

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objectives of the study, significances of the study, scope and limitation, hypothesis, and definition of key terms

A. Background of the Study

The goal of learning a foreign language is to be able to use it when speaking it. The ability to speak facilitates communication between people (Bin-Tahir & Rinantani, 2016; Tahir & Hanapi, 2017). The ability to speak a language is essential to language learning success (Bin-Tahir et al., 2017; Fanolong, 2016; Rahaya, 2016; Wa Ode & Bugis, 2018). Speaking is an important activity in every language. Nunan (1999) claims that most people, speaking the language comes naturally to them. In order to succeed in learning a foreign language, one must master the art of speaking and mastering a conversation in that language is the key to success when learning languages. Additionally, Richards and Renandya (2002: 201) state that a large number of language learners study English in order to improve their speaking ability.

During classes that focus on speaking, teachers frequently find it difficult to engage their students in speaking activities. According to Harmer (2007:123), there are three key reasons why students should speak in class. those are the opportunity to practice real-life speaking in the safety of a classroom is an excellent way for them to use any or all of the language they know and to activate various language elements. So, students should be

encouraged to speak more in class by English teachers. As students are learning to speak, they often experience anxiety over making a mistake or saying something stupid or incomprehensible (Brown, 2001: 269). It has been claimed that some EFL learners are reluctant to speak as a result of many factors, such as inadequate vocabulary, poor grammar control, lack of fluency, lack of encouragement, or pupils' nervousness (Nation & Newton, 2009:112). It is still common for teachers to experience these difficulties during the course of teaching speaking.

Reiser and Dick (1996) argue that teachers can use different teaching strategies to achieve learning goals and objectives. This is also confirmed by Cole (2008) that the role of the teacher is to provide a plan that is effective in achieving the educational needs of students, whose general goal is to communicate using the language learned. This implies that it is the teacher's responsibility to make students speak English using appropriate teaching strategies to speak. The strategies used in teaching speaking are different.

The researcher observed that most students at MAN 5 KANDAT, East Java, were having difficulty speaking. It did not mean that their ideas are lacking, but it is related to their motivation to speak up in class. In fact, talking activities did not work because students were rarely able to speak English. They were afraid to make mistakes, their friends made fun of them, and they lacked confidence in their abilities. Also, students found learning English uninteresting because the method or strategy used was not appealing to them and the teacher did not play an important role. The students were not

motivated to speak English well. English teachers at MAN 5 KANDAT have primarily used classical teaching and learning methods, namely conventional strategy, dictation, and hearing recordings of conversations. Based on their past experience as teachers, they use the strategy in the present. They undertook the teaching process without academic consideration to improve the students. Taking into account the simple perception of societies in education, it is obvious that the education place in the village is a little less competitive in enriching the knowledge of teachers and learners. In this strategy, the students are not only passively listening to the teacher but are also more practiced with their materials in a real life situation or with a new problem by developing their skills in practicing their materials in class.

. Instead of lecturing, the researcher would engage in active learning. From this perspective, the researcher sought to diagnose, analyze, and track the activities that the researcher should perform in the future for making progress in the teaching and learning process, especially in language learning. Several factors related to the activities in class are responsible for the difficulty. In addition, the researcher would like to engage in action research during the class. Using three strategies, trading places, asking questions students have, and action learning for speaking, the researcher gave students different treatment, engaged them, and motivated them in speaking. Therefore, it can assist the students in understanding what they were learning. In order to communicate with others, students need to be able to speak, because they will

express their ideas and feelings through speech. Using active learning strategies, researchers have attempted to overcome this problem

In this research, the researcher used active learning strategy to improve students speaking skill. Active learning stimulates the students to be accustomed to use English expression at their speaking in appropriate context. According to Silberman (2005), "Active learning is when the students take a participating method through discussion, presentation, simulation or practice. Active learning promotes problem solving, critical thinking analysis, and synthesizes the information." This opinion means that to make the students to be more active, the teacher also makes the students to speak with their partner in a small group or the entire class in the learning process.

B. The formulation of the study

Based on the background of the study above, the researcher identified the problem as follows:

How can active learning strategy improve students' speaking skill in English Lesson at X MIA1 Grade Students of MAN 5 Kandat academic year of 2018/2019?

C. The objective of the study

The objective of this research was to improve students' speaking skill by using Active Learning strategy at X MIA 1 Grade of MAN 5 Kandat.

D. Scope and Limitation

The strategy focuses on two things. The first concern is improving the speaking skill of the students grade of X MIA 1 MAN 5 Kandat. The second

is the research was narrowed down in the focus of using active learning strategy.

E. The significance of the study

This research is expected to give contribution to foreign language learning, especially in speaking classroom. Thus, this research is expected to be useful for the following parties:

1. To the students

This research is very useful for the students, especially for foreign language learners. This research will give motivation to improve speaking skill through action learning strategy at X MIA 1 grade in MAN 5 Kandat. the students will know action strategy learning to improve their speaking skill.. Besides that, the students' will enjoy the process of learning speaking skill.

2. To the teachers

This research also will give contribution for the teachers of English. They will know how is their students' speaking ability and how is their students' improvement of speaking skill through action learning strategy. Beside, this research gives the one of techniques in improving speaking skill through action learning strategy.

3. To the further researchers

This research is useful for the further researchers who want to conduct the similar topic. This research can be used as reference so the next researchers can conduct a research in wider area of research.

F. Definition of Key Terms

1. Speaking

The act of speaking is an interactive process that involves the creation, receipt, and processing of information. Speech is the act of constructing and sharing meaning through verbal and nonverbal signals, in a variety of contexts.

2. Teaching Speaking

It is an opportunity to practice speaking in a real-life setting in the safety of the classroom, using any or all of the language they know, and activating the various elements of language.

3. Action Learning Strategy

According to Silberman (2005), active learning occurs when students actively participate in discussions, presentations, simulations, or practice activities. In active learning, the student solves problems, applies critical thinking, analyzes information, and synthesizes it