

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is the ability of saying a sentence to convey or express intentions, ideas, opinions, and feelings that are developed and arranged in appropriate with the needs of the listener so that what is conveyed can be understood by the listener. Based on Bailey and Savage (1994:7) cited in Fauziati (2010:15) stated that speaking is the most demanding skill in learning English as the foreign or second language. In spoken communication, someone is required to convey orally, sending the information to the listener or other effectively and clearly. So that the aims and objectives conveyed by the speaker can be understood by the listener. But, sometimes if they want to get more information about something, they will ask to their interlocutor. Based on it is use, speaking is divided into two types, that is formal speaking and informal speaking. Formal speaking is used habitually by the student to their teacher or person to the older and has the higher status from them. Informal speaking is used to make a communication with their friends, family or someone who has close relation with them.

Moreover, speaking is skills that are more practical and should be mastered by the students, because it is a productive skill and the basic competencies that students must achieve based on the syllabus's assessment. Students not only learn theoretically about speaking but they also have to practice it more often. This condition make the students actively practice speaking English to make a better understanding and at the end to improve the quality of students speaking. It can be added that the use of appropriate techniques and the media of interest in teaching English is also the importance of providing feedback for the mastery of students

speaking performance. The importance of providing feedback in learning speaking to improve students' understanding and help teacher in achieving the learning objectives.

There are many techniques that can be used by teacher in teaching to improve students' speaking skill. One of the tehniques is peer feedback. It is a kind of learning activity that engages students in providing and receiving feedback to and from peers who work on the some assignment to help them enhance their learning performance. Feedback can be in different forms, such as comments and ratings, based on some rating criteria. Lessen before have shown that peer assessment enables students to understand teachers' scoring criteria and expectations regarding the assignments, which is good for helping students improve their learning outcomes.

Meanwhile, according to Leijen et al. (2009:169) peer feedback has been widely used by teachers of various subjects to help teachers provide feedback to students and can improve students skill. The researcher have shown that peer feedback can avoid peer pressure by exchanging feedback and supported using the magic cards as media in learning.

Although in teaching or learning speaking the teacher must understand the problems faced by the students and be able to find a solution in improving their speaking performance. According to Munjayanah (2004:17) cited in Fitriani et al. (2016:106) state that learners have their own difficulties in learning the language, particularly improving speaking is not easy for the students. In Indonesia, as English is adopted as a foreign language, it is not easy to learn it. There were some problems in speaking faced by students in Senior High School 1 Bandar, Batang. Firstly, the students were often felt doubt to speak in English in classrooms and worried of making mistakes or simply shy which was due to the mistakes. Secondly, the students felt embarrassed to speak in English. They cannot think of something or they cannot to say about

what they speak. Thirdly, the students were not interested to participate actively in the speaking classrooms. Only one student in a class that has good English.

Based on that condition, the students need a stimulus to improve their English speaking performance. Concerning the explanation above, therefore this study will research the effectiveness of peer feedback technique and magic cards as media on students' speaking performance. This study also find students responses and improve their speaking performance use of peer feedback technique and magic card in teaching descriptive text, because in teaching descriptive text is teaching easy on students' speaking performance.

1.1.1 Reason for Choosing the Topic

The researcher chooses “the effectiveness of peer feedback technique and magic cards as media on students' speaking performance” as the topic of this proposal with the following reasons.

- a. Speaking is very important for the students, because in speaking students can share information through oral and speaking as the foreign or second language in school, so the students should mastered speaking skill.
- b. In learning or teaching speaking, the students should actively practice speaking English to improve the quality of students speaking, because the teacher should use the technique and media creatively.
- c. Peer feedback technique and magic cards as media on students speaking performance will be chosen to know the effectiveness for the students receiving feedback and more ideas also inspiration on the descriptive text material.

- d. Many problems in teaching speaking, so the teacher who teaches speaking English must be attractive in choosing the strategy or technique and media that is appropriate with the condition of the classroom.

1.1.2 Statement of the Problem

Based on the background of the study there are problems. This study will attempt to answer the following research questions:

- a. Are peer feedback technique and magic cards effective to improve students' speaking skill?
- b. What are the difficulties which the students face in speaking skill?
- c. What are the students' responses toward peer feedback technique and magic cards as media?

1.1.3 The Objective of the Study

This study has objectives relating to the formulation of the problems above. They can be stated as follows:

- a. To describe the effectiveness of peer feedback technique and magic cards as media to improving students' speaking performance in the teaching descriptive text.
- b. To find out the difficulties speaking that the students face in speaking performance.
- c. To describe students' responses toward peer feedback technique and magic cards as media in teaching descriptive text.

1.1.4 Significance of the Study

The study is hoped to give valuable contribution to some parties:

- a. For teacher

1. Teacher can conduct the good strategy in helping their students to improve speaking skill.
 2. Teacher will be able to increase the students vocabulary mastery.
- b. For students
1. The technique and media will be able to help and motivate students to improve their speaking skill.

1.1.5 The Scope of the Study

According to the problems that have been formulated above, the study focuses to find out the effectiveness of peer feedback and magic cards as media which given by the other students in student's speaking work. The study concerned with the effectiveness of peer feedback technique and magic cards as media used by students in speaking work as well as difficulties faced by them in helping and motivating to improve their speaking performance. This study also tries to explain the students responses toward the use of peer feedback technique and magic cards as media in teaching speaking skill.

1.1.6 Outline of the Study

This study consists of five chapters; chapter I is the introduction which consist of background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significances of the study, scope of the study, outline of the study.

Chapter II is review of related literature which consists of feedback, speaking skill, teaching speaking, descriptive text, magic cards as learning media.

Chapter III is research methods which consists of research design, object of the study, population and sample, method and instrument of the data collection, data analysis, research procedures.

Chapter IV is the analysis of data which consists of the results of qualitative analysis and discussion.

Chapter V consists of conclusion and suggestion.

