CHAPTER I

INTRODUCTION

Following discusses about the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key term, and the organization of the study.

A. Background of the Study

There are four major skills to be competent in a language. They are listening, speaking, writing, and reading (Johnson,2013:269). In studying English students need to understand how to use the language. To achieve this aim, teacher should apply his or her teaching directly towards the development of the students' competence in all language skills in a meaningful context. This means that English should be taught side by side with the appropriate vocabulary and grammar as well as pronunciation and spelling.

Speaking is one of English skill to communicate with others. Speaking is very important to people especially for students. It is an important element of communication. According to Brown (2010:140), speaking is a productive skill that can be directly and empirically observed. There are five components that should be mastered by the students in order to be good in speaking. There are fluency, pronunciation, comprehension, vocabulary and grammar (Brown,2010:172-173). In addition, speaking is one of skill that is important in

the teaching language because it dominates all of activities in the teaching learning process.

Speaking is not easy for students. Many students said that speaking is difficult. Carter and Nunan (2001:16) say that second language speaker will be difficult to manage this speech fluently and accurately, since the lack accuracy and it is difficult for them to pay attention to all these processes simultaneously under pressure of time. Davies and Pearse (2011:87) say that conversation is difficult for many learners because it takes place in real time and involves various skills. According to Allen and Vallet (2013:160), learning to speak a second language is a lengthy process. First the students must carefully repeat models and imitate the teacher. They memorize basic sentence to gain confidence in his ability to speak the second language. The students must practice sentences and do oral drills. These activities are all preliminary to actual. And in learning speaking skill, the majority of the students dislike speaking because they poor of having ideas and they are too shy and afraid to take part in the daily conversation. So, in fact some of the students face some problems in learning speaking ability.

According to Thornbury (2011:131), the teaching of speaking depends on technique in the classrooms. Teachers therefore need to analyze the students' needs, face their problems and find fruitful solutions that help them develop their speaking ability. Many techniques can be used to teaching speaking more effectively. They are debate, role play, discussion, demonstration method and cross talk method.

Cross Talk is an interesting method to make the students enjoy in speaking class. Cross Talk is important in teaching speaking because it gives students an opportunity to practice short conversation in a class and by this method the students will try to speak with other using English. Based on this fact, the researcher chooses cross talk as the technique in this research because cross talk is one of simple technique. It easy and effective to apply in teaching and learning prosess in Junior High School.

Based on the preliminary study, the researcher finds problem in teaching and learning speaking English at MTsN Langkapan, Srengat Blitar. In teaching and learning speaking, teacher does not apply game or new technique so students look not interest in learning speaking. Based on that problem the researcher chooses this school as the subject of this study.

Based on the explanation above, this study in entitled "Improving students' speaking ability using cross talk at eighth year students of MTsN Langkapan, Srengat Blitar in academic year 2013/2014".

B. Formulation of the Research Problem

Based on the background of the study above, the statement of the research problem can be stated as follows:

- How good is the students' speaking achievement before being taught by Cross Talk method at the eighth year of MTsN Langkapan, Srengat Blitar in academic year 2013/2014?

- How good is the students' speaking achievement after being taught by Cross Talk method at the eighth year of MTsN Langkapan, Srengat Blitar in academic year 2013/2014?

C. Purpose of the Study

In accordance with the statement of the research problem above, the objective of this study as follow :

- The writer wants to know students' speaking achievement before being taught by Cross Talk method at the eighth year of MTsN Langkapan, Srengat Blitar in academic year 2013/2014.

- The writer wants to know students' speaking achievement after being taught by Cross Talk method at the eighth year of MTsN Langkapan, Srengat Blitar in academic year 2013/2014.

D. Significance of the Study

The result of this study can be meaningful for the following peoples, they are :

1. For the English teacher

The researcher expects that their study can be used as an alternative method by the English teacher in developing teaching English in junior high school, especially in teaching speaking skill.

2. For the students

The researcher expects that this method is useful for the students to improve their speaking skill, make the students more active, and also make the students' interest in learning English.

3. For the future researcher

The researcher expects that this study will be able to convey useful information and it can be used as a reference of teaching learning speaking in the class.

E. Definition of Key Term

1. Speaking is a productive skill that can be directly and empirically observed.

2. Cross talk is a method in which the students read a set of text or series and she/he re-telling each one of part of the story.

3. Narrative text is a text tells a story, in doing so, entertains the audience

F. Organization of the Writing

This thesis is written systematically using the following structure and organization. It is divided into five chapters. Chapter one is introduction. It deals with the background of the study, the statement of the research problem, the objective of the study, the limitation of the study, the significance of the study, hypothesis, and the organization of the writing. Chapter two discusses about review of related literature that support this research. Chapter three is research

method. It describes about the research design, the setting and subject of the study, research procedures, data and source of data, data collection method, and data analysis method. Chapter four talk about research findings and discussion. It presents about the data presentation, data analysis, and discuses the result of the study. Chapter five is conclusion and suggestion. It presents the concluding of the result of the study and gives suggestion based on the conclusion.