CHAPTER I

INTRODUCTION

This is a first part of a study. This chapter discusses about background, objective, question, significance, scope & limitation, and problem of study. This thesis aims to explain about improving speaking skill using reading while listening strategy, and the object is, 11th grade of SMK Terpadu Khoirot, Kandat, Kabupaten Kediri.

A. Background of Study

English is learned in every level of education, it means that students face it in every learning level. However, every level has different difficulty and material to be explained. It is done because students cannot receive all of English material directly, it has to step-by-step. Besides that, it also makes students understanding the material simply. However, the most important is, as students we must appreciate the process and achievement. Besides that, we need to know why English is learned in every level of education.

English becomes global language. Most all people in the world speak English, this is the reason which declares English as global language (Pachina, 2020). Besides that, English is used in online and/or face-to-face encounters. It is related that almost people in the world speak English (Kusumaningputri, 2020). Furthermore, everyone has phone or pc, which support them to learn something-especially English. It means that English can be learned everywhere and anytime easily.

Speaking is one of language skill which have to be mastered. Speaking is human activity to convey the idea to the others. Speaking becomes essential because it is media in two-way-communication (conversation). Based on Nunan (1991), speaking is indicator

of learning language success. Thus, when the audience can get the point, speaking is success. In contrast, when we cannot deliver our idea, our speaking skill may have problem (Heriansyah, 2012). In line with the goal, speaking have to be practiced anytime and anywhere. Therefore, speaking is the key of communication.

Nevertheless, we will face some problems when practicing something-including speaking. It happens because we may be afraid to say something in front of public. Besides that, lack of vocabulary may influence speaking fluency. From this, we point that speaking has several factors which make it difficult to learn. However, speaking may be terrible when speakers cannot speak clearly, then the audience cannot understand the sound from the speakers. We may find out this difficulties around us, it means that they are common problem of speaking.

In order to improve speaking skill on 11th grade of SMK Terpadu Khoirot, this research will explain about improving speaking skill by using Reading While Listening strategy. Reading-While-Listening is a combination of reading and listening. When people receive information from different source, they will memorize it stronger (Paivio A. , 2007). Human brain will connect the form of text and audio which is got by using Reading-While-Listening. Besides that, it also trains word and auditory recognition which can affect speaking skill. In other words, our memorizing skill will be developed.

The dual coding theory reveals that cognition involves two distinct subsystems, verbal and non-verbal (imagery). Verbal deals with language directly, and non-verbal (imagery) deals with object and events. The representation are connected to sensory input and response output systems. Thus, they can function independently and cooperatively to engaged verbal and nonverbal behavior. Based on previous statement, dealing with verbal and nonverbal may affect response output systems.

RWL is studied in many things. One of them, comparing RWL and RR (Repeated reading) on reading fluency of adult learners (Winn, Skinner, Oliver, Hale, & ZIegler, 2006). This study involves some adult which is chosen by background category, for example Caucasian and African American. The result of this study shows that those two methods significantly increase reading fluency on adult learners. It means that those two methods completely affect and increase the way they read.

According to the problem-facing new words-Teng F (2018), conducting a study to measure the acquisition of vocabulary. The result of the study is, using reading while listening is effective to memorize new words and grammar form. It indicates that reading while listening can be applied for all students, which have problem in memorizing new words and grammar form. This strategy, is compared with reading-only strategy. However, the result of this study, reading while listening is more effective than reading-only, in memorizing vocabulary.

However, when we face inexperienced learners, it will be effective. Reading while listening will be one of solution which will enhance them to learn English. It also encourage them to learn English more. According to Elsa Tragant and Anna Vallbona (2018), the students is more comfortable to learn English using this strategy. It caused because this strategy having access verbal and non-verbal input, which can aid text comprehension.

The problem of 11th grade of SMK Terpadu Khoirot, which was observed on June 14-16, 2022 are, 1) students is difficult to utter their idea in English, 2) the students are more comfortable using Indonesian, 3) some of them know English when they learn at the school, 4) the learning goal is emphasized on listening skill. It indicates that the students still have problem related with speaking skill.

B. Research Question

Based on the research background, the researcher tries to improve students' speaking skills through reading while listening strategy for the third semester of SMK Terpadu Khoirot. Thus, the problem is, "How can reading while listening strategy improve speaking skill of 11th students of SMK Terpadu Khoirot?"

C. Research Objective

Based on research question, the research objective is to improve students' speaking skill through reading while listening strategy.

D. Significance of Study

In significance of study, it will discuss about several benefits from this research. It will differ into three types.

1. Theoretical Benefit

The researcher expects that the result of this study will give information to the readers. Furthermore, researcher also expect that this study can be developed and engage other study which relevant with this focus. The readers also will know about the effect of reading while listening on speaking skill.

2. Practical Benefit

In practical benefit, will discuss about the benefit which can be applied practically either for students, teacher and author.

a. Students

For students, the researcher expects that students can use this strategy to improve speaking skill

b. Teacher

The researcher expect that the teachers can use this strategy to teach and improve speaking skill

c. Author

The author expect that this study provides many benefits for other people, and can be developed.

E. Scope and Limitation of Research

The study focuses on improving speaking skill by using reading while listening strategy. This research is also limited to 11th students of SMK Terpadu Khoirot Kandat, Kediri. The object is chosen because some of them still have speaking problems.

F. Definition of Key Terms

This section will discuss and explain about key terms of this research, which consist of speaking skill and reading while listening.

1. Speaking Skills

Speaking is a skill which involves producing sounds and shaping form of word. It is productive skill which makes human convey idea to the others. Speaking can be conducted successfully when people convey the idea fluently and the audience get the point.

2. Reading While Listening

Reading While Listening is an activity which someone will read the text while listen to the audio of the text. Thus, someone will do two activity in the same time.