

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses some points including background of the study, formulation of the research problem, the purpose of the study, significance of the study, scope and limitation of the study, definition of keys terms and organization of the study.

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

Globalization has forced people to find other people from various countries. They must have languages in order to communicate with each other. English is the foreign language for us and English is a language used by people around the globe. Kusnadi (2004:24) states English has become the dominant language of science, technology, and communication. This statement suggests that everyone would need to have the ability to use English. This realization made many countries bring the teaching of English into their primary subject of education.

English is language that is teach at school in every country in the world. Indonesia is one of countries whose teaches English. In Indonesia, English is teach from the lowest level of education to the highest level or from elementary school to universities. English is a local content for elementary school, while it becomes a compulsory subject for junior and senior high school. The purpose of teaching English at school in Indonesia is

to provide student the basic English skill. The teaching of English in Indonesia consists four language of basic skills are listening, reading, speaking and writing.

Those skills are important in English learning, but the most important skill in English is speaking because it is needed in human communication. Brown ( 1994:12) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. But in this case, speaking or communicating means the expressing ideas orally in order to respond, give reaction, and initiate communicative. Based on the explanation above, the ability to communicate using the target language has becomes an important goal of teaching English language.

Nunan ( 1999:225) says speaking is the process of producing utterances or articulate sounds in comprehensible manner. Thus he can reach communicative competence as the objective of speaking. Be able to speak well and fluently is the key of a successful interaction. By speaking well, the listener would understand the message we are talking about. It is supported by Heley ( 2004:191) who stated that “Being able to communicate orally in another language means that we have opportunities to express our ideas and support for making our intentions clearer”.

According to Brown (2000:7) teaching is a process to transfer knowledge from the teachers to the students. Brown states that teaching is guiding and facilitating, enabling the learners to learn and setting the condition

for learning. There are three kinds of teaching language; teaching language as a first language, teaching language as a second language and teaching language as a foreign language. Teaching English is not only drilling on English structure of grammar and memorizing vocabulary, but it will be more effective if the students can use English skill in different situations in order to be able to communicate with others.

As a professional teacher in the language teaching, especially the teaching of English as a foreign language, teachers mostly spend much time on appropriate teaching methodology for greater effectiveness in students' acquisition of English, designing and implementing materials, tests and practice. Teachers are responsible to educate the students from little or no knowledge to a sufficient English speaking environment.

Relating to the explanation above, the researcher was conducted research at SMPN 1 Sumbergempol. The researcher chooses this school because according to the English teacher at that school, the students need more time to study English; they are less to practice speaking in speaking class. The teacher also told the problems in teaching speaking such as, how to speak up and less of vocabularies. Besides, this school located is near to the researcher, it is easy for her to reach the school.

The researcher had done a study by observing students of SMPN 1 Sumbergempol. In SMPN 1 Sumbergempol was found that many students still had difficulties in speaking. It's shown from the result of interview given by the researcher to the students before the researcher did this research in the

first meeting on March 03rd 2017. From 32 students of VII I class, there are 17 students whom said that from four skills in English, speaking is the most difficult skill. This assumption made the students afraid and not motivated to speak.

Therefore, The researcher also found many problem of students especially in their speaking. First, the number of the student in one class is too much, therefore the teacher cannot pay attention to every student. When they start to speak, the class is very noisy. Second, the students do not talk using English but using their own language or mother- tongue use. The students shy to speak English because their pronunciation was bad. And also the students are afraid of having mistakes when they speak in class. Third, is about media used in that school.

In this school, teacher seldom uses media to teach English particularly in speaking skills. So far, teacher almost never uses media to teach English, so students feel bored to study. The situation in the class is monotone because there is no new situation and students feel difficult to improve their speaking. It mad the learning process not effective. Based on this statement english teacher should think critically in order to find creative media in teaching speaking so that the students will take much participation during the learning process.

In this case, the researcher focuses the use of problem sticks as teaching media for teaching speaking. Problem sticks is a media of teaching

speaking by using sticks, where some problems are written on the sticks. It can make students interest in learning process. By using sticks, students feel interest and start to show speak up in the classroom. They are excited by the use of sticks in speaking skill such as they speak English with their friends and classmate.

The procedure of problem sticks is by dividing the class became some groups in this learning process. Two first groups have the problem sticks and two second groups have given advice expression on the problem that is written on the sticks. Then, teacher gives instruction about problem sticks. In this research, the researcher chooses problem sticks because the researcher wants to know the use of problem sticks in improving students' speaking skill or not. This study is expected to have contributions to the the language teaching-learning process, especially for teaching speaking in junior high school.

Based on the background above, the researcher is interested in conducting a study which was focused on improving student's ability in speaking by analyzed the research about "Improving Student's Speaking ability by Using Problem Sticks at The Seventh Grade of SMPN 1 Sumbergempol".

## **B. The Formulation of the Problem**

Based on the background of the study mentioned above, the formulation of the research problem as follows " How Can Problem Sticks

Increase The Student's Motivation in Speaking English?"

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

Based on the previous explanation, the objective of the research is to know whether Strip Problem Sticks can increase the students' motivation in speaking English.

### **D. Significant of the study**

The researcher hopes this research will give contribution to :

1. The study can be used as a process to improve English teaching both teacher and researcher.
2. For student, it can improve their ability in speaking, students will be easy learn to speak with English language.
3. For the teacher, they can know the level of student's ability in speaking, and the result can become an input to determine the method and the media for teaching speaking. Teacher can also rich the maximum teaching as a feedback to improve the quality of English teaching speaking .

### **E. Definition of Key Terms**

To avoid misunderstanding, the writer explain the key terms of this study as bellow :

#### **1. Problem sticks**

A media of teaching speaking by using sticks, where some

problems are written on the sticks. Then, the procedure is by dividing the class become four groups. Two first groups have the problem sticks and the two second groups have to give advice expression based on the problem that write on the sticks.

## **2. Teaching media**

Syaiful (2010:120) says media is mode of transformer of information learning. Teaching media is tools, method and technique used in framework more effective communication and interaction between teacher and students in learning process and teaching in the school. Another definition by Arief (1986:6) media is an intermediary or introductory message from the sender to the receiver of the message

## **3. Speaking Ability**

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying.

## **4. Motivation**

Motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation also is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies.

## **F. Organization of the Study**

This study consists of 5 chapters. Chapter I as an introduction presents the background of the study, formulation of the research problem, the purpose of the study, significance of the study, definition of key terms, and organization of the study.

Chapter II deals with review of related literature. Here, the researcher tells everything about definition of motivation, function of motivation, kinds of motivation, characteristic of students' motivation, definition of speaking, teaching learning speaking, Aspect of Speaking,, Classroom Speaking Activities and Problem Sticks

Chapter III talks about the research method. In the research method, some topics presented are research design, subjects and setting of the study, procedures of the study covering preliminary observation (reconnaissance), planning, implementing, observing, and reflecting. In planning, the researcher shows socializing the research program, providing the strategy, designing the lesson plan, and preparing the criteria of success.

Chapter IV deals with findings and discussion. It explains about the result of chapter III.

Chapter V is the last chapter that consists of conclusion and suggestion