

CHAPTER I

INTRODUCTION

This chapter the writer describes about background of the research, formulation of research problem, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research and definition of key term.

A. Background

Language is instrument of communication. Language can be used to express kinds of people's mind based from what they say and the purpose. Almost all of the countries in the world use English as the second or become the foreign language. Its why English is the one of important languages that must be mastered in the international communications. So, learning English is one of the ways to know more about information in the world.

Of all four key language skills, speaking is deemed to be the most important in learning a second or foreign language because speaking is one of the keys in English communication (Omidvar, 2014). Kayi, (2006:13) states, "Speaking itself is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context." Speaking is one of the most important skills to be developed and enhanced as means of effective communication (Ahmadi, 2017). By speaking people can give some information well and quickly. McDonough and Shaw (2003:134) stated that when genuinely communicative, speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a

particular end. This may involve expressing ideas and opinion. It means that when someone speaks, they have intended to expressing their ideas to other. In speaking English, the speaker and listener are expected to master vocabulary, pronunciation, fluency, and grammar in order that the communication becomes more effective.

Speaking ability is the main goal of learning English. The aim of speaking skill is to enable students to communicate using English well (Morozova, 2013). In fact, learning speaking is difficult for learners and has problems in the class. These are inhibition, lack of topical knowledge, low participation, and mother-tongue use (Tuan & Mai, 2015). Inhibition is the first problem that students encounter in class. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students. The second problem is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. The third problem in the speaking class is that the participation is very low. In a class with a large number of students, each student will have very little time for talking because just one student talks at a time and the other students try to hear him/her (Ahmadi, 2017). The last problem related to the speaking

ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015).

Teacher is a guide for students to build up their courage to express their feeling through speaking. Teachers are successful when they can prove their student learn the subject well. The proof that students have learnt English well is how good they can speak in English. Good speaking skills are the act of generating words that can be understood by listeners (Omidvar, 2014). According to Pawlak (2015:4) “the language that we learn naturally is the spoken language, and that begin with spoken interaction”. The spoken interaction is the best way to stimulate the speaking skill through asking some questions or just to give command for some statements.

To build up the learners’ interest in speaking English, teacher should give the amusing and easy technique. Besides, the teachers’ role here is as a tutor and they will guide the students in doing the tasks in class. Gaining speaking ability could be done by several ways, one of them is Talkshow technique. Talk show according to Livingstone and Lunt (1994) said, “The core definition of talk show is a program which serves entertainment through talk”. Therefore, the main role of talk show is talk or communication. Talk show is a show that opened in public. Everyone can see how talk show is implemented. In talk show, there are three parts role. There are host, audience, and the informant. Without one of them, it cannot be called talk show.

The first grade students, specifically at MTsN 1 Blitar did not participate actively in speaking English. The problems are that: (1) some students did not want to speak up even when they were pointed directly by the teacher, (2) they were afraid of making mistakes, (3) some students could not speak in English due to limited vocabularies, and (4) some students were not interested in learning English. These problems had caused the students to be very passive in speaking English. The students had to participate in speaking actively in the teaching and learning process to succeed in speaking class. Thus, it is important to improve their participation, which can be done by using Talk show technique as the alternative.

Talk show is the interesting technique for students, because students should not speak alone in public place. Most students get nervous if they will speak in public place. However, when they do talk show, they will feel comfortable to talk. The implementation is not very formal and tight. It can be fun, enjoyable and comfortable to talk. All of this helps silent and passive students to be more confidence and to enjoy the lesson.

Applying this technique hopefully students can speak English fluently and more confident because they do in group and not formal situation. They can express their speaking with their friends while doing talk show because it is enjoyable and fun. This technique has been successfully implemented in previous study by Mutain (2016) at the fifth semester of English Department at STKIP PGRI Bangkalan and Dayinta (2016) at tenth grade at SMA Ulul Albab Sidoarjo.

The researcher is interested in finding out whether Practice Talkshow technique can be effective to teach speaking of the first grade at MTsN 1 Blitar.

B. Formulation of Research Problem

On the basis of the background, the research question are formulated as follow:

1. Is there any significant difference on students' achievement in speaking ability those taught by applying and without taught by applying talk show technique?

C. The Objectives of the Research

The purpose of this research is:

1. To identify whether there is any significant difference on students' achievement in speaking ability those taught by applying and without taught by applying Talk show technique.

D. Research hypothesis

1. The Null Hypothesis (Ho)

There is no significant difference on the students' ability in speaking taught by applying and without being applying talk show technique.

2. The Alternative Hypothesis (Ha)

There is significant difference on the students' ability in speaking taught by applying and without being applying talk show technique.

E. Significance of The Research

The researcher hopes that the result of the study will give contribution to:

1. For the students

The result of this research will help the students practicing speaking ability; encourage them to participate in the learning activities particularly in cooperative group.

2. For the teacher

It is expected that the findings will become reference to the teacher to improve his/her strategy, method, and material in teaching English especially for teaching speaking.

3. For the further researchers

This research will be useful for the further researcher as recent data to conduct further research on the same aspect of study.

F. Scope and Limitation of the Research

The study focused on the effectiveness of Talk Show Technique toward students' Speaking Ability. Required Students do the Talk Show with their group. The Researcher limited the study on Students' Speaking Ability for first grade students of MTsN 1 Blitar.

G. Definition of Key Term

1. Speaking ability

Speaking ability is a matter which needs much effort. No matter how great an idea is, if it is not communicated properly, it cannot be effective.

Through speaking, students learn concepts, develop vocabulary, and perceive the structure of English language essential components of learning.

2. Talk show technique

Talk show is technique that there will be more than one student who will talk in front of the class and to help students to talk in front of public, because students will talk spontaneously and naturally.