

CHAPTER I

INTRODUCTION

Introduction is one of the important factors in doing research. It used to give a general idea of what is to follow in the first part of thesis. In this chapter, the researcher discusses the introduction of the research. It covers background of the study, statement of the study, the objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Language is system of sounds, words etc. used by humans to communicate thoughts and feelings.¹ Based on the definition above, language is very important in human life, they can communicate each other by using language. So, language is not new thinking, it is mean of communication. We cannot separate from the language in reality life. Language is not only expressed with speaking but also our body has a language, namely body language. Language is system for the expression of meaning; the primary function language is for interaction and communication. (Richards's and Rodgers : 71). In other hand people can say that they communicate and interactive each other by using language.

Based on the 2006 curriculum (KTSP), one of purposes of teaching English in Indonesia especially is that the students are able to develop their communicative competence both in oral and written forms to achieve a

¹ A S Hornby, *Oxford Advanced Learner's Dictionary* (New York : Oxford University Press,2005) ,829.

functional literacy level. It means that the students expected to be able to use English in four skills. They are listening, speaking, reading and writing. Among all four basic skills, speaking seems intuitively the most important. According to Penny (1996:120) says, "People who know a language referred to as a speakers of that language as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak". It means that speaking is considered as the most interesting basic skills. By speaking learners produce word in expressing their idea to communicate in their daily life.

Teaching speaking is very important, because it can practice the learners how to speak, how to pronounce, how to express their ideas, feeling or send intended message directly by speaking. In teaching speaking there are possibilities some problems with speaking activities. Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistake, simply shy of the attention that their speech attracts. The learners sometimes cannot think of anything to say, they do not know how to express because they have no motive. The learners sometimes fell difficult with their mother tongue, because it is unnatural to speak to another in a foreign language.

That problem teaching and learning English was also experienced by the teacher of Mts Miftahul Ulum Jarak kulon Jombang , Ms. Lu'lu'ul Mubasyiroh. She said that sometimes she feel confuse to raise the motivation of the students to learn English. In some skills like listening, writing, and

reading maybe the students still capable and have motivation to be more active but on speaking skill most of them are incompetence. Besides, most the students are naughtiest and hard to be managed. Moreover, Ms. Lu'lu'ul Mubasyirah admits that she does not have many methods and media to apply in class. This case certainly make the students do not have more motivation to join the class. Whatever, it has been an obligation of a teacher to make their students more motivated to join the lesson. That is why a good technique is needed to apply in English class to make them more interested and motivated.

Teaching speaking is quite difficult if the learners have some like above. But the teacher might do in the classroom in order to overcome the problem. Like make group work, base the activity an easy language, make a careful choice of topics and task stimulate interest, etc.² For teaching as needed interesting material in order to make good motivation of the learners and they do not fell bored.

In order to get interesting material the teacher can use instructional media. Paiman (1992) in Sugiharto (1994) state that instructional media can be used in the teaching of English, because they can active and stimulate the student' interest in studying English. It means that instructional media can help students to make easy memorized more interest.³

Instructional media can be like real object blackboard, scissors, pen color, pictures, etc. real object is one of media that make easy and more

² Penny Ur, *A course in Language Teaching* (Cambridge : Cambridge University Press,1996), 122.

³<http://syaifullaheducationinformationcenter.blogspot.com/2008/11/some-theories-about-english-teaching.html> assecced on November 7,2012.

interest the learners to study English. Realia EFL terms refer to any real object we use in the classroom to bring the class to life.

During the teaching learning process, the teacher only uses textbook to teach speaking. It is not enough to stimulate the student's interest. Real object was known as media to teach vocabulary to young learners, especially to elementary students. According to Kasihani (1999 : 4) states that divide the pupils into two main groups, the six to eight (young group) and the nine to twelve years old (older group). It means that the seventh year students is the older group, because their age for about twelve until thirteen years old. So they like study with showing something. It is approved when the researcher tries to use real object to teach speaking to the students of class seventh in Mts Miftahul Ulum Jarak Kulon Jombang , they become more active than usual. That is why the researcher uses real object as media to teach speaking.

Based from the result of pre- test on Saturday ,4th of May 2013 at 07.00- 08.30 am, the researcher get data that the *mean* of the score is 65 and the students who get score up of 69,17 is excellent, if the students get score from 60,83 until 69,17 is good, if the students get under 60,83 is poor .The results of test above is unsuccessful, because it does not fulfill two criteria of success. The first is the student who get score minimally 75 are not reach 75% and the second is the average score of student in class are not reach at least 75. Base on the finding above and observation the teacher has no good technique in teaching speaking. He teaches English with any response from the students. He dominates the class from the beginning till the end. Students

are not active in the class, because they afraid of making mistakes, Students give no attention to the teacher. And then the researcher wants to use real object to improve speaking achievement at seventh year student of Mts Miftahul Ulum Jarak Kulon Jombang.

Based on the background above the researcher wants to use real object to improve speaking skill at seventh year student of Mts Miftahul Ulum Jarak Kulon Jombang. So the researcher will conduct a study title “ ***THE USE OF REAL OBJECT TO IMPROVE SPEAKING SKILL AT SEVENTH YEAR STUDENTS OF MTS MIFTAHUL ULUM JARAK KULON JOMBANG***”.

B. Statement of the Study

Based on the background above the researcher would like to formulate the problem as follow : How can real object improve speaking skill at seventh year students of Mts Miftahul Ulum Jarak Kulon Jombang?

C. The Objective of the Study

From the statement of the problems above, the objective of study are as follow : To know how can real object improve speaking skill at seventh year students of Mts Miftahul Ulum Jarak Kulon Jombang.

D. Significance of the Study

The researcher conduct the study in order to find alternative technique to active the junior high school students to speak by using real object as language teaching aid in the speaking class. For the junior high school teacher, the result of the study can be used as an alternative teaching technique by using real object as a teaching aid in order to improve the

students speaking ability. Meanwhile, for the junior high school students themselves, the result of the study will be an alternative way to improve their English, especially their speaking skill and also can arise their motivation and interest in learning speaking with the help of real object media.

E. Scope and Limitation

This research has been conducted under the following limitations :

1. This research is limited to the seventh year students of Mts Miftahul Ulum Jarak Kulon Jombang.
2. This research is limited to the teaching speaking in oral cycle by using real object media.
3. The correction of the students speaking are limited grammar, vocabulary, fluency, and pronunciation. Those are the main problems, which are faced by the students in making their speaking.
4. The lesson that will be thought is descriptive text and procedure text based on the curriculum.

F. Definition of key terms

The definition of key terms is necessary to understand the following chapter and to prevent ambiguity, misunderstanding and misinterpretation of the terms that are used. They are as follows :

1. Teaching

Teaching is showing off helping someone to learn how to do something, giving instruction, guiding in the study of something. Providing

with knowledge, causing to know or understand.⁴ Based on the statement teaching is an interaction between teacher and students to give; add or transfer knowledge. Teacher and students should have good interaction in order to make easy the transferring knowledge, so it needs communication both of them.

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is the action of conveying information or expressing one's thoughts and feelings in spoken language.⁵

3. Real object

Real object refers to any real object used in the classroom to bring class to life. The main advantage of using real object into the classroom is to make the learning experience more memorable for the learner.⁶

4. Mts Miftahul Ulum Jarak Kulon Jombang

A junior high school that is located Jarak Kulon- Jogo Roto - Jombang.

⁴Kasihani kasbolah, *Teaching English to Young Learner* (Malang : Universitas Negeri Malang,1999), 9.

⁵ Mary Ann Cunningham Florez," Improving Adult English Language Learner's Speaking Skills ",(June, 1999),1.

⁶<http://www.teachingenglish.org.uk/language-assistant/teaching-tips/realia> assecced on Novemper 7,2012