

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, Formulation of Research Problem, Object of the study, the significance of the research, the scope and limitation and the definition of key terms.

A. Background of the study

Language is tool of communication in daily life. By using language, people can express their feeling, idea and everything in their mind. In oxford learner's pocket dictionary (2008: 247) defined as language is system of communication in speech and writing used by people of a particular country. So, language is very important in human life.

One of the languages which are the international language is English. English made a language which is used by the most country in the world. Richards and Theodore S. (2001: 3) said that English is widely studied as foreign language since five hundred year ago until nowadays.

English in Thailand as a foreign language because of the first language or mother language is local language and then the second language is Thailand language. In the formal of communication Thailand people use second language. So that, the learning speaking environment has become increasingly important in world language live.

Ur (1996: 120) states that speaking seems significantly the most important of all the four skills. In practice, many learners feel frustrated as they find that speaking in a foreign language is complex for the reasons that speaking involves many factors including grammar, vocabulary, pronunciation, fluency, accuracy and others (Ardriyati, 2009).

In speaking we cannot correct our grammatical errors, vocabulary choices or correct tenses at once as we usually do in writing. Besides, we do not only utter some words and finish when we speak, but that would be a communication between speaker and listener that emerge the meaning of conveying message. Students therefore need a lot of interaction to build communication where they could easily express the meaning in speaking classroom.

The effort of teacher learning to speak considerably entails practice and perform that variation of method, approach, and technique are applied creatively in order to encourage students speaking skill. As teacher is the main holder of whole classroom activities, he determines how far students' level of understanding, in which his creativity is the key.

Without the effort of the teacher, language teaching and learning process sometimes find the stage of getting frozen. In this matter, the effort of the teacher could be candle light the way in every circumstance. Method and strategy applied in English language teaching might be able to be intensified by getting close to the create of learning speaking. With the result that teacher effort to create speaking is

the consequential point to carry out students to high level of English language proficiency which supports students' performance by making what cannot be done, possible to do or workable; and making what unusual practice of speaking, to usually communicate among learners in the classroom.

When we try to observe our educational English teaching, students get more knowledge based on theoretical oriented rather than practical oriented, whereas learning language properly means to enhance practicing to speak and speak. For teacher, indeed teaching grammar, reading or every textual material are easier than teaching the contextual skill such as speaking.

A large amount of a child's time is spent sitting in a school classroom. This place is where they will learn the various skills deemed necessary and proper for them to achieve success in the global society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the student develops what they want their future to look like, as well as knowledge of the skills needed to reach that goal.

With the classroom being such an important place in the growth of a child it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction. If schools really do play a large role in teaching the next generation. how to be successful members of society then every precaution should be taken to make sure that the learning environment is one that helps students thrive. If not approached correctly, a classroom can be set

up in a way that stifles creativity or does not promote a positive learning environment.

English is one of the compulsory subjects in senior high schools. In Thailand curriculum there are four major skills which have to be taught in the English teaching and learning process. Those are listening, speaking, reading and writing. Learners must learn to listen, speak, read, and write in English and master the four English major skills to achieve the teaching purposes.

One of the language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. Speaking skill is an important skill that they should master when they learn a language. The ability of speaking can measure the success of learning language. Communication skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English. Harmer (2001: 269) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language on the spot. When the learners are engaged in discussions, the purpose of speaking here may be to express opinions, to persuade someone about something or clarify information. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. As stated by Richards and Renandya (2002:201), speaking is used for many different purposes and each

purpose involves different skills. Therefore, the ability to speak a foreign language is a very complex task.

Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in schools is not satisfactory yet. The students' speaking skill is still low. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, intonation of English and interaction.

The researcher was interested in holding an interview with the students and observed the English teaching and learning process in nine great students at Tampityakhan School Pattani South of Thailand. She found that from those four basic skills, speaking was the most difficult skill to be mastered by the students. They were able to write, read and listen but if she asked them to speak, the students just kept silent. She also found that there were some other factors that influenced students' learning speaking development. Less motivation of learning English, self-confidence, psychological condition, limited support facilities and lack of media became the causal factors. Based on those conditions, the researcher thought about how to make the class communicative, attractive, contextual, and finally improve their speaking skill. In fact, the use of various media to support the teaching and learning process of speaking are important. One of the media that can be used is activity based English learning.

Teaching speaking skills through by using Activity based English learning can be very useful for the effective and joyful learning. Activities based English learning can also give positive effects on the students' interest and motivation in studying English as well as to increase their speaking skill. By using Activity based English learning, the students can derive meaningful contexts for language that is being learned. Therefore, the researcher decided to conduct action research to improve the speaking skill of the nine great students by using Activity based English learning. Then, the researcher, the English teacher and the students worked collaboratively to identify and overcome the existing problems. With the problem being overcome, the students were expected to be able to enhancing their speaking skill.

B. Formulation of Research Problem

The problem of this research can be formulated as follow:

1. How can Activity Based English Learning enhance strategies speaking skill?

C. Objective of the study

Based on research question above, purpose of the study is:

1. To know Activity Based English Learning enhance strategies speaking skill.

D. Significance of the Study

This research is expected to give a valuable contribution to the following parties:

1. For the students, it would be an effort to improve their speaking skills.
2. For the English teachers, it would be an opportunity to enhancing the quality of teaching speaking skills by using Activity based English learning for the students.
3. For the school, it would function as the first step to act efforts in enhancing students' speaking skills.
4. For the English Department, the researcher hopes that the result of this research study can be an input of reference.

E. Scope and Limitation of the Study

The scope of the research is restricted to find out the students' ability to comprehend the speaking during the teaching and learning process through Direct by using Activity based English learning It was applied to the students for ninth great students at Tampityakhan School Pattani South of Thailand.

F. Definition of key term

In order to avoid misunderstanding or misinterpretation in this study, the writer describes the meaning of the main terms used as follows:

1. According to Tarigan (1993:15) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message.

2. According from Bonwell and Eison (1991) Active learning: is a crucial element of the new thrust toward what is now commonly called “learner-centered” or “learning-centered” teaching (Weimer, 2002). Most definitions of active learning focus on two key components: “doing” and “reflecting.” The most commonly cited definition of active learning comes.
3. According from Richards (2006: 1) Learning English is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing and understanding English. People learn English often by reading, writing, speaking, and listening or usually known as 4 Skills of English. Since English is the International Language, a lot of people learn English at a variety of places based on their needs such as English course, school, and University for those who wanted professional skill. In many countries English has become the part of lesson in the curriculum and included for national exam. However, we can still find the number of students find difficulties in learning English, especially in the countries where English is not from the mother tongue (From Wikipedia, the free encyclopedia).