

# CHAPTER 1

## INTRODUCTION

This chapter discusses the background of the study, problem statement, purpose of the study, significance of the study, scope and limitation of the study, hypothesis of the study and definition of key terms

### 1.1 Background of The Study

The development of communication in this era need to prepare from each member of society, which comes from difference background so this situation makes many competitions for finding a good quality person, so they can become good people in the future. They use many facilities that modern era or modern communication has given. The use of media communication is about the language. The ability of language is the first important thing that we should master it to communicate and get effective information.

For learning English there are four basic skills that the student should master, they are: listening, speaking, reading and writing. Now English is international media to gather many aspects in the world to be one purpose or one thing to get the need of each person that comes from difference background and different country to get some purposes.

Speaking is the one of English skill that the students should learn, it is not only to follow the curriculum in the school but also for their ability in the future to get a good job,realitionship and quality, as the state of speaking is for communication. In the future they can use their ability to communicate and give

their ideas and the opinion. According to Brown (1994:1) speaking is process to collect the data of information and in the term are , accepting, produce and process the data to be valid information and ready to deliver as good communication. Harmer(2003:87) stated that because of speaking, students know how the way to understand the ideas, opinion and information from other people.

Good or bad the ability of students speaking is according to the learning process. Most problem of learning process specially in our country is how the way the teacher apply appropriate approaches, strategies, methods and techniques. Some teachers in our country still use traditional method to teach the students, as like they teach and explain in front of the class. And the students just sit and give attention to the teacher. Although in this era many kinds of method that makes the learning process must be more interesting and makes students more actives. There are some of methods that can solve the problem, they are interview, information gap, games, language exchanges, survey, pair work, drilling, simulation jigsaw, round robin brain storming, and so on.

From many techniques to teach speaking above from the previous research that usually use in the class room activity and they still has the strength and the weakness when it applies one by one. As like drilling technique from the previous research there is improvement from the students as like the fluency, accuracy and the main of the material they know well, when it applies in the class. Based on Matthews, Spratt, and Dangerfield (1991,210) drilling gives highly control to the oral practice and the students' response, and gives some clues. The weakness of drilling is when the teacher always uses it in every meeting the students will be bored, and when the drilling technique is not appropriate with the material

students will be confused and they will not get the goal of the material.

Tice(2004) said that drilling is the good technique to teach if it is used appropriately.

Other technique is games, as we know that game is the special technique to improve the ability of students speaking because game have more colorful activity, when they use them it can increase the interest and motivation of the students and they do not feel bored so they will feel happy, enjoy and fun According to Kim, (1995:36).Using game make the students does not to feel study, and they get the result indirectly if the games appropriate and run well with the rule that the teachers give. The weakness is when the game does not appropriate with the material it does not give good result for the students and the class will be out of control.

Simulation is a technique of teaching learning process that is based on an actual situation. Simulation is designed to replicate a real life situation. Students can participate in the simple system and learn how the real system operates without spending the days, weeks, or years to do an experience in the real world. Furthermore, the students can bring properties to create the real situation. Kayi (2006) says that in simulations, students can bring items or objects to make a realistic environment. For example, if a student is acting as a singer, she can bring a microphone to sing. Through simulation technique, there are so many advantages for students in learning process. Simulation can bring fun for students and the teacher. Simulation is very useful to improve students' speaking skill, where the emphasis is on fluency and not so much on accuracy. Eva (2012) state that the students can be fun and they can really grow to like them if you adapt

them to their age and level of knowledge. The weakness of simulation take a lot of time especially if they include preparation and follow-up work the lacks of space and the large number of students can make the organization of the activities difficult. Noise level will also high especially, if the size of the classroom is small thus making concentration difficult.

From three techniques above that which have strength and the weakness. For the example drilling can make student good in pronunciation but drilling have weakness as like drilling can make students boring if the technique used to often. So the weakness of drilling technique can decrease using game that can make the students enjoy and fun, but sometimes game also will have weakness that can make the class out of control if the rule does not to clear and the game does not appropriate with the material. From the weakness of game it can use simulation to make sure the understanding of the students in the class

So from three techniques above the researcher interest to do a research use three techniques those are drilling, game and simulation which combine as DIGS technique. And the researcher hope three techniques can complete each other with the strength and the weakness of each technique if they state dependently. And the reseacher hope this technique become a new innovation in technique to teach speaking in the future.

By this reason, the researcher is interested in carrying out research with a title'' The effect of DIGS technique to improve speaking ability on 8<sup>TH</sup> grade at MTs.Mathlabul Huda Dukun Gresik.(DIGS:Drilling-Games-Simulation).

## **1.2 Statement of the problem**

Based on the background of the study above, the researcher formulated the following research question:

What is the effect of DIGS on improving students speaking ability toward 8<sup>th</sup> grade at MTs.Mathlabul Huda Dukun Gresik?

## **1.3 Purpose of the study**

Related to the problem statement above the objective of this research is to investigate the effect of DIGS on improving students speaking ability toward 8<sup>th</sup> grade at MTs.Mathlabul Huda Dukun Gresik.

## **1.4 Hypothesis of the study**

Based on problem stated above, the hypothesis can be formulated as follows: There is significance difference between the uses of DIGS and the uses of only drilling on speaking ability at 8<sup>th</sup> grade MTs.Mathlabul Huda Dukun Gresik.

## **1.5 Significance of the study**

In this study there are some advantages that can get by the teacher, students and researcher. For the teacher, the teacher will know a new technique of DIGS that is combination of drilling, game and simulation. For students, they can learn speaking with many additional activities in the future. For the researcher will

know the effect of DIGS technique for speaking ability toward 8<sup>th</sup> grade at MTs.Mathlabul Huda Dukun Gresik.

### **1.6 Scope and Limitation of the Study**

The scope of this study is 8<sup>th</sup> grade at MTs.Mathlabul Huda. The limitation is speaking ability focus on transactional and interpersonal skill.

### **1.7 Definition of Key Terms**

1. DIGS technique is combination of three techniques that usually state dependently, those are Drilling- Game and Simulation. Those combined technique become one activity in teaching speaking, Drilling in pre-teaching or to give language focus, Game in whilst teaching makes the students enjoy with the material, in the end of activity is simulation which applies the material in real situation that can improve the ability of students speaking. In this part the teacher can get the score of each material and aspect of speaking that already had learned before.
2. Speaking ability is how the way students express the expression of transactional and interpersonal skill with the right component of speaking as like speak with accuracy, fluency and comperhensibility.