

## **CHAPTER I INTRODUCTION**

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

Nowadays, English has been a language used almost by everyone. This is due to English stated as the international language. People connected by language and English is the language connected them. To keep connecting, people must be able to speak English. Not all the people in the world are able to speak English fluently. People live in a Speaking country have fluently spoken English since they are just children or in educational field called English as a second language (ESL). Furthermore, there is non – English – speaking country or in educational field called English as a foreign language (EFL). In this study, the researcher will focus on teaching English as a foreign language especially in improving speaking skill.

According to Berns (1990) in Sulisty (2009), in an English foreign language country, English is not used in daily life. Thus, students in that country have fewer opportunities to train English as English is not the main language used.

Speaking in a foreign language, however, is challenging task for language learners since speaking according to Lazaraton in Celce-Murcia, (2002: 103) is “an activity requiring the integration of many subsystem and all these factors combine to make speaking a second or foreign language a formidable task for language learners”.

People want to speak English because they want to be able to communicate or carry on a conversation in English fleuntly. According to Brown (2001) standard for success in language acquisition is that students are able to achieve pragmatic understanding by interactive discourse with other speakers.

In a speaking or a conversation-based class, there is no clear agenda or lesson plan. Sometimes it based on what is happeing at the time. Tutor and students may discuss what is happening as the techniques of learning

English speaking skill. Brown (2001) stated “the goal and techniques for teaching conversation are extremely diverse, depending on the student, teacher, and overall context of the class.”

The research itself was held in Muhammadiyah University of Surakarta especially at English Tutorial Program run by LPIDB or Institute for Development of Basic Science and Language. This program is made to support students mastering speaking skill outside regular lecture. This program is only made for non-English department freshmen in 2015/2016 academic year. The aim of this program is to produce graduated students that master English at least daily speaking skill. ETP or English Tutorial Program mainly focus on speaking skill. The session for each meeting is once a week. It usually done in Saturday morning, but tutor is given right to manage it as their free time to do the session. The teaching method is made friendly, and make students feel happy to speak without worrying . There is not only lecturing but also games for every session.

The techniques used by the tutor are the same as any other teacher or tutor in teaching English speaking skill. They are role-play, games, problem statement, and discussion. The techniques used based on the material learned. Different materials use different techniques.

This study is conducted in the kind of naturalistic study. According to Frey, Botan, & Kreps (1999) naturalistic inquiry is a research that focuses on how people behave when absorbed in genuine life experience in natural building. The goal of naturalistic research is to develop context-specific statements about the multiple, constructed realities of all the key participants.

The reason of conducting this study is based on the writer’s daily observation, almost all non-English department students are not incapable in speaking English fluently. Absolutely there has been MUEC or Muhammadiyah University English Course, which provided an English course with competent tutor, but students do not interest, so LPIDB as the language centre made ETP or English Tutorial Program to accommodate the

freshmen to learn English better especially in Speaking skill. This program has been successful in its first period. Until now, it is still running and being developed from all the sectors such as the competency of the tutor, or the material used. Therefore, based on the event, the writer wants to conduct a study about teaching speaking in English Tutorial Program.

Based on the phenomenon above, the researcher is interested to conduct a research entitled **THE IMPLEMENTATION OF THE TEACHING SPEAKING SKILL AT ENGLISH TUTORIAL PROGRAM (ETP): A NATURALISTIC STUDY AT ACCOUNTING DEPARTEMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2018/2019 ACADEMIC YEAR.**

## **B. Limitation of the Study**

While conducting this study, researcher made the limit of the scope of the study only on the implementation of teaching speaking skill at English Tutorial Program (ETP) group S, V, W, and X at Muhammadiyah University of Surakarta in 2018/ 2019 Academic Year. The problems are limited namely object and subject.

### **1. Object**

The object of the study focuses on the implementation of teaching speaking skill at English Tutorial Program (ETP) group S, V, W, and X at Muhammadiyah University of Surakarta in 2018/2019 Academic Year. The implementations of teaching speaking skill at English Tutorial Program (ETP) cover the classroom techniques, the classroom procedures, the teacher's roles, the students' roles, and the roles of instructional materials.

### **2. Subject**

The subjects of the study are students of English Tutorial Program (ETP) group S, V, W and X of the second semester students of department of accounting education at Muhammadiyah University of Surakarta in 2018/2019 Academic Year.

### **C. Problem Statement**

Based on the background of the study, the researcher formulates the problem statement as follow: “How is the implementation of teaching speaking skill at English Tutorial Program in 2018/2019 academic year.

From the problem statement above, the researcher formulates the research questions to find out the result of the study as follows:

1. What are the classroom techniques of teaching Speaking skill used at English Tutorial Program?
2. How is the classroom procedure of teaching Speaking skill at English Tutorial Program?
3. What are the teacher’s roles in teaching Speaking skill at English Tutorial Program?
4. What are the students’ roles in teaching Speaking skill at English Tutorial Program?
5. What are the roles of instructional materials in teaching Speaking skill at English Tutorial Program?

### **D. Objectives of the Study**

Based on the problem statements above, the study aims to describe the implementation of teaching Speaking skill at English Tutorial Program in 2018/2019 academic year. This objective of the study is specified into several subsidiary objectives, namely:

1. the classroom techniques of teaching Speaking skill at English Tutorial Program,
2. the classroom procedure of teaching Speaking skill at English Tutorial Program,
3. the teacher’s roles in teaching Speaking skill at English Tutorial Program,
4. the students’ roles in teaching Speaking skill at English Tutorial Program, and

5. the roles of instructional materials in teaching Speaking skill at English Tutorial Program

#### **E. Benefits of the Study**

In this study, researcher tries to provide two kinds of benefits, namely: theoretical and practical benefits.

1. Theoretical Benefits

This study expected to enrich the knowledge resources of teaching English especially in improving speaking skills. We hope this study can be useful for the researcher herself and for the people dealing with educational environment.

2. Practical Benefit

The researcher hopes this research will be useful for educational environment, namely the students, the tutors, and the other researchers.

- a. The Students

The researcher hopes by doing this research, she can find appropriate method to increase students' achievement.

- b. The Tutors

The researcher hopes this research can help tutors improve students' speaking skills and enrich the variation of teaching methods.

- c. The Other Researchers

The researcher hopes the other researchers can use this research as reference for their research.

#### **F. Research Paper Organization**

The researcher organizes this paper into several chapters to make sure that the readers can understand the paper. This paper is divided into five chapters. Each chapter has their own content, namely:

Chapter I is introduction. It consists of background of the study, limitation of the study, problem statement, research question, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature that consists of previous study and underlying theory that deals with the notion of teaching speaking, speaking skill, and component of teaching – learning process.

Chapter III is Research Method. It consists of types of the research, setting of the study, subject of the study, object of the study, data and data source, methods of collecting data, and techniques for analyzing data.

Chapter IV is Research Finding and Discussion which consists of the classroom technique of teaching English, classroom procedures of teaching English, the teacher's role in teaching English, the students' roles for teaching English, and the roles of instructional materials used by teacher.

Chapter V consists of conclusion, pedagogical implication, and suggestions.