

CHAPTER 1

INTRODUCTION

This chapter presents background of the research, formulation of the research problems, objectives of the research, research hypothesis, significances of the research, definition of key terms and organization of the research.

A. Background of the Research

In this present it is important to be able to speak and understand English Language. English has made very big influence in the parts of human life. Learning English is not only important to get education but also to get new technology, science and knowledge. It is spoken in almost every nation in the world. In our world, it is known as universal language. Anywhere we go in the world, we will find people who speak English. And majority of the world of entertainment uses English too.

According to Harmer (1990:21) “There are two paradigms of English namely English as science and English as a means of communication.” The first paradigm is English must be known by the people who want to make English as science. Therefore, they must master all items of English. In second paradigm English is considered as means of communication. English becomes an instrument in communication. People can say something to express what they want to communicate each other. That is, how the people who are communicating among them can understand what they said and they understood what other people said without confusion between them. They can

interact with others by producing any sounds without thinking English itself deeply.

In English as science, speaking is not only producing sound to send message to other, and enough if who are communicating with them understand what they want. Speaking skill as a science has to be based on standard criteria level of oral test. English has been given a big influence in Indonesia, especially in education. English in Indonesian education has a position as a foreign language. Consequently, English is taught at the school from elementary level to high educational level. It is intended for the development of science, technology, art, culture and also the development of nation relationship.

Although English is taught at the school from elementary level to high educational level but English is not mastered maximally by English learner. It is because in learning English, learners have to master some skills. The skills are reading, writing, listening, and speaking. One of skill that is not mastered by more English learners is speaking skill.

In learning English, speaking is considered as one of the difficult skills. Speaking skill in English language teaching is an ability performed by everyone to deliver his idea and opinion to another person through oral communication. Communication orally can be described as producing sound to communicate with other and the other side produce the sound to give response back to understand each other what to express with a word (Hornby,1985:35).

Many students do not have confidence to produce their words. They need some stimulation from the teacher to produce their words and it is impossible if the teacher to guide them one by one. It is not effective in teaching and learning process. This problem is experienced by the eighth grade students of Islamic Junior High School One Durenan. They feel difficult to express their idea, though they have any ideas hidden in their thought.

Based on the reason above, knowing the student's speaking ability is very important. In order to find out which the most difficult in all aspects of speaking, he teacher must know the best method and the best technique in solving the student's difficulty in speaking. In teaching speaking skill, the teacher has to use the appropriate technique. In English for Learners there are some alternative methods and techniques to teach speaking. They are useful and effective to improve the speaking ability of the students. One of the alternative techniques to teach speaking is Guided Dialogue Through Describing Picture. Guided is one important techniques because it has an aspect of an aspect of "*guidance*". Guided Dialogue was used by the teacher to guide them on speaking teaching. In here, the teacher giving the direction to understand about the contain of the theme that the teacher was given to them. This technique as a simulation before the students start speaking inside and outside at class.

The teacher can apply this technique to improve the student's ability in speaking. Guided dialogue Through Describing Picture is a combination of two techniques. Namely are guided and dialogue through describing picture.

Teacher and students will cooperate in classroom activity by using this technique. Students will converse a topic in group and the teacher holds the classroom situation in order to keep active and reach the topic target by preparing a describing picture. It can help the students to show their ideas or thoughts based on describing picture was choosen.

There are three advantages, if the teacher uses this technique. Firstly, guided dialogue through describing picture can direct that students. It means that the teacher help students to keep on the topic based on picture was choosen, the teacher will prepare guided questions based on the picture was choosen to be conversed by students. The students ask and answer each other in groups. In this situation, the teacher will guide the student in order to keep on the target topic and overcome the overlapping by practicing the guided questions. The second in order to make classroom situation more active. The students will be stimulated using guide question and they can express their original thought actively. Finally, it is to motivate. It means that the teacher can raise the student's atmosphere if the process of learning is slow down. The students will not slow down in process of learning.

From this statement, the researcher wants to try using guide dialogue through describing picture as the technique in teaching speaking, whether this technique is effective or not in teaching speaking. From this description, the researcher decided to carry out a research entitled, **“The Effectiveness of Using Guided Dialogue Through Describing Picture Toward Student's Speaking Ability At Islamic Junior High School One Durenan.**

A. Formulation of the problem

Based on the background of the study, the problems of this study are formulated as follows:

1. How is students' speaking ability taught by using a guided dialogue through describing picture?
2. How is the students' speaking ability taught without using a guided dialogue through describing picture?
3. Is there any significance difference scores of the students' speaking ability by using taught and without using a guided dialogue through describing picture?

A. Objective of the Research

Considering above the problem, the objectives of this research can be elaborated obviously to know the effectiveness of using Guided Dialogue Through Describing Picture to improve students' speaking ability at eight grade students at Islamic Junior High School 1 Durenan which is described as follows:

1. To find out the students' speaking ability taught by using a guided dialogue through describing picture.
2. To find out the students' speaking ability taught without using a guided dialogue through describing picture.
3. To identify the any significance difference scores of the students' speaking ability by using taught and without using a guided dialogue through describing picture.

B. Significance of the study

Concerning the researcher focus on the use of Guided Dialogue Through Describing Picture to improve students' speaking ability , the result of this study is expected to give useful contribution for the following sections :

1. Teacher

This study can be as a reference and input to the teacher speaking skill improvement using guided dialogue Through Describing Picture.

2. Student

To motivate the students to improve students' speaking ability by Guided Dialogue Through Describing Picture.

3. Future Researcher

Hopefully, this researcher will be useful to give an easier to improve students' speaking ability by Guided Dialogue Through Describing Picture. Besides that, the researcher will get more information to improve the final project to help the teachers provide a suitable technique in improving the students' speaking ability.

C. Definition of key term

There are some key term in this study to clarify the meaning briefly to avoid misunderstanding as listed below :

- a. Speaking ability is process to produce or act using oral language, to construction of meaning that involves producing and receiving or processing information.

b. Guided dialogue Through Describing Picture is a one of technique used by teacher to improve speaking ability.