled “**THE EFFECTIVENESS OF SPEAKING HABIT PROGRAM FOR STUDENTS OF OF MTsN 2 SUKOHARJO IN PANDEMIC ERA**”.

## **B. Formulation of Problems**

The writer formulates the following problem statements:

1. How is the implementation of speaking habit program for students in MTsN 2 Sukoharjo during pandemic era?
2. How is the effectiveness of speaking habit program for students in MTsN 2 Sukoharjo during pandemic era based on the teacher and students' perspectives?
3. What are the strengths and weaknesses of speaking habit program in MTsN 2 Sukoharjo?

## **C. Objectives of the Study**

The objectives of this study are as follows:

1. To describe the implementation of speaking program for students in MTsN 2 Sukoharjo during pandemic era.

2. To know the effectiveness of speaking habit program for students in MTsN 2 Sukoharjo during pandemic era based on the teacher and students' perspectives.
3. To identify the strengths and weaknesses of speaking habit program in MTsN 2 Sukoharjo.

#### **D. Benefits of the Study**

1. For the researcher

Having finished the research, the researcher expects to get added information about speaking habit program in MTsN 2 Sukoharjo during pandemic period. It's hoped that the researcher will gain better understanding about teaching learning conditioning, therefore, the researcher can prepare himself to be more creative in teaching.

2. For the teachers

The result of the study can be used as another information dealing with speaking habit program in MTsN 2 Sukoharjo during pandemic period. Furthermore, by knowing the result of the study, the teacher may maximize the strengths for teaching improvement and minimize the weaknesses for better teaching.

3. For the stakeholder of the school

It can give a clear portrait of speaking habit program in MTsN 2 Sukoharjo during pandemic era. It will also enable the school to decide next policy or the right steps in developing the teachers and students teaching learning process.