

Chapter One

Introduction

This chapter describes the introduction of the study and it deals with several significant points that are mentioned in this chapter. First, the introduction that concerns with background in exploring the implementation of Stand Up Speak program to enhance students' speaking skill at an English course in *Kampung Inggris Pare Kediri* and presents the reasons why the researcher interests in conducting this research. Furthermore, this chapter also describes the identification and limitation of the problems and the research questions. Moreover, the objectives of the research, the significance of the research, and organization of the research are elaborated in the following sections.

Background

Nowadays, English is perceived as a global language for communication. By the end of twentieth century, English has become a *lingua franca* that has been used widely for communication (Harmer, 2007, p.13). It is spoken by millions of people both native and non-native speakers of English worldwide. It means that, not only mother tongue as the first language to communicate but also foreign language has a place in the development of this globalization era. Therefore, Lauder (2008) argued that English has played significant roles in society in general and in the field of business, politics, education and media in particular. Moreover, English also plays in technology, economics, science and other related areas.

In Indonesia, English is taught as a foreign language and one of the compulsory subjects in school. English language lessons in Indonesia are regulated by competency standards of the Minister of Education and Culture Number 060 / U / 1993 dated February 25, 1993 concerning the possibility of an English language program as a subject for elementary local content, and can be started in 4th grade of elementary school (Listia, 2008). In addition, Mistar (2005) stated that the 1994 curriculum allows the teaching of English to primary school students if it is deemed as necessary.

In its implementation, there are four skills that need to be mastered in English language by learners, namely, speaking, writing, listening and reading. Harmer (2007) mentioned that speaking and writing are considered to be productive skills while listening and reading are regarded as receptive skills (p.265). Widely, all four skills are important. Nevertheless, speaking skill plays a major role in learning a foreign language that aims as a result of learning a language to communicate with others.

At present, as a result of the position of English as an international language for communication, the need for mastery of English is increasing. Nazara (2011) said that even though many studies which aimed at helping students master speaking skills have been conducted, there are still many EFL students feel that speaking skills are very difficult to master. In addition, Dinçer and Yeşilyurt (2013) argued that “speaking is complex and difficult to master because it contains linguistic and non-

linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, gestures, and so forth” (p.88). Therefore, it is not uncommon to find difficulties in learning foreign languages, and this might occur due to various levels of English proficiency.

In learning English in Indonesia, there are a number of ways in which learners can master English well. Whether it is taking English classes at school, following an English course outside school, following an English club, or learning autonomously. In other words, considering the limited time of English language lessons in schools, then, taking an English course outside the school is still in great demand by the learners. As time goes by, learning English continues to innovate. There are a great number of English courses with good facilities to improve English skills.

In its development, there is one area in Indonesia known as *Kampung Inggris* (English Village) which is located in *Desa Tulungrejo* within the district of Pare, Kediri, East Java. At first, in *Desa Tulungrejo* (Tulungrejo village) there was only one English language course institution, but because of the high interest of the community in learning English, the number of participants in the English language course increased. Until now, the number of course participants has increased, as well as the number of learning institutions that are there. That area is dubbed as *Kampung Inggris* is not without reasons, but because that place is the largest English language learning in Indonesia. In 2017, there were approximately more than two hundred of English course institutions in the *Kampung Inggris* Pare (Ayuna, 2017). Various

learning techniques are applied in developing learners' English skills in *Kampung Inggris*. Commonly, some of English courses in *Kampung Inggris* Pare require its students to speak English daily in an academic setting or camp with the rules of the courses they are studying.

Talking about *Kampung Inggris* in Pare Kediri, it cannot be separated from English language courses. Hence, there is one of English courses in *Kampung Inggris* named as Anamorsa English course (pseudonym) and the pseudonym of that English language course will be mentioned throughout this research in order to maintain the privacy of the English language course. Anamorsa English course has many interesting programs such as shout out vocab, slapjack pronoun, stand up speak, switch grammar and scratch writing. Thus, Stand Up Speak program in Anamorsa English course is the famous one, especially for learning speaking skill. It is actually the same as speaking class in general, but the aim is not only to improve students' speaking skills, but also to increase the level of students' confidence in the class by training students to speak in front of the class. Stand Up Speak program applied with various materials related to daily activities. In addition, the Stand Up Speak class lasts for 90 minutes.

Furthermore, *Kampung Inggris* is famous for its many English language courses. Therefore, Anamorsa English course is interesting to be analyzed because it has various learning methods. Especially, Anamorsa English course has one of prime program namely Stand Up Speak that aims to improve students' speaking ability.

However, in the Stand Up Speak program implementation, there are still many students who have not felt the purpose of the program properly. Hence, this research is important to carry out in order to find out how is a Stand Up Speak program implemented to enhance students' speaking skill and what are the challenges that students face while implementing stand up speak program at Anamorsa English course.

Identification of the Problem

Although speaking skills is at the heart of second language learning, it is not uncommon to find students' difficulties in applying speaking in real life. There are various factors that can affect the difficulties. The researcher found out that many students in different level of education undertake additional activities outside school or attending English courses aiming to improve their English speaking skills, especially at Anamorsa English course in *Kampung Inggris* Pare Kediri. As mentioned earlier, Anamorsa English course is one of the English language where students who register will be facilitated by English language learning available in that course.

Based on the research data gathered in the implementation of Stand Up Speak program at Anamorsa English language course in *Kampung Inggris*, the researcher noticed that some students looked very enthusiastic and confident, but some of them seemed to lack of confidence when the Stand Up Speak class took place. However, it

can be concluded that some of Stand Up Speak students have not felt the purpose of the Stand Up Speak program properly.

Limitation of the Problem

From the identification of the problem, the researcher intends to exploring the implementation of Stand Up Speak program at that English course. To make this research more spesific, the researcher only focus on Stand Up Speak program class which is taught in learning periode on 10 January 2019. The reason for choosing that periode is because the researcher also took the intensive program at that time. Furthermore, this study will only focus on how Stand Up Speak program is implemented to enhance students' speaking skill and the challenges that students face while joining in Stand Up Speak program at Anamorsa English course in *Kampung Inggris*.

Research Questions

To conduct this study, two research questions are used as a guideline. The followings are the research questions:

1. How is a Stand Up Speak program implemented to enhance students' speaking skill at one of English courses in *Kampung Inggris*?
2. What are the challenges that students face while enrolling Stand Up Speak program at one of English courses in *Kampung Inggris*?

The Objectives of the Research

Based on the research questions, there are two purposes of this research. First, it is to find out the implementation of Stand Up Speak program to enhance students' speaking skill at one of English course in *Kampung Inggris*. Second, it is to investigate the challenges that students face while enrolling in Stand Up Speak program at one of English courses in *Kampung Inggris Pare Kediri*.

The Significance of the Research

From the research at Anamorsa English course in *Kampung Inggris Pare Kediri*, the researcher expected that it can be beneficial in terms of:

For the researcher. The result of this research will add references to researcher in applying teaching methods for speaking skill at a later time. Then she can use this program as additional tool for her language learning and teaching especially in speaking skill. Nevertheless, the researcher expected that this research is useful as a source for further research when she wants to research about the program used to teach speaking skill at one of English courses in *Kampung Inggris Pare Kediri*.

For the students. The result of this study can be a reflection for other students who willingly want to improve their speaking skill by joining English courses at one of English course in *Kampung Inggris*. It is because when reading the findings of the study, student can figure the activities that Stand Up Speak

implemented which fit to their learning style. Also, the students can identify the potential challenges they will face in order to make them prepare the strategies to deal with those challenges, so they can practice their English maximally.

For the teachers. This research will make teachers have some choices to consider what activities they will implement in their speaking class. Then, the teachers will prepare the best way to overcome the challenges that occur in their speaking class.

For the institution. It is expected that an English course in *Kampung Inggris Pare* can improve the quality of teaching learning. Especially in considering what activities are suitable to be applied and the activities that need to be improved by knowing the challenges faced by students in running the program.

Organization of the Research

Chapter one describes the introduction of the study. There are several significant points that are mentioned in this chapter. First, the introduction that concerns with background in exploring the implementation of Stand Up Speak program at one of English courses in *Kampung Inggris* and presents the reasons why the researcher is interested in conducting this research. Furthermore, this chapter will also describe the identification and limitation of the problems and the research questions. Moreover, the objectives of the research, the significance of the research, and organization of the research will be elaborated in the following sections.

Chapter two discusses theories related to exploring the implementation of Stand Up Speak program. There are several contents which are discussed in chapter two, including the theories about speaking skill, the elements of speaking skill, implementation of lesson stand up speak activity, the challenges that students face in implemented their speaking skill through stand up speak.

Chapter three presents the methodology of research that is applied in this research. Subject and object of the study, time and place of the study, research design, the technique for gathering data, analyzing the data are also discussed in this chapter.

Chapter four presents the findings and discussions of this research. In this study, it discusses the result of the research in exploring the implementation of Stand Up Speak program. The researcher describes the findings from observation and interview during collecting the data at one of English courses in *Kampung Inggris*. There are two findings in this research. The first finding is related to the implementation of Stand Up Speak. The second finding is related to the challenges that students faced while enrolling Stand Up Speak.

Chapter five presents two sections, those are conclusion and recommendation. The conclusion discuss the result of the study. Furthermore, the recommendation shows some suggestions for students, teachers and future researchers in order to make a better study in the beyond time.