

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

#### **1.1 Background of the Study**

Language skill is separated into two, receptive and productive skill. Receptive skill contains of listening and reading, while productive skill contains of speaking and writing. Those are very important for communication which is included in English language. That is why those are taught in English as Foreign Language.

One of the most important skills is speaking, because the successful in learning a language can be measured through the ability to do the conversation in target language (Burkhart & Sheppard 2004). Besides, speaking is the way for students to communicate with other people to achieve the goal or to express their opinion, intention, hope and point of view. In addition, it is as the media in which the language can be delivered to be understood by others. According to Nunan (1989:27) speaking can supply the principal of transactional (informational transfer) and interactional function (social related maintenance). So, developing speaking skill is very important for ESL/ EFL programs (Brown and Yule, 1983:3).

Before the study the researcher conducted observation and interview with the teacher. Based on the observation at MTs. Al-Muniroh the researcher uses interview as the instrument. The researcher found speaking is the most difficult skill, the students are less in vocabulary. The learners have many obstacles from the internal problem such as poor vocabulary, anxiety, worried about making mistake and less confidence.

According to Rivers (1996, 196) in Osada (2004, 55), Speaking does not of itself constitute communication unless what is being said is comprehended by another person. When people do the communication they may do the mistakes when they are talking, such as mistakes in pronouncing, spelling, intonation, and grammar. They have some problems when speaking in English such as the conversation. Those problems can be the obstacles to improve speaking ability. The result is that they think speaking is a difficult skill.

Gann (2012) in the Hong Kong ESL students never get the opportunity to improve speaking practice. Classroom activity dominated with the module exercise students cannot enrich the speaking ability. According to Murdibjono (1998) speaking skill needs a special method in teaching. Some methods that support teaching speaking in Indonesian schooling system are applying teacher-centered learning like repetition or drilling which uses to activate the sentence or phrase that the learners understood.

The result of the problems and an obstacle were; students of MTs. Al-Muniroh were not interested in speaking, pronunciation, spelling and grammar. So, the researcher wanted to develop interactive learning media in speaking class. Students will be more interested with the using media because the interactive media can help the teacher to transfer knowledge for the students. The program of interactive learning media does not only help the teacher to transfer knowledge for the students, but also help in the learning process to give the students opportunity for speaking practice. The researcher uses hot potatoes as a media to increase a learning process. While, there are many activities in the classroom oriented for speaking to the real communication. Rachmayanti (1995) said that some activities give them opportunity to practice speaking through game, the other activities is through following patterns.

According to the background of the study above the researcher chose the topic about “Developing Interactive Learning Media in Speaking”. The students at the eighth grade of MTs. Al-Muniroh become the subject for the learning

strategies because the students have limited speaking skill. The researcher chose Hot potatoes as the media in study, because with the media, students can be interactive in learning process.

This research has the aim to develop learning strategies for teachers.

## **1.2 Problem Statement**

Based on the background of the study above, and related to this study discussing about developing interactive learning media in speaking for students at the eighth grade, the statement of the problem can be stated as:

“This research is to develop the interactive learning media in speaking using Longtion AutoRun Program“.

## **1.3 Purpose of the Study**

The purpose of the study is to develop the interactive learning media in speaking for students at the eighth grade. The researcher wants to know whether the interactive learning media gives the positive influence for students in learning speaking or not.

## **1.4 Significance of the Study**

The result of this study is divided into:

### **a. Theoretical Significant**

The significance of study is that this study attempts to develop interactive learning media in speaking for students. With this media, students are hoped to be more interested in learning and become more interactive in speaking. It is also hoped teachers can teach speaking more easily, give the students more interest to learn and make them pay attention during the teaching process.

### **b. Practical Significant**

The researcher expects that this study will give many benefits for the English teachers, the students, and the researcher.

For the English teachers, the researcher hopes this study will give the information in teaching speaking for students using interactive learning media. So, the learning process does not depend on textbook only. Teacher can collaborate this method with other methods to make more variations.

For the students, it is hoped that this study gives them motivation in learning English, especially in speaking skill. Because, by using interactive learning media, the students can explore their ability.

For the researcher, this study can develop the researcher's knowledge about the effect of interactive learning media in teaching speaking for students.

### **1.5 Scope and Limitation**

This study focuses on developing interactive learning media in speaking for students at the eighth grade of MTs. Al-Muniroh. Interactive learning media as a method for teaching English especially in speaking skill, gives the students motivation, and can help them to explore their ability in learning speaking.

### **1.6 Definition of Key Terms**

To understand about the aim of this research, the researcher will clarify the following terms:

**a. The Interactive Learning Media**

Interactive learning media is a learning process, in which the teacher gives the facility to students when they study. Teacher can send message for them and the students can receive the message well.

**b. Speaking**

Speaking is the way students show their opinion and describe the physical appearance of the object orally.

**c. J-Quiz Program**

Is one part of Hot potatoes software to create digital quiz with various types, such as multiple-choice, short answer, hybrid and multi select.