CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Speaking is one of important parts in learning English. Rahmawati (2015: 1) mentions that speaking is one of the language skills that should be mastered by language learners. To master this skill is not an easy thing because there are some language components as tools to master it. The components are grammar, vocabularies, spelling, pronunciation, and fluency. Therefore, one will be considered in speaking when they are able to use those component needed to share ideas, feelings, and thoughts.

Gert and Hans (2008:207) said that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and receiver processing the statements in order to recognize their intentions. As stated by Efrizal (2012: 127) speaking is one way to communicate which ideas and a message orally. To enable students to communicate, we need to apply language in real communication.

There are some factors causing speaking difficulties. Based on pre observation in SMP Muhammadiyah 03 Semarang showed that students had difficulties to speak in English. The students were worried about making mistakes fearful of criticism or simply shy. The students had no motivation to express their opinion or comment about something. Only several participants could take at a time because of large classes and the tendency of some learners to dominate while

other spoke very little or not at all. They were used to speak Javanese and Indonesian than English. Learners who shared the same mother tongue tended to use it because it was easier and because they felt less exposed if they spoke their mother tongue. However, the students were also lack of vocabulary, so they couldn't speak English well. The students were also lack of comprehension, it made them misunderstanding to communicate the messages. In fact, the students had good ideas but they had difficulties in delivering their thought.

Based on those conditions, the researcher thinks about how to make the teaching become communicative and attractive. In fact, the use of various media to support the teaching and learning process of speaking is important. One of the media that can be used is audio-video and picture.

According to Harmer (2007:282) suggests why audio-video can add special, extra dimension to the learning experiences. By using video as learning media, students do not just hear the language. They can see gestures, expressions, and other visual clues which convey general meaning. On the other hand, Peskova (2008:8) stated pictures draw learners' attention, whether in books or while listening a lecture. Texts accompanied by pictures are more attractive for learners than plain texts. Similarly, lectures become more interesting when displaying some pictures.

Teaching speaking through audio-video and picture is expected tobe useful for effective and joyful learning. Audio-video and picture can also give positive effects on the students' interest on motivation in studying English as well as to increase their speaking skill. By using audio-video and picture, the students can

drive meaningful contexts for language that is being learned. That is why this study needs to be conducted in SMP Muhammadiyah 03 Semarang.

1.2 Reason for Choosing the Topic

Speaking skill is one of the skills that is important to help students to put their ideas. But based on pre observation, the students showed some problems when speaking English, such as how to start a conversation and how to connect the idea. Students also felt anxious, nervous, and worried about making mistakes. Those problems made them to think that speaking in English is not easy. They are usually ashamed and frightened when they practice their speaking in front of the class because they will be observed by their friends and their teacher. They usually know what they want to say because they have sentence in their mind but the students usually just keep silent when they have to practice it in front of the class or saying anything. It is caused by the difficulty to translate their sentences in their mind to the spoken one. They are also used getting to speak Javanese and Indonesian than English. Another reason, the students have lack of vocabulary and comprehension. It will make them have difficulty in delivering the messages.

The researcher wants to help the teachers in teaching speaking. The teachers may use an interesting method to present their teaching materials that also help them in creating fun class and fun activities by using audio-video and picture.

1.3 Statement of the Problem

The problems that are discussed in this research are:

1) Is there any significant difference on students' speaking taught using audio-video and picture?

2) Is there any significant difference on speaking components of the students' who taught using audio-video and picture?

1.4 The Objectives of the Study

The objectives of the study are:

1) To find out whether there is a significant achievement on students' speaking taught using audio-video and picture.

2) To describe the significant difference on speaking of the students' who taught using audio-video and taught using picture.

1.5 Significances of the Study

The significances of the research are as follows:

1) For the students, it will be an effort to improve their learning stimulation in speaking. The implementation of using audio-video and picture clips as learning media is expected to be one of the ways to develop their skill.

2) For the teachers, the result of the research hopefully can be useful for the teacher to use appropriate media for teaching speaking. It will be a good opportunity to improve the English teaching and learning process by using audio-video and picture. The implementation of using audio-video and

picture as learning media is expected to be continuously used to create enjoyable atmosphere in the classroom to provide appropriate models of English to learn speaking.

3) For the school, it will be an effort to improve the quality of English learning.

4) For the readers, it can be used as a research reference for other researchers who have similar topic and purpose.

1.6 The Scope of the Study

The researcher will limit the research on the significant differences on English speaking using audio-video and picture at the eighth grade students SMP Muhammadiyah 03 Semarang. The researcher also focuses on imitative speaking and responsive speaking. The students will perform in delivering descriptive text.

1.7 Outline of the Study

The research paper comprises into five chapters:

In this study the outline of the study are five chapters. Chapter I contains background of the study, reason for choosing topic, statements of the problem, objectives of the study, significances of the study, the scope of the study, and outline of the study.

Chapter II is review of the related literature underlying the concept o teaching speaking which consists of definition of speaking, component of speaking, teaching speaking and classroom speaking activities. The media in teaching which

consists: the definition of media in teaching and the concept of audio-video and picture.

Chapter III is research methodology that consists of research design, object of the study which consists of population and sample. Method and instrument of collecting data which consists of research variable, data collection, and research instrument. Data analysis which consists of dada analysis of the test, testing validity of the test, testing reliability of the test, difficulty level, data analysis of the questionnaire and standard deviation. And the last is the research procedure.

Chapter IV is research finding and discussion that consists of the result data analysis of try out class, the result of students speaking skill using audio-video in experimental class, the result of students speaking skill using picture in control class, the difference result between experimental class and control class, the result questionnaire, the analysis of normality, the analysis of homogeneity and t-test.

Chapter V is the last part that consists of conclusion and suggestion.