

# CHAPTER I

## INTRODUCTION

### A. Background of Problem

In this global era, English as an international language is often used by people. In many things, if we want to know about the science, knowledge, trades, computers, Internets, books, and many things, we should know English language as those references. If we understand English language, automatically we will not be left behind. That is why many people want to learn English language because they think that English is something important to learn.

In Indonesia, English declared as the first foreign language, it introduced in 1950 when national education system places it on educational curriculum. After several years teaching English in Indonesia, it has not in better success than the other countries have. Many students cannot speak English well although they have learnt English from elementary school up to university. To most people, mastering art of speaking is the single important aspect to learn a foreign language. And "success is measured in terms of the ability to carry out a conversation in the language" (Nunan, 1991: 39).

Language plays a vital role in learning. Many kinds of learning depend on the individuals' mastery of language and facility with verbal symbol. Kehoe explains, "knowledge of foreign language has become so vitally important in life of nations and individuals" (1965:25). Furthermore, Finnegan explains briefly about the function of

language, "language is principally a tool for doing things, people use language to ask questions, request, make comment, report news, give directions, offer greetings, and perform hundreds of other ordinary verbal actions in daily life" (1991: 305).

And the greatest function of language is used for communication and interaction among human beings in daily life, "Speaking is fundamentally an instrument of act" (Clark and Clark, 1977: 223). So, speakers talk in order to have some effects on their listeners. It is the most important skill that should be mastered in learning of foreign language as the result of teaching learning process. Students' mastering of conversation is referred to the teaching speaking. We confess that there are many proponent factors that influence to the teaching speaking is not success and many obstacle factors why it is not running well.

The problem is how we learn English? How do people master English and speak English well? One of the problems why Indonesia people cannot understand English is because English is taught for two times forty-five minutes in a week. Therefore the students do not really master English, and they still find difficulty in studying English. The classroom also is tending to over population. The classroom in Indonesia, for instance, it is attained by more than 40-50 students. As the result, they cannot communicate by using English. Whereas, they have been studying in formal school from elementary school up to university.

Based on curriculum of DEPDIKNAS (1994), the English Curriculum appropriated with students' necessity, environment, interest, and aptitude. However, even though English has been taught in all school, it is still not effective yet, and

because of the weaknesses of English teaching learning in formal school, so, the English courses are become one alternative to improve English. This institution provides more time to learn English. Therefore, people can learn English in more detail. And the students at the classroom are limited just about five or ten students.

The Center is non-formal education and one of conversation club in Bandung that has a motto "where English is more than a course". The Center prepares English as one of the daily language and conversation practice syatem as the supporting factor to learning speaking at the Center. And this research paper entitled is "**THE IMPLEMENTATION OF TEACHING ENGLISH SPEAKING AT CONVERSATION CLUB (A Descriptive Study at the Center Jl. Setiabudi No: 26B Bandung)**".

### **B. Statement of Research Problem**

To make this research easy to do, the writer tries to limit the problem. Based on the background above, this investigation can be formulated by the questions as bellow:

1. How is the process of English speaking at the Center?
2. What are the factors that support the members to speak English?
3. How is the output of speaking English through conversation at the Center?

### **C. Significant of Study**

In accordance with the main problems above, it is important to formulate the purpose of research. Based on the formulaton of problems, the purpose and the significant of this research as bellow:

1. To know the process of teaching English speaking at the Center.
2. To know the supporting fcators at the Center to speak English
3. To know the output of speaking English through conversation at the Center.

### **D. Rationale**

Speaking is one of the manner in which language is used. Many of language teaching energy are devoted to instruction in mastering English conversation. Basically, language is a system for the expression of meaning, interaction, and communication. Pei said (in Brown, 1994: 4) "language is a system of communication by sound, operating through the organs of speech and hearing among members of a given community, and using vocal symbols processing arbitrary conventional meaning".

So, it is clear that language is a tool for communication among human being. In the writer`s opinion, the successfulness of students in learing language is firstly determined by the students` ability in speaking skill, and the successfulness of language teaching is established by the students` acquisition in speaking, because the primary function of language teaching is for interaction and communication. For learners who are studying English or studying non-English, speaking is very

important to experience in real communicative situation in which can express their opinion, their own views, and attitudes. So, the success of language teaching is quite determined by language teaching speaking.

Sometimes people think that speaking English is something difficult to learn, but it is not hard to practice English if the environment supports us to speak English. And speaking English as a foreign language is a skill, like Nunan (1991: 47) said that "one of the complications in determining the difficulty of speaking tasks is the so-called interlocutor effect, and the success one has in achieving one's communicative goal will be partly determined by the skills of one's interlocutor(s)". So, there is should be a feedback between the speaker and the listener, besides that, if we want to be able to speak English, we have to practice. Swan (in Nunan, 1991: 51) suggests, "We learn to speak by speaking".

According to the analysis of teaching, Richards and Rodgers (1987: 3) state, "method is the covering term for all of language teaching, from the theory to practice". Furthermore, they explain that method is divided into three levels, they are:

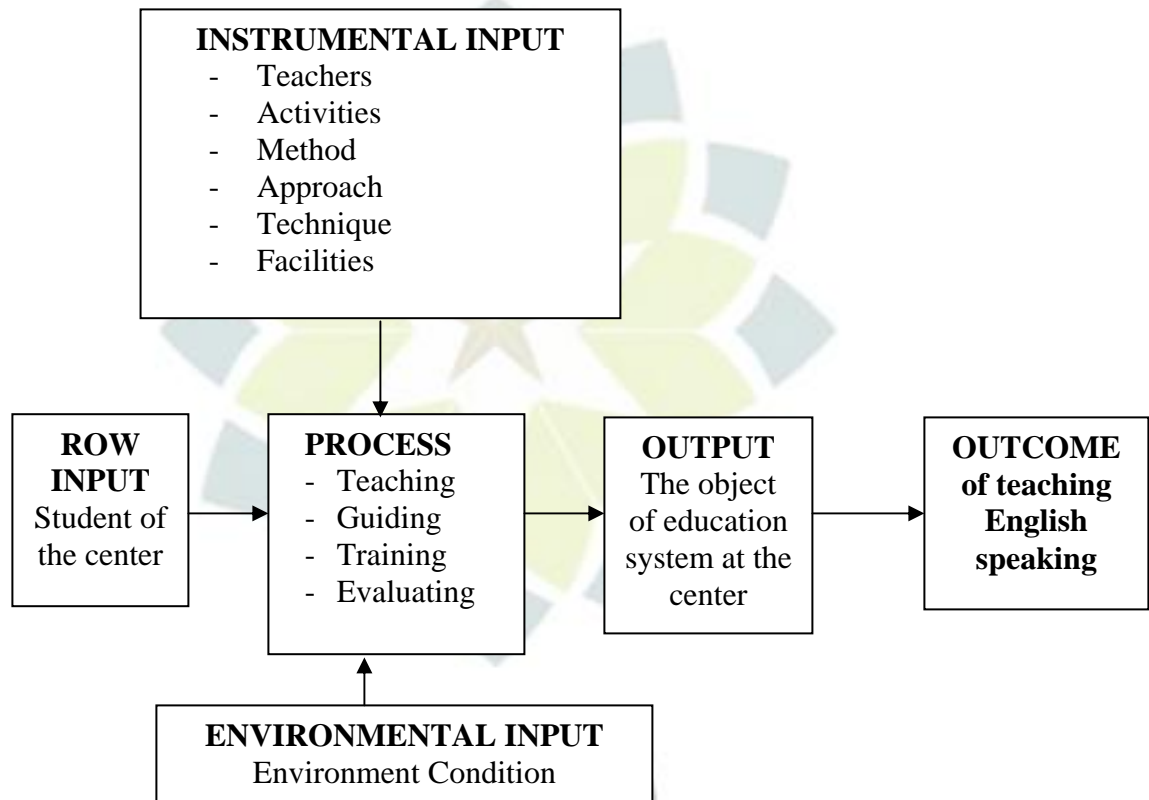
1. Approach. This approach is divided into theory of language and theory of learning.
- 2.** Design. It is divided into syllabus design and content, roles of learners, and roles of teachers.
- 3.** Procedures. Procedures specify the activities that are actually used in the classroom or in outside the room.

The right method is the goal of many language teachers. As we know that methodology is very significant component of language teaching. It is supporting the successful of language teaching. The other components that support English teaching learning process are approach, method, and technique. Learning English at the Center is different from learning English at school. Besides the activities are using discussion and dialogues, it also contains several activities, which is emphasized to the speaking oriented. Therefore, the learners can be able to practice their English in whole activities.

At the Center, the teachers as the instructor support it, because all the teachers are native speakers, so, the learners can practice English with the native speakers, because they know about the pronunciation, the correct sentences, and the stressing of words. Besides the teachers that support the learners to speak English, another supporting factor to speak English is the media, because media has a big part in teaching learning process and in speaking English. The environment also supports to speak, because the atmosphere here is made to practice English, in order to have good outcome. Finally, the better comprehension of this conceptual framework of thinking, the writer will describe and illustrate at the scheme as below:

Figure I

### The Implementation of Teaching English Speaking at the Center



#### E. Procedures of Research

##### 1. Method of Research

This research uses descriptive method by applying the qualitative analysis with the specification on the descriptive study. It deals with the objective of this research. Guba and Lincoln quoted by Moleong (2000: 15) state that "qualitative research called with the naturalistic inquiry". In qualitative research, the writer uses descriptive qualitative method. According to Milan (1998: 395) "qualitative method is

inquiry which the research collects the data in face to face situation, by interacting with selected person in the setting (field research)". So, in this qualitative method, the writer describes and analyze people, individual, and collective social action, beliefs, thoughts, and perceptions.

In this case, the process of teaching English speaking by conversation at the Center, the write focuses on individual, groups, processes, organization, and the system. The object in this research is the native speakers and the members. That was the present in depth description of teaching speaking at the Center where English is more than a course that covers the objective, materials, method, technique, approach, media, source, teachers, members, and supporting factors. Like the writer said before, since the problem of this research is the contemporary problem, the writer uses descriptive method to collect the information. Indeed, to research this, the writer also sees in phenomena does, circumstances, cases, and occurrences.

## 2. Technique for Collecting Data

The main purpose of this research is specified to English. For this purpose, the writer uses some techniques for getting information or facts by observation, interviewing some native speakers who teach Indonesia people to practice English language, interviewing some learners to know their ability in speaking English, some questionnaire for some learners to know their escalations in speaking as long as they join the Center, and deciding location or sample.



a. Observation

Observation is collecting data technique where the observer uses direct observation to the object that they observed. This technique is used for getting information concerning to the objective condition of the Center Bandung. The writer would like to know the empirical data that will be observed and to know general situation and condition at the Center. In this observation, the writer uses the ways, those are: suverying and participating. The function of surveying and participating is in order the writer can survey and practice speaking in the whole activities at the Center.

b. Interview

"The interview is an alternative method of collective survey adat. Interview is typically done in face-to-face encounter" (Babbie, 1986: 225). Interview is to display the language proficiency of one participant, and interview is a technique of verbal communication for getting information. The technique that is used for collecting data is through the way to do communaction directly. Perret in Cohen (1994: 262) argues that, "despite the oral interview's high face validity as an elicitation device for communicative language assessment". The interviewer will be addressed to the native speakers as the English teacher at the Center, and to the members or the learners at the Center to know their ability in speaking English. The purpose of this interview is to obtain some information about general description at the Center as conversation club.

### c. Setting Location

This research takes place at the Center Jl. Setiabudi No: 26B Bandung. The writer select this place because want to know more how the implementation of the Center in speaking ability of English language. The reason for choosing location at the Center because this place is one of conversation clubs in Bandung that make available native speakers as the tool to practice English. In my opinion, practice English will be better with native speaker, because there are two other types of sound that the native speakers know about, those are: pronunciation and stressing, like Alwasilah said that, "native linguistic intuition is almost impossible to be acquired by nonnative speakers unless they are exposed to English since childhood in the target culture". (The Jakarta Post, September, 1999). Besides all teachers are native speakers, the environment of this place also very supports to practice English, So, it motivates us to learn and to practice speaking. That is why the writer choose this place because in this place speaking is more prioritized, and speaking is the most important thing in learning language, like Alwasilah said that, "ujaran lebih utama dari pada tulisan memang bukan beralasan, karena bahasa itu ialah gejala ujaran yang terbentuk dari bunyi-bunyi bahasa. Bahasa itu bukanlah tulisan, tulisan atau bahasa tertulis hanyalah gambaran dari ujaran" (1993: 19).