

CHAPTER I INTRODUCTION

A. Research Background

English as we know it has become the international language. English language is spread all over the world into almost all the fields such as science, engineering and technology, medicine, trade and commerce, scientific research, tourism, internet, banking, business, advertising, film industry, pharmacy and to name a few, transportation and education.¹ Today, English is taught and studied all over the world as a second language. Language is an instrument for communication. Communication takes place, where there is a speech. We cannot communicate with each other without speech. For keeping conversation flowing smoothly, a language speaker ensures that must be specially and specifically trained in the skill of speaking skill. Speaking also explains in the Qur'an that in Q.S Ar-Rahman : 3-4

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۖ

Meaning : “He has created man (3) He has taught him plain speech (4)”²

According to pieces of the verses of the Qur'an above says that Allah SWT who created man and taught that man is good at speech. This means that our ability to speak comes from God Almighty.

Speaking is a key tool used by people to communicate in the social context. Thus, speaking is a productive listening/speaking skill, it consists of systematically generating verbal “utterances” to convey meaning.³ Speaking is not a matter of conveying an intention from one individual to

¹ Parupali Srinivas Rao, “THE ROLE OF ENGLISH AS A GLOBAL LANGUAGE,” *Research Journal Of English* 4, no. 1 (July 7, 2019), 66.

² Muḥammad and Mīrẓā Masrūr Aḥmad, *The Holy Qur'ān: Arabic text and English translation = Qur'ān maḡīd*, trans. Sher Ali and Mīrẓā Tāhir Aḥmad (Islamabad Tilford, Surrey: Islam International Publications Limited, 2015).

³ Ehsan Namaziandost and Mehdi Nasri, “The Impact of Social Media on EFL Learners’ Speaking Skill: A Survey Study Involving EFL Teachers and Students,” (2019), 201.

another. It is concerned of interpreting ideas. It refers to how the receiver receives and understands the information provided by the speaker. A lot of students get difficulties when express their ideas and the opinions of others both in formal situations during teaching and learning process in the classroom and in informal situations during conversations between students outside the class. As a result, speaking skills are essential and everything is based on how people convey their messages to others.

Speaking skill has an important role in second language learning. Penny Ur stated that of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speaker' of that language, as if speaking included all other kinds of knowing.⁴ It means, speaking is the most important of the four English language skills. In addition David Nunan said that the ability to carry on a conversation in the language is the single most important aspect of learning a second or foreign language, and success is measured in terms of mastering the art of speaking skill.

Talking about language learning, the development of information technology and communication has given a major impact on today's world, especially on the educational system. This development makes the learning process easier and more interactive. By utilizing technological help, language learning continues to move from traditional learning to modern learning models. It can be seen that today's teaching and learning process is not only confined to the classroom but can be carried out through online learning or internet. This becomes even more dynamic in an online learning environment that uses computers and other digital devices in the learning process, which do not require the presence of the teacher and learner at the same time and place.⁵ It can be concluded that lessons no longer need to take place in physical classrooms, and online English courses are available to everyone.

⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory*, Cambridge Teacher Training and Development (Cambridge [England]; New York: Cambridge University Press, 1996), 120.

⁵ A Seda Yucel, "E-Learning Approach In Teacher Training," N.D.

Compared to face-to-face classes, online learning provides numerous benefits to students. First, during the online learning process, students have the opportunity to decide how long they want to learn. All decisions about topics such as topic learning speed and intensity are up to the student. Online learning allows student to fully participate as learning takes place alongside text, video, sound, collaborative sharing and interactive graphics. Flexibility is another major advantage of online learning as it gives learners the advantage of attending classes anytime and anywhere. An effective online learning system enables a student to determine their own learning style, content, goals, current knowledge, individual skill and especially speaking skills.

During online class observations, it was noted that students with more diverse educational backgrounds tend to bring different understandings to the discussion topics. For instance, students with educational backgrounds inclined towards religion tend to inject religious nuances into the discussions, while those with a general background may focus more on technical and practical aspects.

Students with strong interpersonal skills appear more active in communication. They often participate in discussions, provide positive feedback to classmates, and contribute to creating an inclusive classroom atmosphere. Conversely, students who may be more shy or less experienced in online interaction tend to be more passive.

There are several ways for students in learning speaking skill, one of them is joining English courses. According to Cambridge dictionary online, a course is a set of classes or a study plan on a specific subject that usually leads to an exam or qualification.⁶ So, an English course is therefore a series of lessons or a study plan for learning English. English course gives students the opportunity to talk to their peers in a more flexible way. In this course, the members are acquaintance, so it is able to practice English, especially speaking skill more easily and comfortably without feeling shame, anxiety or nervousness.

⁶ “Cambridge Online Dictionary,
<https://dictionary.cambridge.org/dictionary/english/course>.

Nowadays, there are a range of English courses that offer to support students in learning of the speaking skill. Learning speaking skills in an English course will help students to improve their ability to speak fluently. English course also allows students to learn English with flexible time and a fun way to learn. One of prominent course in P village which implements offline and online learning is BI English Course. BI English Course has many programs such as English for Kids (EFK), Pre-Kids, Little Star, Kids Academy, English for Parents, TOEFL, IELTS, Grammar, Natural English (NE), Pre-Speaking, Speaking for Teen (SFT), and Speaking for Kids (SFK). Although there are some programs that relates the four skills of learning English, in this study the researcher wants to focus only on online Speaking for Kids (SFK).

There are also researchers attempt to study. Here are the studies which are line this research. First, Ghazwan Mohammed Saeed Mohammed entitled “Speaking Skills in Online Learning: An Investigation of the Strategies Used by EFL Learners at the University of Bisha”.⁷ The current study endeavors to examine the strategies used by EFL learners at the University of Bisha to enhance their speaking skills in online learning. This study focused on EFL learners’ strategies in speaking skill through online learning.

Second, a research conducted by Zikra Husna entitled “The Impact of Students’ Educational Background Toward Their Ability in Speaking English”.⁸ The aim of this research is to find out the impact of student educational background and school environment on students’ speaking ability. While the researcher’s study focused on the impact of students educational background on English speaking skill and discover how school environment support students’ English speaking competency. The third study was undergraduate thesis conducted by Aan Ghifary Haeruddin, entitled “The Influence of Students’ Educational Background Towards Their Ability in

⁷ Ghazwan Mohammed and Saeed Mohammed, “Speaking Skills in Online Learning: An Investigation of the Strategies Used by EFL Learners at the University of Bisha,” 2021, <https://doi.org/10.13140/RG.2.2.28194.96962>.

⁸ Zikra Husna, “The Impact of Students’ Educational Background Toward Their Ability in Speaking English” (Banda Aceh, Universitas Islam Negeri Ar-Raniry Banda Aceh, 2021).

Speaking English”.⁹ The objective of the research was known that whether educational background influences their ability in speaking English of the students in the Tenth grade SMAN 8 Makassar or not. While the this study focused on students’ educational background influences their ability in speaking English .

This research, therefore, aims to investigate students’ educational background and interpersonal skill in joining online speaking class. Educational background is a person’s experience that has been obtained from a learning program. The experience may take the form of (a) knowledge, or relating cognition, (b) attitudes, or (c) certain behaviors.¹⁰ Educational background is the range of education that spans formal, informal and non-formal. Meanwhile, John Hayes defined that interpersonal skill is goal-directed behaviours used in face-to-face interactions to bring about a desired state of affairs.¹¹ In addition, McConnell stated that interpersonal skills are those specific communication skills that we use when we behave in a way that is intended to achieve a specific result or objective in face-to-face encounters.¹²

The researcher is interested in investigating students’ educational backgrounds and interpersonal skills in joining speaking class through online learning. At this point, it is important to know the students’ educational background and interpersonal skills in joining online speaking class. Knowing students’ educational backgrounds and interpersonal skills helps tutor understand the students better. Therefore, researcher determines topics by title **“EDUCATIONAL BACKGROUND AND INTERPERSONAL SKILL-**

⁹ Aan Ghifary Haeruddin, “The Influence of Students’ Educational Background Toward Their Ability in Speaking English” (Makassar, Muhammadiyah University of Makassar, 2020).

¹⁰ Agus Suradika et al., “The Influence of Instructional Materials and Educational Background on the Learning Outcomes of Islamic Education,” *Solid State Technology* 63, no. 6 (2020), 1030.

¹¹ John Hayes, *Interpersonal Skills at Work*, 2nd ed (Hove: Routledge, 2003), 3.

¹² Charles R. McConnell, “Interpersonal Skills: What They Are, How to Improve Them, and How to Apply Them,” *The Health Care Manager* 23, no. 2 (April 2004): 177, <https://doi.org/10.1097/00126450-200404000-00012>.

BASED STUDENTS' SPEAKING SKILL AT AN ONLINE ENGLISH COURSE IN PARE"

B. Research Focus and Scope

The researcher limits the focus mainly to investigate the students' educational background and interpersonal skill in joining online speaking class at BI English Course. The students who participate in the online speaking class, particularly the Speaking for Kids students of BI English Course, are the subject of study.

C. Research Questions

Based on the aforementioned background, the problem can be formulated as follows:

1. What are the students' educational backgrounds who join online speaking class at BI English Course?
2. How are the students' interpersonal skills who join online speaking class at BI English Course?
3. How are students' educational backgrounds and interpersonal skills on their speaking skill?

D. Research Objectives

Regarding the aforementioned problem, the following are the objectives of this study:

1. To perceive students' educational background who join online speaking class.
2. To perceive students' interpersonal skill who join online speaking class.
3. To perceive students' educational backgrounds and interpersonal skills on their speaking skill.

E. Research Significances

The result of this study is expected to contribute to the tutors and the students both theoretically, practical and pedagogical significance.

1. Theoretical Significance

By gaining information and objective clarity on "Educational Background and Interpersonal Skill-Based Students' Speaking Skill At An Online English Course in

Pare”, it is expected that the findings of this research can support and complement previous theories related to the online speaking class.

2. Practical

a. For students

It is hoped that the findings of this study will be used to help students improve their speaking skill, and that they will be highly motivated to learn English especially through online media.

b. For teacher

The results of this study can be used by tutors to motivate them to choose the most appropriate approaches, methods, strategies, or techniques, especially in using online media to improve students' speaking skill.

c. For researcher

The researcher hopes that the result of this research will contribute to other reseachers working on the same topic.

3. Pedagogical Significance

The findings of this study has pedagogical significance:

a. For students

This study is expected to provide students with the best guidance for learning English through online platform.

b. For teachers

This study is expected to provide information for teachers to make choices the best online media in learning English in the future.

F. Definition of Key Terms

To avoid misinterpretation and misunderstanding of research finding, the researcher would like to define key terms are used.

1. Educational Background

Educational background is a person's experience gained from a learning program.¹³ Every student has different backgrounds. Differences in these backgrounds such as family, social, religion, and culture.

2. Interpersonal skill

Interpersonal skills (IPS) are the everyday abilities we use to communicate and interact with others, both individually and in groups.¹⁴ Interpersonal skills can manifest in the tactics, actions, or diplomacy we use when interacting with others. Interpersonal skills also make us able to be tolerant, empathetic, and respect others. In fact, the way we deliver and receive criticism is influenced by the interpersonal skills we have.

3. Speaking Skill

Speaking is a production skill that falls into two categories: accuracy and fluency.¹⁵ Speaking accuracy means the correct usage of grammar and vocabulary and speaking fluency relates to our ability to continue speaking without any interruption.

4. Online Class

Online class is a learning and teaching process that connects the teacher and student via the internet and digital media.¹⁶ In addition, Ally stated that the use of the internet to gain access learning materials; to interact with the content, instructor, and other learners; and to seek assistance during the learning process in order to gain

¹³ Agus Suradika et al., "The Influence of Instructional Materials and Educational Background on the Learning Outcomes of Islamic Education," *Solid State Technology* 63, no. 6 (2020), 1030.

¹⁴ V.R Rajesh and V. Chandrasekaran Ph. D, "A Study on Interpersonal Skills of Collage Students," *An International Peer Reviewed & Referred II/XIV* (October 2014): 1932.

¹⁵ Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency," *English Language and Literature Studies* 6, no. 2 (May 23, 2016): 178, <https://doi.org/10.5539/ells.v6n2p177>.

¹⁶ Geminastiti Sakkir et al., "Students' Perception of the Presentation Activities in Online Speaking Class," *EduLine: Journal of Education and Learning Innovation* 2, no. 3 (August 22, 2022): 257, <https://doi.org/10.35877/454RI.eduline1074>.

acquire knowledge, to construct personal meaning, and to grow from the learning experience.¹⁷

G. The Organization of the Paper

The study is structured as follows:

1. Chapter I – Introduction
This section presents the foundation of the research, including background, research focus, problems, objectives, significance, and the organization of the paper.
2. Chapter II – Literature Review
In this section, theories on the subject are provided to maintain the validity and reliability.
3. Chapter III – Research Methodology
This section describes the methodology used to carry out this study.
4. Chapter IV – Findings and Discussions
This section provides an overview of the research object, description of research data, analysis of research data, and analysis result.
5. Chapter V – Conclusion and Suggestion
The finding from this study are briefly described in this chapter. This is the end of the paper.

¹⁷ mohamed Ally, *Foundations Of Educational Theory For Online Learning*, (2008): 2.