

CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of the research, formulation of research problem, objective of the research, significance of the research, scope and limitation of the research, hypothesis of the research, and definitions of key terms.

A. Background of the Research

In the globalization era, English plays an important role especially in international communication. It as a means of the international communication instead of speaking mother tongue or language. (Nurhayati & Fitriana, 2018)

There are four English skills which students have to master, those are speaking, listening, writing, and reading. Most students believe that speaking is one of important skill to communicate with others because through speaking, the students express more freely their ideas and their willingness. From speaking, the students not need to be worried in using grammatical structure and there is no limitation for the structure.

Among of these skills, speaking is a natural process for students to remember the vocabularies and sentences that will be spoken because it occurs almost without an effort. To appear that effort, students require particular attention and constant practice until increase exposure to their second language. Although it does not care about the grammatical structure, however the students need many chances to learn or try to dominate the skill.

Otherwise, speaking often gets less notice in the learning process. It causes some students very difficult to reach the knowledge. In other side, producing English words or sentences are not easy to do, through learning process make students implicate it very well.

According to the national standards in Indonesia (Depdiknas, 2006), oral communication competence or speaking skill is the goal of English learning. Speaking skill is considered as an initial skill that leads learners to develop the other communication competences, they are reading and writing. Linse (2005) who posits that speaking is the first step that needs to be learned by young English language learners before they can read and write in English. It's assumed that developing speaking skill to young learners in Indonesia is not easy because of the status of English as a foreign language in which is not used in national or social life (Broughton, 2003).

Speaking mastery problems do not only come from the students ways in learning, but also the techniques that the teacher used in teaching and learning process. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying in high school, most of students of secondary school were not able to speak English. Furthermore, those who were graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful (Nur, 2004; Renandya, 2004; as cited in Cahyono & Widiati, 2011).

The problems of speaking include inhibition, nothing to say, low confident or uneven participation, mother-tongue use. The students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they had not many chances to speak or because the teacher always gave critics and correction on their mistakes right away (Nurhayati, 2016 as cited in Fauzan, 2014; Fauzan, 2016; Karsono, 2014; Ningsih, 2015),

In learning English, to speak English in daily activity as one of difficult habit, especially in high school level. Why it become difficult habitual? Because speak English one of the most common but highly complex activities necessary to be considered. It also can be caused by many factors, e.g. mostly, they use their mother tongue so as they do not familiar with that language, and teachers give minimum lesson who make students have lacked of information and not self confidence to speak to another. That is why students lost their passion to speak in the class. On that condition, teachers can maximize the process of learning speaking by some ways.

Actually, there are some ways that can improve students' speaking ability, for example by using methods, approaches, sociolinguistics, media, and etc (Maharani, 2015). In this research, the researcher wants students to examine how important of using those ways of learning speaking. Here, the researcher chose media as a way.

Media has important function in a teaching learning process. By using media, students will understand what a teacher explains. Meanwhile, from

point of view of the teachers, they will be easier to transfer their knowledge to their students.

According to Kuo (1996), media is called the educational media which the media transfers message for teaching. He adds that the use of media is important and it is impossible to coordinate teaching with learning without using media. Media is flexible because they can be used for all levels of students and in all subjects.

When the students are learning English in their class, they tend to be bored and not give more attention to teacher, so as media is very necessary for the English teacher to present the material in suitable ways. The use of the appropriate media can stimulate students' interest in involving themselves into the new subject. Consequently, they can understand it easily. For example, by presenting postcard as the media of teaching speaking, it gives positive interest to the students. The strenghts of using postcard is the students will become creative to get ideas to speak after saw it. By seeing the postcards, it helps them to create ideas or develops ideas. In other words, the pictures of the postcards become useful hits to help them to describe all their ideas then as the result they could develop their vocabulary and speak English more fluently.

The use postcard as media for learning speaking aims for students to speak briefly about the picture of postcard that has been showed. Because postcards of famous paintings provide the opportunity for learning. Also the picture of postcard can serve as a useful aid in motivating students to practical speaking.

Based on the background above, the researcher wants to apply the media in a research entitled “The Effectiveness of Using Postcards towards Students’ Speaking Skill on First Grade of SMAN 1 Tulungagung.”

B. Formulation of the Research

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

“Is there any significant different between students’ speaking skill taught by postcard and without postcard?”

C. The Purposes of the Research

Based on the research problem, the study is intended to:

“To know the difference between students’ speaking skill taught by postcard and without postcard.”

D. Significance of the Research

The researcher hopes that the result of the study will provide contribution to media, especially postcard can improve students’ speaking skill.

Since the research focused on postcard as media; hopefully it will be useful for students to be motivated in learning speaking and they can understand the media to speak English more fluently. The result is expected for teachers and lecturers to help students learn English deeply.

E. Scope and Limitation

The scope of this research is teaching speaking by using postcard as a media of first grade students of SMAN 1 Tulungagung.

Limitation in this study is the researcher examines the effectiveness of using postcard. The researcher limits the research in writing on the paper only on using postcard as a media in learning speaking because it is process preparation for speaking the material. The kind of postcard is various. It can be seen from the shapes, types, or the function for learning study. By those postcards, students will understand and learn more easily.

F. Definition of Key Terms

In this part, there are some explanations from the title mentioned in the previous items. The definitions of key terms are as follows:

1. Panoramic Postcard

Panoramic Postcard is postcard that contains the picture of panorama. Panorama here consists of a picture of some famous places or fun places. Usually the shape of that postcard has two sides. The former researcher define postcard as cutting stiff paper into the size of it and dividing stiff paper into two sides. The first side gives to the addresser, and another side for putting the picture.

In other word, Panoramic Postcard can be a material of marketing. Besides postcard have many unique shapes also created by own creativity. From these, postcard provides market, even in social media and digital technology.

Panoramic postcards has a loyal following and for a good reason become technology of marketing because they like a wide screen high definition television or highway billboard. There is more than enough

space to let action using vivid imagery and powerful headlines. Those postcards also can maximize results by incorporating verbiage, accompanied by a dynamic photo which highlights the best of property has to offer. Panoramic postcards as a postcard and qualify for first class.

2. Skill

Skill can be defined as the ability to use someone's knowledge effectively and readily in execution or performance. Furthermore, skill is coordination especially in the performance of learned physical tasks. Some experts explain about skill as being concerned with the quantity and quality of motor output, so as skill is the integration of well-adjusted any combination, useful to industry which requires considerable training. Usually the term skill is used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skill performance). Skilled performance has long been a subject of psychological inquiry and is of obvious interest.