

CHAPTER I

INTRODUCTION

1.1 Background of Research

Language is one of the elements of culture in society. Language and societies are two things that cannot be separated. Language skills (listening, speaking, reading and writing) cannot be separated because the four aspects are interrelated and complementary.

One of the four skills, speaking, is used to deliver some ideas, wishes, and needs to other people. According to Harris (1969:81), speaking is a complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates. In communication, Hughes (2002:6) states that speaking is the basic thing of interaction and to be able to speak, the ability of people should be explored by the school or by themselves. From the statements above, it can be concluded that there are many ways to develop or to explore the ability of speaking skill.

However, teaching and learning speaking skill is not easy. Bernstein (2012:1) states that speaking is hard to do because of lack of confidence and less confidence from the students. Even in a small group activity, student is hard to move their tongues because they have no confidence and braveness to tell their opinions.

To explore the speaking ability, people need activities to practice their ability which can apply the theory from the formal class into practice. Some people join an activity like English club.

Benwell (2010:1),

Starting an English club is a great way to make new lasting friendships and new motivations. It is important to have good ESL/EFL friends because your confidence will increase if you do. You will feel more comfortable using English around people you trust and have fun with.

From the statement above, it can be concluded that an English Club is one of the suitable forums to explore and improve people's braveness to speak English in public. In the English club, people will find many different conditions compared to the class room, and it will be a new motivation for them to learn, not only about the theory but also real practice there. People have more chances in the English club to explore their ability like speaking. In English club activities people will be forced to speak in English with other people in that club. When they know that they are able to do that, it will increase people's confidence and finally they will find that they are brave to speak in public.

The Center English Club Bandung located on Jalan Setiabudi no. 26b Bandung is a place where people can learn, study English and improve their speaking skill with native speaker. Most of the members at 'The Center' are college students from some universities in Bandung. Most of them said that English is very important for them although it is not their major in universities, and they also said that learning English is easier and better when

they learn it by practicing especially for speaking. It is better for them to learn or practice with the Native Speaker so they can know the correct pronunciation, grammar, etcetera.

Seeing this phenomenon, this research is interested to conduct a research at 'The Center' English Club Bandung to know "the implementation of teaching speaking". Therefore, this paper's title is:

"The Implementation of Teaching Speaking at 'The Center' English Club Bandung."

1.2 Statement of Research Question

In line with the purpose of the study, this study attempts to address the following questions:

1. How is the process of teaching speaking at 'The Center' English Club Bandung?
2. What are the obstacles in the process of teaching speaking?
3. How are the members' responses of the process of teaching speaking at 'The Center' English Club Bandung?

1.3 The Purposes

Based on the questions formulated above, the purposes of the study are:

1. To find out process of teaching speaking at 'The Center' English Club Bandung.
2. To find out obstacles in the process of teaching speaking.

3. To find out the members' responses of the process of teaching speaking at 'The Center' English Club Bandung.

1.4 The Significances

This research is expected to give a lot of advantages to a reader and also to share acknowledge each other. This research has significances in some areas, as follows:

1. For teachers, this method can be used as an alternative method to teach speaking skills to students, because practice makes perfect.
2. For students, this research will provide an source of inspiration. Students can gain the knowledge and experience of the literature thus increasing the learning experience. Also students can prepare to practice their speaking ability.
3. For researchers, this research can help the researcher to know and understand about teaching English speaking.

1.5 Rationale

In English, there are four language skills that should be mastered, they are: listening, speaking, reading, and writing. According to Tarigan (1984:1-3), "English language skill has four components; listening, speaking, reading, and writing skills.

One of the four skills, speaking, is used to deliver some ideas, wishes, and needs to other people. According to Harris (1969:81), speaking is a

complex skill requiring the simultaneous use of the number of different abilities which often develop at different rates. Mulgrave (1994:3-4) says that speaking is natural human behavior which uses two factors, namely semantic and linguistic. Hughes (2002:6) states that speaking is the basic thing of interaction and to be able to speak, the ability of students should be explored by the school or by the students themselves.

Teaching speaking is important part of foreign languages learning. Baileys (2004) elaborates principles for teaching speaking:

1. Be aware of the differences between second and foreign languages.
2. Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etcetera.
3. Provide opportunities for students to talk by using group work, and limiting teacher talk.
4. Plan speaking tasks that involve negotiation for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.
5. Design class room activities that involve guidance and practice in both transactional and interactional speaking.

From the explanation above, it can be concluded that teaching speaking is an activity that helps students' improvement in the English conversation as well as in life. Basically, it is related to the function of speaking that is for expressing thanks, sharing ideas or information. However, today world requires that the goal of teaching speaking should be improving people's pronunciation skills.

Sometimes people think that speaking English is something difficult to learn, but it is not a hard thing if people always practice and are in an environment supports English speaking. If they want to be able to speak English, they have to practice and practice. Swan (Nunan, 1991:51) suggest that "we learn to speak by speaking"

According to Brown (1994: 266-268) there are six types of techniques in teaching speaking:

a. Imitative

Imitative could be said as a drills offering students and opportunity to listen and repeat certain strings of language orally that may pose some linguistic difficulty either phonological or grammatical.

b. Intensive

This technique is going one step beyond imitative. Intensive speaking can be self-initiated or it can even form part of some pair work activity, the students here are 'going over' certain form of language.

c. Responsive

Short replies to teacher and learners initiated questions or comments this is such as a short dialogue.

d. Transactional

This technique is purposed of conveying or exchanging specific information such as conversation.

e. Interpersonal

This technique is purposed of maintaining social relationship than for the transmission of fact and information, such as casual conversation.

f. Extensive (Monologue)

This extensive monologue is such as asking students to give extended monologues in the form of oral report, summaries and short speech



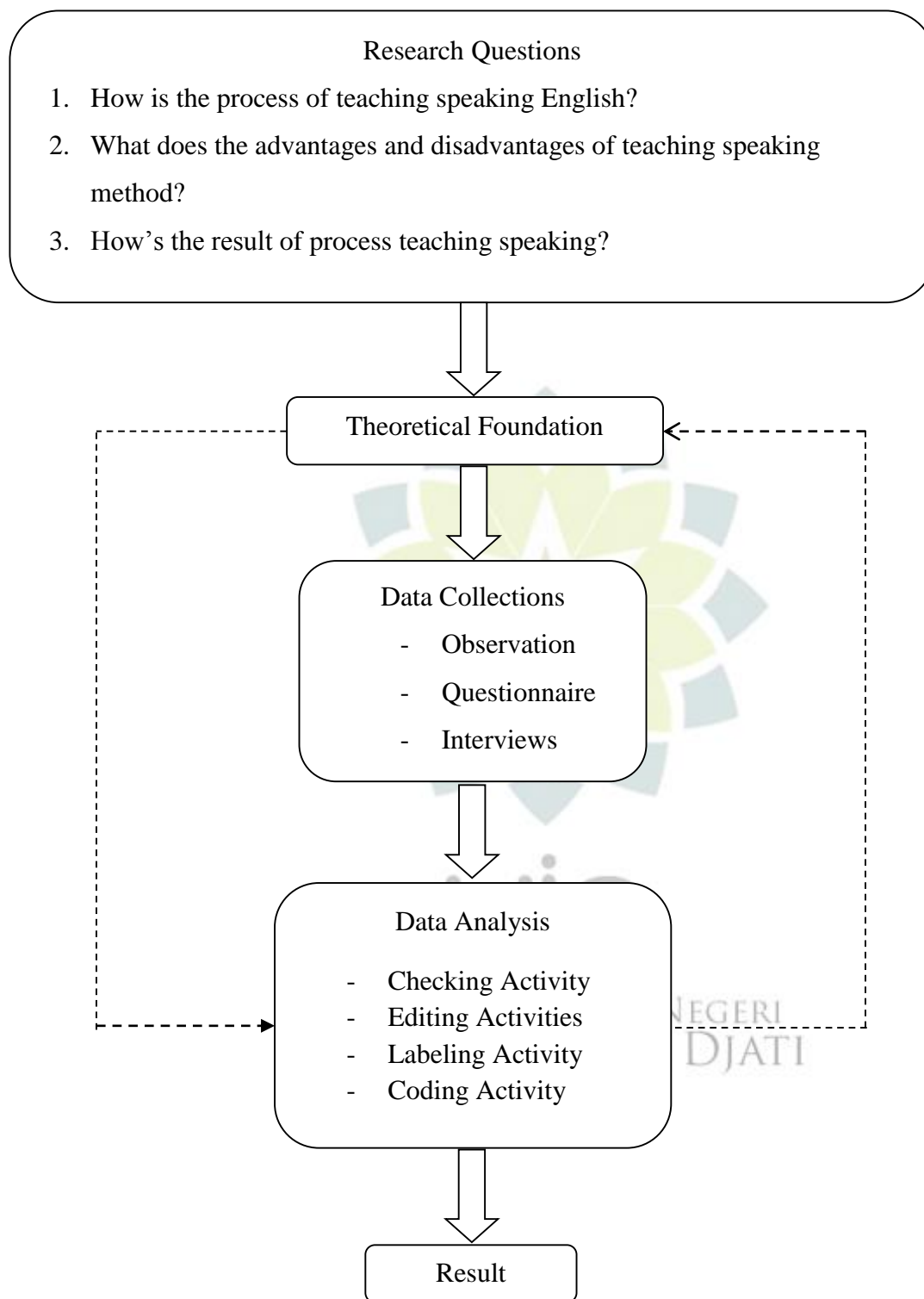


Figure 1.1

Research Framework of Teaching Speaking at The Center

Therefore, based on the statement above, this research uses the instruments in collecting data. The instruments are Observation, to obtain facts about phenomena in teaching speaking; Questionnaire, to know students responses to the implementation of teaching speaking at 'The Center' English Club; and Interview, the process of acquiring information orally. After collecting data, the next step is to analyze the data in order to meet the aim of the study. Several steps are used to analyze the collecting data, such as Checking Activity, to determine the amount of suitable instruments collected in accordance with requirements and completeness checking sheet instruments; Editing Activity, checking the completeness of data entry, writing legibility, etc; Labeling Activity, the provision of specific identity of the incoming instruments; and Coding Activity to classify respondents according to the type and nature by giving code.

1.6 Research Methodology

A. Research Design

In accordance with the purpose of the research, this study used a *qualitative approach*. Bogdan and Taylor (Moleong, 2007: p.11) suggest that qualitative methodology produces descriptive data in the form of words, whether it is from written or spoken of the people and the observed behavior.

McMillan and Schumacher (1993, p. 479) defined qualitative research as, “primarily an inductive process of organizing data into categories and identifying patterns (relationships) among categories.” This definition implies that data and meaning emerge “organically” from the research context.

The following is a definition of a case study in research design according to Gay (1987:189),

“a case study is the depth investigation of an individual, group, or institution, while in education, case studies were typically conducted to

determine the background, environment, and characteristics of children with problem.”

Therefore, the method used in this study is case study. The researcher would use the case study method because the researcher wanted to study a real-life phenomenon in depth, but such understanding encompassed important contextual conditions-because they were highly pertinent to your phenomenon of study (e.g., Yin & Davis, 2007).In this sense, the case study is not limited to being a data collection tactic alone or even a design feature alone (Stoecker, 1991).

B. Data Resources

In this research, the data resources take from ‘The Center’ English club Bandung located in Jalan Setiabudi no. 26b, Bandung. The Center’s condition and criteria are suitable for this research and also the concern to improve Members’ speaking ability. There are the details of data resources; (1) population, (2) respondent.

1. Population

The population of this study is members at ‘The Center’ English club Bandung who come continually every week, which are 50 members. It is caused the object required this research condition. According to Moleong (2012: 224) *purposive sampling* is used to explore the information entire, therefore in qualitative method there is not generalization of population.

2. Respondent

Respondent or sample is a small part of population chosen based on certain procedures as a representative. Millan and Schumacer (2001:404) said that the determination of respondents in qualitative study conducted by researchers considerations relating to the need of research. It obtains complete information in

accordance with the purposes or research problems. Arikunto (2010:172) said that Respondent is someone who responses and answers the questions from the researchers, it can be in written or spoken form.

Respondent is The Population of members of The Center English Club Bandung is 50 people. According to Arikunto (2010:173), population is the totality of subject research.

The samples are chosen due to the limitation of time, energy and funds of this research. There are 10 members who will be the respondent

This research will use *purposive sampling* as a sampling technique because of convenience, it is easiness and make efficient the time, place, cost and energy. According to Sugiyono (2008), “Purposive sampling is one technique of collecting data with certain consideration and objective in mind”.

C. Data Collection

This section will discuss the methods of gathering and researching data. The data collection was taken using instruments and steps of data collection. The instrument used is observation, questionnaire, and interview.

1. Instruments

In order to get satisfactory data, it is important to make a suitable instrument for the research. The instrument used in data collection is observation, questionnaire and interview. The instruments used in collecting data for the research are presented below:

a. Observations

“Observation is a technique of collecting data which is doing by systematic observing and noting to the problems indication that investigated” (Supardi, 2006: 88). Nazir (1988:212) states that the technique of observation is the way of collecting data by using eyes directly without the involvement of standardized instruments.

In this technique, the data needed has been required in guidelines, and it is collected by observing the process of teaching speaking at 'The Center'. Fraenkel (1993:384) said that the best data to be gained in answering research question is by observing people, act, or how something done. This means the researcher also observed condition completely to make the real report of the local circumstance. The researcher thought the specific situation and condition at 'The Center' English club Bandung should be known deeply for the complete research data.

The observations were held four times continuously by using direct types of observation. Observations were applied in this research because there are some facts and data, which are impossible to get without observing all phenomena in the location of observation. Through observation, the research will be intended to know and understand the activities in teaching speaking.

b. Questionnaire

Questionnaire is a set of logical question that related to the research problem (Nazir, 1985: p.246). Questionnaire is a number of written questions used to gain some information from the respondents in the meaning of their personal reports or things they are known (Arikunto, 2010:194). The researcher used open questionnaire. The researcher gave list of questions related to the subjects. The questions consist of ten questions related to the research subject and the object of research can answer each question as far as know. It is aimed to know students responses to the implementation of teaching speaking at 'The Center' English club. In this technique, respondents have the freedom to answer or respond according to their perception.

c. Interview

Interview technique is the process of acquiring information orally, in which two or more people are face to face, by using interview guide (Nazir, 1985: p.234). The type

of interview method used in this study was free guided interview, where the interviewer just makes the points of the problem investigated (Supardi, 2006: p.100). According to Arikunto (2010:198) interview is a dialog that is done between interviewer and interviewee to get accurate information. The questions in the interview were about the teaching speaking at the center to improve members' pronunciation.

2. Steps of Data Collection

There are several steps used to get the data collection. They are: (a) observation; (b) recording; (c) analyzing; (d) concluding.

a. Observation

The researcher observed members at The Center as the beginning step of the research. The observations were held four times continuously. In this technique, the data needed has been required in guidelines, and it is collected by observing the process of teaching speaking at 'The Center'. The researcher also observed condition completely to make the real report of the local circumstance. The researcher thought the specific situation and condition at 'The Center' English club Bandung should be known deeply for the complete research data.

b. Analyzing

After the researcher gets all the data collections, the researcher will analyze those data inductively.

c. Recording

The interview of members and native speakers (teachers) will be recorded first, in order to simplify the process of interpreting the data.

d. Concluding

When the analysis is finished, the conclusion was made according findings.

D. Data Analysis

The following activity after collecting data is analysis in order to meet the aim of the study; several steps are used to analyze the collecting data:

1. Checking activity

Checking activity is to determine the amount of suitable instruments collected in accordance with requirements and completeness checking sheet instruments.

2. Editing activities

Editing activities include checking the completeness of data entry, writing legibility, clarity of meaning answers, constancy and suitability answer, relevance of the answers, and the use of the data unit.

3. Labeling activity

Labeling activity is the provision of specific identity of the incoming instruments; include the type of instrument, the identity of respondents, stratified, area or group.

4. Coding activity

Coding activity is to classify respondents according to the type and nature by giving code.