

# CHAPTER I

## INTRODUCTION

### A. Background of Study

The capability to communicate well is essential nowadays, and one's success in one's selected field depends on it. Rao (2019) emphasizes that mastering speaking skills is crucial in learning a foreign or second language. Speaking is considered the most essential element among the four primary language skills.

In addition, this is also mentioned in the Qur'an surah At-Thaha verses 27-28

وَأَحْلَلْ عُقْدَةَ مِّن لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

From the implicit meaning of the above verse, we can conclude that speaking plays an essential role in conveying information to others. The verse implies that speaking, as one of the language domains, plays a fundamental role in interpersonal communication. This is in line with Breene's (2012) assumption, as cited in Syafiq et al. (2021), that for most students, mastering English speaking skills is a major goal as they use it to maintain relationships, influence others, and succeed in negotiations as part of the communication process. Considering the important role of speaking in interpersonal communication and the need for students to master it, it is essential to understand how to apply speaking learning principles, activities, and materials to achieve optimal results.

Thituyetanh (2015) divided the principles of speaking into two parts: the teacher creates a high level of motivation, and the teacher's motivation should provide learners with as many opportunities as possible to practice the target language. Farrell & Vos (2018) found six speaking principles, namely teachers provide a comfortable atmosphere, teachers choose topics/activities based on students' interest level, teachers provide space for mistakes and spontaneity, teachers take a more open and student-centered approach to learning, teachers organize learning models based on levels, and teachers take several actions to encourage students to speak in English as much as possible. Based on the two theories above, the two theories provide different views regarding strategies and approaches to teaching English. However, there are similarities between the first principle of Thituyetanh and the sixth principle of Farrell.

Suban (2021) suggests several practical activities usually carried out in speaking classes, including dialog, survey, picture description, picture difference, information gap, role play, completing stories, and storytelling. Meanwhile, Paneerselvam and Mohamad (2019) argue that speaking classes have seven activities, including retelling memories of field trips, reviewing famous people in history, role-playing, pronunciation exercises, debates, games, and inverted classes. From the two expert opinions above, it can be observed that there are various significant differences, while the similarities are few.

According to Kathirvel and Hashim H (2020), in the context of 21st-century learning, teachers use various ICT strategies to improve ESL learners' speaking skills. One of them is by utilizing audio-visual materials. Meanwhile, Hartatik and Rahmah (2016) argued that authentic materials refer to language used in people's daily lives and are not intended for pedagogical communication. The use of authentic materials here includes videos, images, and dialog. From the two theories above, there are similarities in the use of technology, although different in terms of the type of material.

Meanwhile, according to the researcher, some inequalities occur when teachers apply the principles of speaking, activities, and materials in the Department of English Education in various universities in Indonesia. One example is the accessibility and understanding of the principles applied. Some teachers understand effective speaking principles more deeply, while others may need more support or training. In addition, there needs to be more application of different speaking activities. Some teachers are more skilled in designing and delivering engaging and effective activities, while others require more effort in designing activities. Inequalities also arise in access to the materials needed to support speaking learning. Some teachers find obtaining relevant resources and materials easier, while others face limitations.

If the above gaps are not addressed, there will likely be delays in curriculum development and the quality of teaching in English Education Departments in Indonesian universities. If this research were to be

implemented, the potential positive impact would be encouraging more effective collaboration and knowledge exchange among teachers, which would support and enrich their teaching practices. Overall, this research can improve student achievement in English speaking skills, open up wider opportunities for English communication in various contexts, and significantly positively impact English language teaching and learning in Indonesian universities.

This study will explore the experiences related to speaking principles, activities, and materials used by English lecturers in speaking classes. This research will examine lecturers of the English department of Universitas Islam Negeri Antasari Banjarmasin. The data in this study was collected through interviews. Hence, the researcher will conduct a study entitled **“EXPLORING SPEAKING PRINCIPLES, ACTIVITIES AND MATERIALS OF ENGLISH EDUCATION DEPARTMENT LECTURER UIN ANTASARI BANJARMASIN.”**

## **B. Definition of Key Terms**

To avoid ambiguity, a few words that pertain to this study are defined:

### **1. Speaking Principles**

Speaking principles in the context of English language teaching serve as a guide or foundation for instructors in developing students' speaking skills.

In this study, the researcher retrieved data on the implementation of speaking principles in public speaking course from the lecturer' perspective.

## 2. Speaking Activities

Speaking activities are activities or exercises designed to enhance a learner's speaking skills in a language. These activities are commonly used in language learning contexts, especially in classes or groups that enhance speaking skills. Speaking activities aim to assist learners to practice and enhance their capabilities in using the target language, such as English.

In the context of this study, data related to the variety of speaking activities implemented by the lecturers in the public speaking course was compiled by the researcher.

## 3. Speaking Materials

Speaking materials represent materials or items used to enhance a learner's speaking capability in a language, specifically in the context of language learning. These materials are designed to assist people to learn and practice their speaking skills. Everyone has different learning styles, so educators must adjust materials to individual needs and preferences to make speaking learning more effective.

In the context of this study, data related to the variety of speaking materials implemented by lecturer in public speaking course was compiled by the researcher.

### **C. Research Questions**

Based on the background of the study the researcher has mentioned above, the formulations of the problem of the study are as follows:

1. What principles of speaking are applied by the English education department lecturer?
2. What types of speaking activities are applied by the lecturer of the English education department?
3. What materials are taught to the students in speaking class by the lecturer?

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

1. To investigate how the English education department lecturer applies speaking principles.
2. To recognize types of speaking activities the lecturer of the English education department applied.
3. To describe what types of materials the lecturer teaches to the students in speaking class.

### **E. Significance of Study**

This study is hoped to provide some advantages for students, teaching forces, and other researchers both theoretically and practically.

1. Theoretical Significance

This study can provide insight into the extent to which the principles of speaking learning are implemented in the curriculum of

English language education programs. The findings can enhance the curriculum and teaching methods, especially in terms of speaking skills. Furthermore, through this study, it can be traced to what extent speaking learning activities fulfill the principles of speaking skills.

## 2. Practical Significance

- a. For the teaching forces, this study provides an occasion for them to review and evaluate their teaching methods in the speaking aspect. By comprehending speaking principles, activities, and materials, they can enhance the quality of their teaching, creating a better learning experience for students. Therefore, this study not only contributes to enhancing the quality of teaching at Antasari State Islamic University Banjarmasin but also provides direct benefits for teaching forces both at Antasari State Islamic University Banjarmasin and outside the institution.
- b. For the students, this study provides a deeper insight into speaking principles, activities, and materials used in speaking skill learning. It can assist them in recognizing effective learning methods and comprehending the best way to enhance their speaking skills.
- c. For the further researchers, the findings of this study can serve as a foundation for further researchers to build more understanding of the principles, activities, and materials in teaching speaking skills. Furthermore, the findings of this study can also be used as

a starting point for conducting contextual contrasts. For example, the principles of teaching speaking at UIN Antasari Banjarmasin are different or similar to those applied in other educational institutions.