

## **CHAPTER I INTRODUCTION**

This chapter presents seven topics related to the study. These topics cover background of the study, research problem, objectives of the research, the hypothesis of the study, significance of the study, scope and delimitation and definition of key terms.

### **A. Background of the Study**

A classic problem of English that has always been very impressive for experts in language to be floored in the paper is still inviting the willingness of trying to know more about what makes the majority of Indonesian is hard to speak English on their daily life. In fact, they have already learned English for some years.

The use and purpose of learning English are not the same anymore if we look back to a decade or more and compared to the current fact of how English is now being used for. “As the first foreign language, English is learnt because of instrumental reasons. Job vacancies require English as one of the requirements. English is regarded important because by mastering English, people can have higher salary and have better opportunities.” (Eka Julia, Rini. 2014). It implies that English was used for as a necessity, such as looking for a job.

Nowadays, we need to learn English for a completely different reason that is, we are in the millennial era in which English is not seen as a

necessity anymore, but it is for a lifestyle. In another word, in the current time, English is almost existing in every aspect of our life. For example, right now all of our media is using, more or less, English in their written or spoken to deliver and spread out information.

Others are any kinds of paper also use English for its particular part of word or sentence. As what Crystal (2006, p. 400) states that young children cannot avoid being exposed to English in such domains as advertising, television, the internet, and pop music, and inevitably develop a considerable passive knowledge of (some domains of) English.

Building on Hymes's theory, Canale and Swain (1980) propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Those competencies reflect the use of linguistic system and the functional aspects of communication, respectively. Those three competencies are what really needed by second language learner in speaking English. However, those three competence are being the barrier for them, as well.

The following explanation of the barriers of learning English for the second language learner is students' characteristic. Studies revealed some characteristics of Indonesian learners. Indonesian students are culturally passive, silent and shy in the class (Exley, 2005). Another prototype mentions that the students are unreflective in their learning (Pikkert & Foster, 1996 ). According to all of the statements above, the

sum is that the very essence of learning English difficulties comes from the student characteristic itself.

Second is teacher issue, the data from the Ministry of National Education (MONE, 2008) specify that Indonesian teachers hold relatively low educational degree (Firman & Tola, 2008). More than 60 percent of the total 2.78 million teachers did not hold undergraduate degree in education (Jalal, et al., 2009). Since teachers may get only basic preparation in the supportive theory and practical applications, they may then struggle for embodying teaching methods effectively (Bulter, 2005; Littlewood, 2007). Emery (2012).

Besides the low educational qualification, Indonesian teachers are also still lack of English language mastery. A study indicated that many of Indonesian teachers have many grammatical errors when they want to express their ideas in English (Dardjowidjojo, 2003; Marcellino, 2008).

Due to their insufficient level of English language proficiency, teachers may create a monotonous teaching that does not encourage students to practice interactively their English with the teachers as well as their friends (Suryanto, 2016;4). Unless this basic problem in teaching English is not fixed, the learners can have a significant improvement in their English proficiency. However, the teacher takes a lot of influences to their student.

The fact comes from classroom size. One of the most often mentioned problems encountered by English teachers is that “overcrowded

classes and the effect of such condition can have on teaching and learning” (Emery 2012). Nurkamto (2003) also lists one of the challenges in teaching English that is the size of the classroom. Baker and Westrup (2000: 2) state several problems of teaching large classes, such as “desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teacher and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes”.

“A typical classroom in a public school in Indonesia consists of 30–40 students, with some exceeding 45, with the desks organized in rows and students sitting in four rows and six lines. English lesson is taught up to  $2 \times 35$  minutes (70 minutes) per week. This means children typically receive up to 46.67 hours of instruction in a 40-week academic year ( $70 \times 40 = 2800$  minutes = 46.67 hours).” (cambridge.org). If the inappropriate of this classroom size is not changed, then the consequence is the goal and achievement in every teaching and learning process between teacher and the student to mastery English will be fail.

Another one is the lack of vocabulary, Maruyama (1996) as cited in Hoa and Mai (2016: 155) point the reason why students lack vocabulary, i.e. students believed that they did not need to know words because they were not common, even rarely used in their daily lives, therefore, they have no motivation to learn the words. Hasan (2016) states that one of the most challenging tasks students encountered is mastering vocabulary.

Fifth problem is linguistic problems, Mukattash (1983) categorized English teaching challenges are encountered into two: first, most inaccuracies done regarding the pronunciation, morphology, syntax, and spelling; second, most of students have problems in expressing themselves when using English. The first issue is also strengthened by Khan (2011: 72) said that specific problem connected to pronunciation, stress, and intonation become problem for students.

Another issue regarding linguistic problem is first language or mother-tongue interference. Both teachers and students frequently talk using their mother-tongue language which unconsciously affects their English performance (Fatoro, 2015). Since linguistic has been very common of learning English. We need a brand new of the way how, as probably as, learners can get used to the use of linguistic as often and common as native, in order to make the learners will be easier in mastering English.

The last but not the least is the teaching method. Such conditions are among other caused by the learning strategies of the students who still adopt memorization strategies where the students tend to copy what teachers note down on the blackboard (Lengkanawati, 2004). This is the consequence of a teaching and learning process that still takes teacher centered approach (Suryanto, 2016;4). Foreign language speakers sometimes struggle in finding this knowledge in the pace of a conversation (Dalton-Puffer 2006).

This view is shared by Nation and Newton (2009:115-116), who claim that some researchers believe that in case of second-language-learners, the linguistic knowledge is not so easily reachable, and learners need to be “pushed” to reach the knowledge from their brain and use it.

In order to push the knowledge, (Ph.D. Cand. Lorena Manaj Sadiku. 2015: 1) stated in her thesis entitled “The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour” revealed that Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. She continued, in fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers. So the students will be able to communicate effectively. The mastery of these skills is a gradual process. Teachers, for instance, should expose learners to gradually challenging tasks and material.

Speaking is described by Celce-Murcia (as cited in Aljumah 2001:1) as the most important of the four language skills. She claims this to be the case at least in contexts in which language is used as a foreign or second language. In other words, situations that require knowledge of a second or foreign language usually require the ability to be able to speak that language, making the speaking skill most important of skills.

Learning to speak a foreign language requires more than knowing its grammatical and semantic lecture. Learners must also acquire the

knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact (Richard and Renandya, 2002:204). According to that statement in teaching speaking learner is not only learning about the grammatical and semantic but acquiring the knowledge of how native speakers use the language in the context.

Based on the problems above the researcher is interested in using Krebs Media in order to support the student's English proficiency that hopefully can help students to improve their speaking English ability. Krebs Media is basically a media that focused on how a student can produce a speech without focusing on grammatical rules. But they would produce a speech in sequence and freely by imitating the words, sentences, and pronunciation that they have already heard, instead. *"The learning process in Krebs Media is based on imerson – immersion in language, someone must go through it. Listening and repeating certain sentences at cerain time intervals wll give extraordinary results. Krebs Media uses tricks of short-term memory and thanks to certain time intervals, you can quickly meoruze al phrases or words"* (id.krebsmethod.com). According to the statement above, the focuses of this media are on the listening section and copying words, sentence, and pronunciation of English in a predetermined time interval.

There are some previous studies proves that using a media while in learning a second language is considered efective to improve students'

speaking skill. Rizka (2016) proved in her research that using YouTube video as the learning media was effective and Erwin (2018) in her research found that using short movie as the learning media could make students who are passive to be active in speaking class. Consequently this method can develop their speaking skill.

From the above explanation, by applying quasi-experimental research, the researcher wants to know whether or not Krebs Media is effective to improve students' speaking ability under the titled “ **Using Krebs Media To Improve Student's Speaking Ability of the Eighth Grade at Islamic Junior High School Tulungagung 1**”

## **B. Research Problem**

Based on the background of the study above, the research problem of this study formulated as follows:

Is there any significant difference score in speaking of the eighth grade students taught by used Krebs Media and those taught by using Conventional Method at Islamic Junior High School Tulungagung 1?.

## **C. Objective of The Research**

Based on the reasearch question above, the objective of he research is to know whether there is any significant difference speaking score in students' speaking skill between students' taught by using Krebs Media



and taught by used Conventional Method at Islamic Junior High School Tulungagung 1.

#### **D. The Hypothesis of the Study**

In this research, the researcher has two kinds of hypothesis, they are:

1. Null hypothesis states that there is no significant difference score in speaking between the students taught by using Krebs Media and those taught by used Conventional Method.
2. Alternative Hypothesis states that there is significant difference score in speaking between the students taught by using Krebs Media and those taught by used Conventional Method.

#### **E. Significance of The Study**

The result of the reasearch is expected to be contributive for teachers, students and other researchers. For the teacher, it can be used as a reference to teach sudents in speaking skill. Meanwhile for the sudents, this research is hopefully useful to stimulate them to practice to speak English.

Finally for other researchers, it can be used as a reference to conduct a further researcher dealing with the effectiveness of using a certain method toward students' speaking skill.

## **F. Scope and Delimitation of the Research**

In this research, the scope of the study covers teaching speaking using Krebs Media of the eighth grade students at MTsN 1 Tulungagung. In this research, the writer limits the study only on implementation effect of Krebs Media to teach speaking skill.

## **G. Definition of Key Terms**

To avoid misunderstanding of some terms used in this study, they need to be defined as follows :

### **1. Speaking Ability**

Speaking Ability is students' ability to use and speak in interactional and transactional dialogue.

### **2. Krebs Media**

The learning process in Krebs Media is based on immersion – immersion in language, someone must go through it. Listening and repeating certain sentences at certain time intervals will give extraordinary results. Krebs Media uses tricks of short-term memory and thanks to certain time intervals, you can quickly memorize all phrases or words. (id.krebsmethod.com)