CHAPTER I

INTRODUCTION

This chapter discusses some topics about the background of the study, research question, objective of the study, significance of the study, scope and limitation of the study and definition of key term. To make all of them clearer the researcher would elaborate them one by one.

1.1 Background of the Study

The importance of English language is very necessary this time especially in Indonesia. It is proved by the development of technology and information that cannot be separated from the English language itself. The importance of English is also agreed by Pardiyono cited in Widiawati and Sukadi (2013) who state that English is the language which is very important in the international world, especially in this globalization era. By mastering English, the students will easily access the world of information and technology. That is why English as one of the subjects that must be taught by teachers in school so that in Junior High School is as a compulsory subject.

As we know that speaking is the important one of English skills for oral communication of each other toward social group. That is why speaking is very important in English course. Speaking is a productive oral skill by meaning good speaking is the act of generating words that can be understood by listeners because a good speaker is clear and informative. The importance of speaking in English is also agreed by Muhammad, et al (2013) who says that an ability to speak English fluently has become a must that is why currently English is in a

strengthening position for international communication language so it needs to be improved in the mastery speaking of the English language. Speaking in English ability is also a measurement of the extent to when a person he mastered the English by listening to his speaking. This concurs with Richard (2008:1) who states that priorities for foreign language learner is mastering spoken in English that he has. Because the success or not a person to learn a language is seen from fluency to communicate or speak in a language that he learns.

In this situation, the teacher should work up to teach speaking for students by delivering easier speaking material, thus they will enjoy in learning process. The creativity of the teacher in teaching process is needed to solve this case. The teacher must be more creative and innovative in teaching process. With the good creativity that teachers apply through methods, teaching media, as well as patterns of interaction and students in learning, the activities will not be monotonous and will positively affect the learning process. According to Sanaky as in Widiawati and Sukadi (2013) says that the success of the teaching learning of foreign language skills including English is determined by a number of factors such as the students themselves, the teacher, the teaching method, material, media and instructional tool that is used. But there are many teachers who are not effective in utilizing of instructional media. Some teachers still use conventional techniques in the learning process whereas many powerful media at this time that can be used and exploited by teachers in the teaching process. Not only that, media also can affect students' achievement in learning process.

Media is important element in the learning process. The teacher must really pay attention to utilization of media in the learning process, because media is a

messenger tool which is used by teacher in learning process. According to Akhtar and Ali, (2001) define that media is a tool to convey a message in learning process for learners to achieve effective learning. Media used in the learning process should be accordance with the material presented. Definition of media is also explained by Rahayu (2011:1) that media for learning is displaying images, text and audio of interest, so that the material presented is easily digested and understood.

According to Kemp et al in Akhtar and Ali (2001) give classification types of media, they are: print media, graphic media, photographic media, audio media, television or video, computers and simulation and games. Interestingly instructional media that are used greatly affect the learning process or even the results of the study. Instructional media used in the learning process may influence the effectiveness of learning. Media can be used to increase and improve students' ability in learning English especially in speaking. Media also can motivate and arouse the students' interest in learning English.

Commonly, the English teachers in Indonesia teach speaking using conventional method more dominant than using an innovative learning such as using educational media which is able to attract students to learn especially for Junior High School. It is no exception for school in Gresik where the usage media in teaching learning process still are low mostly. Some teachers still need to be provided some media needs, especially for schools that are far from urban areas in Gresik. There are also teachers who feel difficult to use media, take a long time for preparing in use media so that the teachers prefer to teach by using conventional method. Consequently it can also affect the learning process which

will become monotonous. The teacher should know that virtually all objects in the classroom can be used as an instructional media by teachers or students themselves. It depends on the use the teacher's own creativity by combining strategy with media used in teaching speaking.

Previous research of media has been conducted some authors. The first by Retno (2008) with the title, *the use of media in teaching speaking to the eight grade students at SLTP NEGERI 2 Batu Malang* said the result of the research was the use of media in teaching speaking is the researcher found some of media that used by teacher. The teacher applied those media in teaching speaking by using picture story, television and language laboratory. The statement of the problem was what the kind of media used by teacher and how the way the teacher applies those media in teaching speaking. The researcher used descriptive research design. From the subject, she took the data from eight grade students of the SLTP NEGERI 2 Batu Malang.

The second is Sari (2014) with the title *the use of problem stick as teaching media for teaching speaking to eight graders of SMPI BrawijayaMojokerto*. There were two problems in this thesis, whether the use of problem stick as a teaching media improve students' ability in speaking skill or not and the responses of the eight graders of SMPI BrawijayaPungging, Mojokerto to the use of problem sticks as a teaching media. For answering this problem, the researcher used instrument such as test and questionnaire. It employs a quasi-experimental design through the subject is the students of eight graders of SMPI BrawijayaPungging, Mojokerto. The result of this study was the researcher found out that the use of problem sticks

was likely to be effective in enhancing students' speaking skill and the students' response was good when problem sticks was implemented.

And the last previous study is As'ad (2011) with the title *using board games as instructional media to improve the speaking ability of the seventh graders of MTS NU Kraksaan. In this study, the researcher applied CAR (Classroom Action Research).* The subject of this study was all students of the seventh graders of MTS NU Kraksaan. The researcher carried out the researcher in two cycles. The data were collected through some instruments, namely speaking performance test, observation, checklist, field notes, and questionnaire. The data were analyzed quantitatively and qualitatively. The result of this study the researcher showed that using board games to teach speaking in the classroom could improve the students' speaking skill and ability in asking for and giving opinion and their involvement.

Based on the statement above, the researcher wants to conduct research on the use of media as instructional tool for teaching speaking skill at Junior High School in Gresik. The researcher chooses two junior high schools in Gresik, the first one is public junior high school in Gresik and the second one is private school in Gresik. The researcher wants to investigate how the use of media by teacher in teaching speaking skill at Junior High School in Gresik is and what the problems faced by teacher in using media as an instructional tool for teaching speaking at Junior High School in Gresik are.

1.2 Research Question

Related to the background knowledge of the study, the researcher formulates the problem statement:

1. How is the use of media for teaching speaking at Junior High School in Gresik?

2. What are the problems faced by teacher in using media as an instructional tool for teaching speaking at Junior High School in Gresik?

1.3 Objective of the Study

Based on the statement above, the researcher has some objective of the study would be as follows:

1. To describe how the use of media for teaching speaking at Junior High School in Gresik is.

2. To describe what the problems faced by teacher in using media as an instructional tool for teaching speaking are.

1.4 Significance of the Study

There are two significances of this study; theoretical and practical significances.

For the theoretical significance, this study gives discourse and knowledge for teachers about how speaking class method to be interesting by using of media as an instructional tool that is so students interested with speaking class.

And for practical significance, this study is useful to the development of education for Junior High School in Gresik about how is the use of media as an instructional tool for teaching speaking at Junior High School in Gresik. It is expected that this study can arouse their motivation and interest in the learning material so that the learning process become more enjoy and much better.

1.5 Scope and Limitation of the Study

In order to make this study more specific, the researcher determine the scope and limitation of the study on the use of media as an instructional tool for teaching speaking that is often used by the teacher during teaching and learning process. The scope of this study focuses to the English teacher from some Junior High School in Gresik who use media as an instructional tool for teaching speaking. Here, the researcher has found two English teachers who have applied instructional media for teaching speaking. Therefore, the researcher focuses only for those two English teachers because she wants to focus on those teachers until she gets answer of her research question about the use of media as an instructional tool for teaching speaking.

Meanwhile, the limitation of the study is the research only investigates and observes how is the teacher uses instructional media for teaching speaking starting from the kind of instructional media used for teaching speaking, the way of how the teacher give an instructional media for teaching speaking and what are the problems faced by teacher in using media as an instructional tool for teaching speaking.

1.6 Definition of Key Terms

In formulating this study, the researcher will define some of key terms as follow:

a. Media

Media is all form used to convey information or a message between a source and a receiver. In this case the meaning of a source and a receiver is students and teacher.

b. Instructional Tool

Instructional tool is a set of tools in all form to help in teaching and learning process.

c. Speaking skill

Speaking is the way to express opinions, the statement what we will explain, it can be communicative interactive between two persons to sharing information, asking and giving information, etc. In this case speaking skill is an activity of word processing done by students of second grade junior high school to interact with teacher and other students.