

CHAPTER I

INTRODUCTION

An introduction is a beginning section which has the purpose of the following writing. This first chapter contained the Background of the Study, the Reasons for Choosing the Topic, the Question of the Research, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, and the Outline of the Study.

1.1 Background of the Study

English is one of the world's most widespread languages. It also became a common language among people from different nationalities when they meet while traveling, doing business, or in other situation (Nordquist, 2019). In addition, English did not only facilitate us to communicate with foreigners, but also it fosters us in understanding a lot of books, journals, or articles. As we know, in learning English we have four skills. They were a set of four capabilities that allow an individual to produce active language for effective interpersonal communication. The sequence of four skills were listening, speaking, reading, and the last is writing. These sequence was often called by LSRW. All of them function for completing communication.

Concerning with four English skills, more precisely was the main skill: speaking. This skill was quite problematic because it was required not only for a single subject in school but also for a whole curriculum as a tool for learning process (Lee, Quinn, & Valdes, 2013). It was also happened in Indonesia in which

speaking English is the crucial part to be comprehended by learners since they tended to be low in English proficiency and they feared of making mistakes: they also avoided of getting laugh and fool by their friends, and there was no tolerating of silence given by teachers (Hanim, 2018). Therefore, they really needed to find out their own speaking skill in right and comfortable place to improve their English speaking skill, which is in an English course.

Nowadays, many educational places instead of schools which were well-known as English course. It included interactive learning activities to helped learners to set the necessity to achieved desired results especially to improved their English skills and elements such as in listening comprehension, vocabulary, grammar, spelling, pronunciation, reading, writing, speaking, and also life skills. Kashef, Khorasani & Zahabi (2014) stated that the beneficial of English course is providing appropriate skills necessary to succeed in learners' goals. According to Yuliandasari & Kusriandi (2015), other advantages of joining English course were learners would be able to participate the various activities regarding English, they will be brave to take part in the national and international English competition, and last they would have a chance to go abroad and would learn different cultures. It could be concluded that learners could demonstrate their progress by taking English course.

One of the English courses in Cikampek that learners could find was Primagama Course whose address was in Jl. Ir. H. Juanda No.86 Cikampek, Telp (0264) 8303109. It already existed in Yogyakarta first since March, 10th 1982 and it also had more than 500 branches in various major cities in Indonesia like

Wonosobo, Bali, Jakarta, Surabaya, Semarang, Depok, Bekasi, Tangerang, South Sumatra, Riau, Lampung, and many more. Based on Primagama website itself, they used modern facility and already had good management for learning. Learning were separated into three groups; English for Children (Kindergarten and Elementary School), English for Student (Junior and Senior High School), and English for General (Employee and General). So, it meant not only students who could join English course even people who were already working could join in that course because Primagama Course had learning levels.

As the researcher's experience in Internship teaching program, almost all learners were lack to speak up in front of the class perhaps due to less practice, less presentation, or not joining a course outside school time which is able to help them in building their confidence. Therefore, English course was needed for them especially public speaking. Based on the exposure above, the researcher wanted to know the learners' perceptions toward English course (Primagama Course) in speaking skill of speaking classes (levels) so that the result of this study could engage a lot of learners to join English course.

1.2 Reasons for Choosing the Topic

The topic in this study concerning learners' perceptions toward English course (Primagama Course) in speaking skill, was selected based on researcher's unintentional experience when did an Internship teaching program. Here, the researcher had two reasons for choosing the topic.

First, when the researcher saw that the millennial learners rarely did not interest to speak up when the teacher asked to come forward, they just kept silence and were waiting to be appointed. Additionally, the researcher thought that learning speaking is a little more difficult than other skills as it is less of motivation, less of environment's support, and lack of practice besides vocabularies.

Second, by describing phenomena on the first point, the researcher tried to find out learners' perceptions in joining English course (Primagama Course) whether it was good or not for their English speaking skill.

1.3 Question of the Study

Related to the background of the study above, the researcher formulated the question of the study into: "What are the learners' perceptions toward Primagama Course in their speaking skill?"

1.4 Objective of the Study

Based on the question of the study above, the objective of the study was describing the learners' perceptions toward Primagama Course in their speaking skill.

1.5 Limitation of the Study

This study focused on the learners' perceptions especially in speaking class of Primagama Course. The researcher was interested to see about learners' perceptions toward English course.

1.6 Significance of the Study

The significance of this study highlighted on the pedagogical and practical significance. This main outcome from this study was expected to be useful, worthed, and advantageous for teachers, learners, and also next researchers.

a. Pedagogical significance

This study was expected to show how useful it was to follow English course in learning English speaking skill. Furthermore, hopefully this study could show the teachers about learners' perceptions toward English course in speaking skill.

b. Practical significance

1. For the teachers

This study might serve the information for the English teachers about learners' speaking ability if they join English course. Thus, the teachers could emphasize them to join it.

2. For the learners

The learners were able to know the benefits of following English course in order to help them in improving their speaking skill in pronunciation, fluency, and other speaking components there and to show their confidence to deliver their ideas in front of the class or everywhere.

3. For the next researchers

This study could give sources to next researchers related to learners' perceptions toward English course in speaking skill. The next researchers also could use this study as a reference in conducted related study.

1.7 Definition of the Key Terms

Definition of key terms were very important in order to understood the meaning of the topic. The key terms of the study which were defined as follows:

1. Speaking Skill

As Herbein, et.al, (2018) state that in school subjects such as mathematics and science, and especially English learners need to be able to present their knowledge and ideas in informative speeches. The ability to give an informative speech was also relevant with speaking skill. It is one of the most essential means of effective communication (Ismaili & Bajrami, 2016) and it should be mastered by learners. Moreover, teachers had to create an up-to-date, an interest, and fun activities so that learners highly fascinated in learning speaking process.

2. English course

English course is a club for learners who are very interested in English practice. It aims to have more progress in English speaking skill significantly and compare to others who do not (Kardiansyah & Qodriani, 2018). Learners also could achieve their competence of English speaking ability in conversation class.

1.8 Outline of the Study

This study was divided into 3 chapters to ensure readers' understanding in sequence of learners' perceptions on academic speaking process and also the objective of study.

Chapter I was the Introduction which consisted of the Background of the Study, the Reason for Choosing the Topic, the Question of the Researcher, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, and the Outline of the Study.

Chapter II told about review of related literature which described several points theories underlying the study and review of similar previous studies.

Chapter III talked about the research method. It contained of the Research Design, the Subject of the Study, the Instruments of the Study, the Validity and Reliability of the Instruments, Data Collection Technique, and Data Analysis.