CHAPTER I

INTRODUCTION

This chapter consists of background of the study, the research question, the definition of key terms, the objectives of the study, the significances of the study, and the organization of the thesis.

A. Background of the Study

Speaking is among skills in language useful for communication particularly in English. Speaking is the process between speaker and listener and it is a productive skill. When people speak, he or she sends information or ideas to another person. Ayu (2018: 2) states that speaking is utter words orally, talk: to communicate as talking: to make a request; to make a speech. Nunan (1995: 593) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in variety of the contexts. Therefore, the researcher concluded that speaking is the ability to produce the language and share ideas.

Based on Harmer (2001: 39) speaking is a skill which deserve attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. Suparman (2017: 39)

explains that there are many advantages of English speaking skill such as; (1) ability to inform, persuade, and direct, (2) ability to s tand out from the rest, (3) ability to benefit derivatively, and (4) career enhancement.

Education in Indonesia uses the curriculum 2013, when the students learning English only four hours per week. It supported by Kemendikbud (2014) said that in the curriculum structure of education unit level (KTSP), the number of hours of English course is four face-to-face meetings per week but schools are given the opportunity to add face-to-face English through local content groups, up to six face-to-face meetings per week. However, in the 2013 Curriculum, Kemendikbud emphasized that the number of hours of English course is four face-to-face meetings per week. They increase the number of hour Indonesian course, because they want to emphasize the Indonesian language. Indonesian is our own language.

Students who study second language find many difficulties to speak. Such as lack of vocabulary and shy to speak up. Usually students' problem in learning speaking comes from the difficulties in speaking activity that faced by students. It was supported by Thornbury (2005: 39) who states that the difficulies that student speaker faces break down into two main area such as knowledge factor and skill factor. In knowledge factor the students do not know the aspect of knowledge in speaking such as grammar, pronunciation and vocabulary. Besides, in the skill factor the students are lack of confidents which might inhibit students' fluency in commonly found among students learning speaking English, particularly the students of Junior High School.

This phenomenon also can be easily found in the students of eight grade of Junior High School Ma'arif Bulakamba who get difficulities in learning English. It can be seen in their pure average score in final test when they were still in eighth grade, class A = 44,2 and class B = 45,6 of the maximum score 100 and KKM 75. Their low average score in English subject is showing their lack in mastering English. It must be hard for them to cope with the four skills in English especially speaking. Speaking has small portion in learning English at intermediate level such as Junior High School. Most of them have problems when learning speaking. Sometimes, the students might want to speak English with other but they do not know what actually they want to speak. Some students might lose their words that actually was stored in their mind but could not produce by them.

In the context of English language learning, however there is a problem which students have been aware of for a long time. It is the problem of the students who are structurally competent but who cannot communicate appropriately in speaking. In order to overcome this problem the process involved in fluent conversation need to be dealt with to develop speaking skill. It is the technique of English communication. While, the teacher still uses conventional teaching method than the new method in teaching and learning proses. It makes the students difficult to explore English.

Some students still use Indonesian even the teacher forced them to introduce their selves in English. Based on the short interview with a fiew students, the researcher get the admission that they were too shy and difficult

to say something by using English. Futhermore, the students have to speak in front of the class and watched by their friends that they directly would laugh to them if they made a mistake. Short conversation is possible to mater by the student junior high school

Based on the problems above, the researcher will conduct a study in the form of Experimental Research entitled "The Effectiveness of English Short Conversation to Improve the Students' Speaking Skill in Eighth Grade of Junior High School Ma'arif Bulakamba 2020/2021 Academic Year."

B. Research Question

The research question is how is the effectiveness of English short conversation in improving the students' speaking skill at Eighth grade of junior high school Ma'arif Bulakamba 2020/2021 academic year?

C. Definition of Key Term

Due to give an explanation clearly and avoid misunderstanding, the key term used in the study are clarified as follows:

1. Short Conversation

   Resha (2015: 3) states that Short conversation is one of activity to help beginning learners build basic English skill. It consists of six up to twelve sentences between two people. This activity gives more opportunity to the student to speak. It is also called as a free communicative interaction. It means that the students are free to use their own words to talk about their own way

2. Speaking Skill

According to Grognet A. G (1997: 136), speaking is one of the skills that have to be mastered by students in learning language. Speaking is an essential tool for communicating.

3. Junior High School Ma'arif Bulakamba

Junior High School Ma'arif Bulakamba is an Islamic-based private. It is located in Luwungragi Village, Bulakamba District, Brebes Regency, Central Java Province.

D. Objective of the study

The aim of this study is to find out the effectiveness of English short conversation to improve the students' speaking skill in Eighth grade of junior high school Ma'arif Bulakamba 2020/2021 academic year?

E. Significances of the Study

The study is expected to be able to offer useful contribution in three aspects of education.

1. Theoretically

This study can to be a reference for other researcher who wants to conduct a research about the Effectiveness of Short Conversation to Improve the Students' Speaking Skill especially in English class.

2. Practically

It tells the advantages for the writer and the reader as follows:

a. The writer

Through this study, the writer can get more knowledge in teaching and learning process about the short conversation at English class especially in improving the students' speaking skill. Furthermore, the study is able to give advantages of academic writing skill to the writer.

b. The reader

The study is expected to give information about teaching and learning process using the short conversation at English class especially in improving the students' speaking skill.

3. Pedagogically

This research is expected to be useful in educational field especially in improving the students' speaking skill. Furthermore, the teachers can improve their teaching and learning innovation through short conversation material in Eighth Grade of Junior High School. Moreover, the student will more enthralled to join English teaching and learning process, and also be able to make an active and communicative in English.

F. Organization of the Thesis

The proposal entitled "The Effectiveness of Short Conversation to Improve the Students' Speaking Skill in Eighth Grade of Junior High School Ma'arif Bulakamba 2020/2021 Academic Year" is categorized into three chapters, those are: Chapter I is introduction. It consists of background of the study, research question, definition of key terms, objective of the study, significances of the study, and organization of the study. Chapter II presents

review of related literature which contains theoretical study, previous studies, theoretical framework, and hypothesis. Chapter III is method of investigation. It consists of research design, source of data, technique of data collection, and technique of data analysis. Chapter IV covers findings and interpretation. Chapter V comprises of conclusion and suggestions.