

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Among the four skills in English lesson, speaking is increasingly important in second or foreign language settings, but it seems not easy to conduct an interesting activity with the media of speaking English. Speaking is the important skill to be mastered in all students' level of English academy because speaking is one of the tools of communication access in students' minds so it needs awareness for the students itself to master this English skill well. By mastering this fundamental English skill, EFL or ESL students will make greater progress and attain greater development in all academy area.

The student should be able to 'express himself' in the target language, to cope with basic interactive skills like exchanging greetings and thanks and apologies, and to express his 'needs'- request information, services etc. (Brown & Yule, 2000, p.27). Mayer had also stated, "When students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in better ability to transfer what they have learned to new situations" (Mayer, 2003, p.459).

So let the students to explore their speaking English ability is very important to English teaching. But nowadays, most students, especially in Junior high school, are passive in speaking English learning. They are tired of the traditional methods of teaching English, especially in speaking skill and they are not

interested in reading or just reciting the English texts without any deep understanding about the meaning of what they speak. The teacher usually just concerns in explaining theories of grammar or reading, but less in speaking practice. Nitko, A. J. & Brookhart, S. M. 2007, stated that language teaching requires learners to practice in real situations. Littlewood (1981) summarized some of the contributions that communicative activities can make to language learning under four headings: 1. they improve motivation, 2. they provide “whole-task practice”, 3. they allow natural learning, 4. they can create a context which supports learning.

The researcher conducted the survey on junior high school in Panceng, in the district of Gresik city it is in MTs Muhammadiyah 9 Wotan. The eighth grade students of MTs Muhammadiyah 9 Wotan has been selected and the researcher has also conducted interviews with one of the English teachers there, Mrs. Waziratul Khoiliyah S.Pd and some of the students in the same level randomly of 22 students in eighth grade. There are some problems when the teacher taught, the learners were not too interested in studying English lesson and has low motivation in speaking English. After doing the preliminary observation and interview both of the teacher and some of learners was known that most of the learners assume that English speaking lesson is too difficult for them and they just get the theories of English (Grammar and reading) which make them confused and they are very rarely in speaking practice. Teacher also uses methods still monotonous so that the learners feel bored in classroom activities, the students did not have many chance to explore or express their speaking ability by the teacher.

The teacher said that many students are shy or not confidence when the teacher asks them to speak English orally, it makes student's speaking achievement to be lower than another English lesson skill. So the general problem in classroom activity gets started with the lack of speaking practice of the students.

Students' difficulty in speaking can be seen in the result of the test such as in the summative test, mid semester test, or formative test. In these tests, still, many students fail. This is happen in MTs Muhammadiyah 9 Wotan where most students get difficulty in speaking English subject. Lack of motivation, lack of confidence in speaking English, and also the problem of teaching learning process which is explained above makes their ability in speaking English can not improve well. So, it is very necessary to take a good media of strategy to solve this problem.

In a study, Ayres (2002) reported that computer enhanced instruction was motivating and appropriate to students' learning needs. For the best regards, the strategy to improve speaking learning in junior high school students especially MTs Muhammadiyah 9 Gresik are through computer use. To help students explore their speaking ability, especially speaking lessons more interesting, and to achieve more from games, most academic reviews start from an assumption that computer use, bundled with other aspects of learning, e.g., CrazyTalk 6 is beneficial media. In this study then, the researcher will use conversational strategy using Crazytalk 6 application. CrazyTalk 6 is an application which can make a static picture can possibly move and speak. It is available for the students to make their avatar (the imitation of their self using a picture); it is assumed going to be

interesting in speaking lesson, the students can do the conversation using CrazyTalk 6. Conversational strategy using CrazyTalk 6 is a strategy in teaching speaking which is combined with the implementation of computer use.

As a growing number of junior high school learners now experience technology, it is important to examine the value of conversational strategy using CrazyTalk 6 application on MTs Muhammadiyah 9 Wotan students' speaking and their perceptions of technological tools to ensure their success in the learning process. This study tries to find the effect of using a teaching media in teaching speaking by examining MTs Muhammadiyah 9 Wotan students' perceptions towards the use of CrazyTalk 6 as a media in speaking teaching and learning process, and the effect of conversational strategy using this application on improving students' speaking ability. Learning speaking for junior high school should be attractive so that the learners is interested with English lesson and one of the media to develop is use CrazyTalk 6 application. CrazyTalk 6 is modern tool to develop language by teacher for the learners. So, conversational strategy using CrazyTalk 6 is expected to be one of the ways to make the lessons more interesting, enjoyable and effective.

Based on the phenomenon above, it is necessary to conduct a classroom action research. Although the research is classified as either quantitative or qualitative research, the method applied in this research is qualitative methods. It allows us to describe what is happening and to understand the effects of some educational intervention. The principal foundations conducting this research are to solve the identified problem and to understand the effects of some interventions.

These two principals are aimed to make improvement and to see change. Mills (2006:6) says that the goals of conducting action research are to gain insight, to develop reflective practice, to effect positive changes in the school environment (and on educational practices in general), and to improve student outcomes and the lives of those involved. That's why a collaboration classroom action research with a junior high school teacher to improve speaking skill of eighth grade students of MTs Muhammadiyah 9 Wotan is conducted in this research.

From the above symptoms, the writer is interested in carrying out a research with a title "Improving the students' speaking ability through conversational strategy using Crazytalk 6 for the eighth grade students at MTs Muhammadiyah 9 Wotan".

1.2. Statement of the Problem

Based on the background of the problem above, this paper focuses on improving students speaking through conversation strategy using Crazytalk 6 application. The problem in this paper is formulated in the following question:

"How can conversational strategy using Crazytalk 6 improve the student's speaking ability for the eighth grade students at MTs Muhammadiyah 9 Wotan?"

1.3. Objective of the Study

Related to the research, the purpose of this research is to discuss about the implementation of conversational strategy using Crazytalk 6 application in improving student's speaking ability especially at 8th grade students of MTs

Muhammadiyah Wotan. This study will reveal the extent to which conversational strategy using Crazytalk 6 can foster positive improvement in speaking English, which in turn can improve students' ability in speaking English. The researcher wants to identify the effectiveness of conversational strategy using Crazytalk 6 in improving students speaking ability and also to describe the effectiveness of conversational strategy using Crazytalk 6 in improving students' speaking motivation.

1.4. Significant of the Study

From this research, scientific work is expected to benefit both the researcher himself or others. The benefits of this research are divided into 2 parts, they are theoretically and practically. The benefits of this research are as follows:

Theoretically:

- It is expected to be able to add the treasures of speaking English language knowledge in the field of learning English in order to enhance the capabilities and skills in communicating everyday using English language.

Practically:

- As basis to determine the implementation of speaking learning and various problems faced by the teachers.
- To be used as information for teachers of English to always direct the students to constantly use the English language as a communication tool in the interaction between each other in English lesson and to use the interesting media in teaching learning process, especially through conversational strategy using Crazytalk 6 application.

- It is expected to enhance learning speaking for both the students and the teachers of MTs Muhammadiyah 9 Wotan.

1.5. Scope and Limitation of the Study

As stated in the background of the study that English subject is one of some important subjects which are taught to junior high school students so this study will be conducted and focused on identifying and examining speaking ability of the students in English subject. This study will determine the students' difficulties in studying speaking English subject. This study will be conducted to 22 students in the 8th grade of Junior high school exactly at MTs Muhammadiyah 9 Wotan. The speaking subject will be focused on expression of asking and giving opinion and admitting and denying facts topic which the topic had been present in the book. The action will conduct in seventh meetings. Each meeting will use conversational strategy using Crazytalk 6, computer which is installed with Crazytalk 6 application is needed as the main media of this study.

1.6. Definition of the Key Terms

To avoid misunderstanding and to make the discussion run appropriately, there are several terms that need to clarify, those are:

- Ability: The skill needed to master or understand something. In this study ability means the skill which needed in mastering or understanding speaking English.
- Conversation: The spoken exchange of thoughts, opinions, and feelings; talk.

- CrazyTalk 6: An application of computer which can make a 2 D picture can move and speak. It is possible to use it as the media for teaching speaking. In this study, the conversational strategy and Crazytalk 6 application will be collaborated in teaching speaking.
- Improving: To cause something (teaching speaking English and students speaking ability) to get better.
- Speaking: One of four skills in English subject which is taught in the formal school.