

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the research background, formulation of research problem, research objective, significance of the study, the definition of key terms, and the organization of the study.

A. Background of the Research

Many students are shy in speaking, and the students' attention in speaking is not good. As we know that communication is one of the human basic needs in life, apart from the purposes. One of effective way of doing communication is by speaking. According to Richards (2008:201), "Speaking is one of the elements of communication". Furthermore, Achmad (2012:1) states "Speaking is key to communication". Day by day, people need not only speak using their mother tongue but also using a foreign language, especially the international language which most of people of the world use it, English. So, as the key of communication, English speaking skill must be very important, especially for EFL learners.

In Indonesia, the status of English is as the first foreign language which required to be taught at second school since early of the independence (Sadtono and Huda in Saukah (2003:4), the long term purpose of teaching English as foreign language in Indonesia can be seen in Curriculum 1994 and Competence Based Curriculum (Department of Education and Culture, 1994; Department of National Education, 2001) that English is needed for the absorption and development of science, technology, art, and enhancement of international relation which expected

relation which expected can motivate Indonesia progression. So, communication skill is one of the main purposes of teaching English as foreign language in Indonesia.

Nunan (1999: 225) states “the ability to function in another language is generally characterized in term of being able to speak that language”. It can be the reason why the mastery of speaking skill in English is a priority for many second or foreign language learners (Richard, 2008: 19). Learners consequently often evaluate their success in language learning as well as the effective of their English course on the basis of how well they feel they have improved in their spoken language proficiency. It shows that speaking skill is the proof of the success of language learners. Besides, Gauberg (1997:201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability.

Speaking as stated by Chaney (1998: 13) "as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". However, in learning process, it raises some problems for the speaking learners. According to Ur (1996: 121), there are some problems faced by the learners in speaking activity, those are students" inhibition, nothing to say, low participation and the use of mother tongue. Many students feel anxious in a speaking class and some are likely to keep silent, because they lack self confidence, lack prior knowledge about topic and because of poor teacher-learner relationship. In short, the problems that EFL learners faced in developing their speaking

performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers.

According to Achmad (2012:1), teaching speaking is very challenging for English teachers in non English speaking countries such as Indonesia. It is because (a) their native languages do not support to speak English, (b) the students feel shy and awkward, (c) their environment discourages them to speak, and (d) the method of teaching can be monotonous so that the students are not motivated to speak. It can be concluded that the teachers also have some problems which make them feel difficulties in teaching learning process. The problem which come from the students (motivation) and also from themselves (their teaching speaking ability). However, reminding that speaking skill is very important, especially for the students, although it will be challenging, the teacher should arrange speaking class as interesting as possible which not only enhances the students' participation in speaking but also in improving their speaking skill.

The teacher have to explanation about studying speaking is very important for themselves. It is caused by the importance of studying speaking cannot be separated from the speaking role as the key of communication. According to Thornbury (2005:1), speaking is very important for daily life and he recommend learning and mastering more than one language, especially English as international language. So, studying speaking is one of students' efforts to prepare them to follow international relationship next day.

According to English lesson syllabus for Senior High School in Curriculum 2013 (K-13), one of the material has social functions to introduce, identify, and promote about something, people or place. The students also expected to do monolog performance.

In this study, the researcher chose MTs AL MA'ARIF Tulungagung as the location because interview from that school the researcher speaking problems is lack of vocabulary, did grammatical mistakes, mispronunciation words, pausing speaking and still shy to speak. Speaking activities do not work in class because many factors prevent students from speaking English.

They agreed that speaking is the most difficult skill in English learning. Mostly, it is caused by inhibition of feeling afraid or shy, lack of confidence, and they do not know what they should say. Although speaking is very difficult, the students recognized that they need to improve their speaking skill because they know that speaking skill is very important for life. The same information is also got from the interview with some students of class 7D. The students said that some instructions given are not clear enough, so they cannot say anything besides their lack of confidence which caused them shy or even afraid to speak.

Furthermore, according to the English teacher of class 7D, many students are shy in speaking, and the students' attention in speaking is not good because the semester test is focused on reading and writing. She added that the students' speaking score is still low. The teacher also has tried to give motivation but the students did not response well. From the teacher, the technique to teach not

effective to make students confidence to speak English and the teacher not accustom the students speak English lesson so the students afraid and not confidence to speak English.

To solve the problems faced by the students those are the students' participation or activeness in speaking class of the students can effective to improving speaking skill. The solution given is by using Oral Presentation as technique.

Oral Presentation also enables the students to do question and answer section, so it can improve the students participation in the classroom. Oral presentation also gives advantages for the students such as integrating language skills, practicing speaking, making decisions, preparing for real life, acquiring knowledge through English, and so on (Al-Isaa and Al-Qubtan, 2010:228).

Oral Presentation is a kind of activity of communicating ideas and information in front of audiences. So oral presentation also can make confident to students. According to Barker (2000:115) oral presentation is like a formal conversation, speaking to group as a natural activity. By using Oral Presentation, the students are invited to practice speaking in front of the class with their own chosen topic, so it will improve the students' speaking skill especially in public speaking. Oral presentation also enables the students to do question and answer section in front of audiences so the students must be confident. So it can improve the students participation in the classroom.

According to King (2002:401) Oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. Oral Presentation also gives advantages for the students such as integrating language skills, practicing speaking, making decisions, preparing for real life, acquiring knowledge through English, and so on (Al-Issa and Al-Qubtan, 2010:228). Oral presentation technique can also be applied by all of level of language proficiency start from elementary up to advance level.

Nguyễn Thị Tâm (2012) has conducted a research related Oral Presentation. Nguyễn Thị Tâm involved 42 university students of Hanoi University of Industry (HaUI). The research findings showed that the students were actually highly positive in their beliefs about benefits and usefulness of doing oral presentations as a learning activity. It was also revealed that oral presentations were beneficial to help students enhance their performance in speaking lessons.

The researcher Diyah (2015) entitled “ Improving Students Speaking Skill Through Oral Presentation Technique of The Tenth Grade Students at MAN Trenggalek”. The finding was about the research that was conducted by the researcher since in the classroom. The first cycle the researcher provide techniques to motivate students’ speaking. In that study, the researcher found the problems faced by students when given technique.

Other several previous studies written by Suhardin (2011) entitled “ The Use Of Oral Presentation Technique To Improve Students Ability of The First Grade Students at SMP 1 Gorontalo”. She found the result of the implementation Oral

Presntation technique in students' speaking ability. The types of disfluency made by students in their presentation and and process or the background of the disfluency occur when the students speak using test in front of the class is repitition, hesitation, filler words, and false start only. Based on the some previous above on the use of technique, the researcher will conducts study in teaching speaking by using Oral Presentation.

Oral presentation technique can also be applied by all of level of language proficiency start from elementary up to advance level. In addition, J King (2002) wrote an article under title Preparing EFL Learners for Oral Presentation. The artichel covered some procedures in doing Oral Presentation (1) handout guidelines (2) grouping learners (3) choosing topics and gathering information (4) handling technical problems (5) holding Q and A sessions and (6) preparing peer and teacher evaluation forms. The article is very meaningful for both teacher and students when introducing Oral Presentation to the EFL students.

Based on the previous study above, in this research, the researcher applied the same way, Oral presentation is effective to be used in teaching and learning process, especially in speaking skill, but in different level that is at MTs AL MA'ARIF Tulungagung.

Accordingly, the title of this action research is "The Effectivenes of Using Oral Presentation Technique on Students Speaking at First Grade of Junior High School in MTs AL MA'ARIF Tulungagung in Academic year 2016/2017.

B. Research Problems

Based on the background of the study above, the writer can state the research problems as follows: “Is there any significant difference between students speaking score before and after being taught by using oral presentation technique?”

C. Objectives of the Research

Based on the research problems above, the objectives of the research are as follows: “To find out significant difference between students’ speaking score before and after being taught by using oral presentation technique.”

D. Research Hypothesis

Research Hypothesis is a tentative explanation for certain behaviors, phenomena, or events that occurred or will occur. A hypothesis states the researcher’s expectations concerning the relationship between the variables in the research problem; hypothesis is the most specific statement of problem (Gay, 1992: 66).

There are two types of hypothesis that are null hypothesis and alternative hypothesis. Null hypothesis states that there is no relationship (or difference) between variables, and that any relationship found will be a chance relationship, not true one. While, alternative is conversely.

In this research the null hypothesis (Ho) is: “There is no significant different on the students’ speaking skill who were taught before using Oral Presentation and after using Oral Presentation. Alternative Hypothesis (Ha) is “There is significant different on the students’ speaking skill who were taught before using Oral Presentation video and after using Oral Presentation.

E. Significance of Research

The result of this research is expected to provide some information for teachers to improve students’ speaking skill by using Oral Presentation strategy in the future at junior high school level.

Oral presentation in EFL classes give students confidence to speak in public and help them in enhancing their proficiency. By using Oral presentation technique, they will enjoy in the class and get the meaning from their activity. It gives a break away from textbooks.

Besides, for other researcher, this research can be used as the reference which gives new idea for developing Oral Presentation better. The researchers are expected to conduct another research related to Oral presentation (experimental research) to strengthen Oral Presentation as an effective technique to improve students’ speaking skill.

F. Scope and Limitation of the Study

This scope of this research is teaching speaking skill. This research is limited only focused on developing strategy used oral presentation strategy in

front of in the class. The students .The avoid misunderstanding and to clarify the study, the writer limits the study of this “thesis” in the Effectiveness of Using Oral Presentation Technique on Students’ Speaking Skill at First Grade on Junior High School in MTs AL MA’ARIF Tulungagung.

G. Definitions of Key terms

In this part, there are some explanations from the topic of the title mentioned in the previous item to avoid misunderstanding. The title is “The Effectiveness of Using Oral Presentation Technique on Students’ Speaking Skill at First Grade on Junior High School at MTs AL MA’ARIF Tulungagung”. The definitions of key terms are as follows:

1. Effectiveness

Effectiveness is a measure of the strength of one variable’s effect on another or the relationship between two or more variables (Richard, 2010: 190).

2. Oral Presentation

Oral Presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency (King, 2002:401). In this study, Oral presentation is an activity of sharing or communicating ideas and information in front of audiences. The presenter and the audiences of this activity are the classmates. The type of oral presentation used is Guided Oral Presentation.

3. Speaking

Speaking is one of the elements of communication".
Furthermore,(Achmad (2012:1) states "Speaking is key to communication".
Day by day, people need not only speak using their mother tongue but also
using a foreign language, especially the international language which most
of people of the world use it, English.

