CHAPTER I

INTRODUCTION

This chapter offers background of the study, Statements of the research problem, The objectives of the study, Significance of the study, Hypothesis of the study, Limitation of the study, and Definition of the study.

A. Background of The Study

The word "language" generally refers to a communication that help learners achieve specific academic or occupational purposes. English language is claimed as an international language or a global language. Communication is one tool for getting information or just giving information and advice, in this case the use of language plays an important role in human life. In mastering English we must be able to apply four language skills, among others: Listening, Speaking, Reading, and Writing which in their aspect cannot be separated from each other because they have a relationship between these aspects. Speaking is one of the important language skill. Bailey (2005) argues that speaking is an interaction process by understanding the meaning starting from giving, receiving, and processing information. Harmer (2007) also said that people who speak need to understand the purpose being discussed, and basic language function: transactional and interpersonal functions.

Speaking is important skill in English language because this activity requires attention and understand more. In Indonesia English is as a foreign language. However, this research is proven to be ineffective since the student also find difficulties speaking activities. Developing speaking skills to students

is one of the initial processes of language application when communicating in educational programs. Through speaking students learn to expand their vocabulary by composing sentences so they can understand by listener

However, English in Indonesia is still difficult to implement, most students at the education level have difficulty in composing the sentences they want to pronounce in English. Thus, in the learning process students need special guidance so that when there is a wrong sentence in speaking there is someone who corrects the truth. After looking at the facts, the researchers decided to conduct a study that focused on the ability to speak using interesting teaching methods. After that students were interested in participating in learning activities.

Therefore, language teaching is very important to train students' skills in communication. One of them is teaching English which is an important element in language skills. In mastering English, we must also be able to learn four abilities that are an important foundation in the learning process. In this explanation, of the four skills that become the initial stage, namely speaking skills because they are usually first prioritized in teaching English. In the language learning process there are several steps that must be followed, by Lumettu & Runtuwene (2017: 1) in Danielson et all (1963) states: "sequential procedures that are in accordance with the correct process in early stages of language learning are listening first, after that followed the speaking stage, the proceed with the understanding with reading and the final stage of the language writing process" with this means teaching English previous stage must be

focused on developing listening and speaking skills. In the regard to this matter, this study attempts to find out the ability of students' speaking skill and the effectiveness of reciprocal teaching strategy on the students speaking skill.

Based on the description above, the writer wants to know how well the second grade students of SMAN 6 Kediri master the language skills, especially the ability of speaking skill. An understanding of speaking skills requires special attention because changing Indonesian into English must pay attention to the structure of sentences and grammatical and different from the Indonesian patterns. For this reason, practice in the classroom is needed in order to obtain good results. There are some problems that indicate the important of developing students' speaking skill for second grade senior high school student. The first problem is the ability of students about the vocabulary they have. Therefore, students who have more English vocabulary will understand faster than students who have little English vocabulary. This problem arises because their experience in learning English is still low. Teachers in their basic level were less active in giving practice. The second problem is the learning method used by the teacher in teaching and this study the researcher used reciprocal teaching strategy. The teacher must make methods that are interesting and innovative, so that students can be interested in participating in process teaching learning in the classroom.

B. Statements of The Research Problem

Considering the previous description, the researcher would like to discuss about applying reciprocal teaching strategies in classroom. The research questions of this research as follows:

1. How is the speaking skill of the students of SMAN 6 Kediri before being treated using Reciprocal Teaching?

2. How is the speaking skill of the students of SMAN 6 Kediri after being treated using Reciprocal Teaching?

3. Is Reciprocal Teaching effective on speaking skill of the students of SMAN 6 Kediri?

C. The Objectives of The Study

In this study, the researcher focus on applying this Reciprocal Teaching Strategy in speaking ability to increase students' speaking skill in second grade students of SMAN 6 Kediri. This research aims to:

1. To describe the speaking skill of the students of SMAN 6 Kediri before being treated using Reciprocal Teaching.

2. To describe the speaking skill of the students of SMAN 6 Kediri after being treated using Reciprocal Teaching.

3. To describe the effectiveness of using Reciprocal Teaching on speaking skill of the students of SMAN 6 Kediri.

D. Significance of The Study

This study will provide some information about applying Reciprocal Teaching Strategy and achieving students speaking skill. This study will present a description about the effectiveness of reciprocal teaching strategy on the students speaking skill in second grade students of SMAN 6 Kediri. Hopefully the results of this study will benefit students, teachers, and all readers. The results will be used as follows:

a. For the researcher

By conducting research, the authors hope that writers can learn and get more information to identify problems on the students speaking ability and used reciprocal teaching strategy in teaching learning process. In addition, the author will gain experience and new knowledge for what experiences and strategies are good for senior high school 11th graders.

b. For the senior high school students

The results of this study are expected to make students understand that English is an important material to be studied especially in the modern era. This can change their mind that learning English, especially in speaking skills can use discussions with teachers or solve problem by discussing with friends. This is more effective and fun by exchanging opinions and trying to draw conclusions from results of the discussion.

c. For English teachers

The results of this study are expected to help and become one of the references to the use of learning methods for English teachers. Teachers can use several group learning strategies, such as making group discussion to control classes and making interesting without teachers having to talk a lot of and focus more on students' ability to work together in finding points.

d. For readers

It is expected that by reading the task of this proposal the reader will not find difficulties in understanding the effectiveness of reciprocal teaching strategy on the students speaking skill in students. Teacher guidance is very important in order to students easily understanding when they reading.

E. Hypothesis of The Study

The researcher wanted to know the effectiveness of reciprocal teaching strategy students speaking skill. The researcher requires strategy or pattern to finding the information. Suharsimi (2004: 146) the above formula is very important due to finding out whether or not the (Ho) Hypothesis or (Ha) Hypothesis is accepted in this research. The hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis are follows:

1. Ho (Null Hypothesis): There is no the effectiveness of using reciprocal teaching strategy on the speaking skill in second grade students of SMAN 6 Kediri.

2. Ha (Alternative Hypothesis): There is the effectiveness of using reciprocal teaching strategy on the speaking skill in second grade students of SMAN 6 Kediri.

F. Limitation of The Study

Researcher is limited by the effectiveness between learning strategy and speaking abilities. To avoid a large problem area, the author needs to limit research. This study is limited to the effectiveness of using Reciprocal Teaching Strategy on the speaking skill. The authors used research on second grade students in senior high school in SMAN 6 Kediri as research material applying learning strategies especially indirect learning strategies that make them can speak in English better than others.

G. Definition of The Key Terms

To avoid misunderstandings of the reader, the researcher defines some used in this research. This research has clarification of the key terms as follows:

a. Effectiveness studies

Research methods about effective teaching strategies most take students as data. Students will show progress or significant changes in teaching and objectives teaching methodology that has been applied in class. Effective teaching is teaching that produces benefits and the application of learning methods that aim to enable students to learn through the use of new procedures that are appropriate to the learning process (Centra, 1982).

b. Reciprocal Teaching Strategy

Reciprocity of teaching is guided by instruction in teaching and learning activities in the classroom of the interaction between teacher and student about what is the material meant in the text reading.

c. Speaking Skill

Speaking is the process of interaction between two people or more like making ideas, accepting and processing information, this opinion occurs spontaneously, openly, and continuously, but is not fully predictable (Brown, 2001).