

CHAPTER 1

INTRODUCTION

English instruction in some Junior High Schools does not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They do not able to communicate with the language either orally or in a written form although they have learned English for many years. According to Komorowska (2001: 35) during their puberty, students are often under pressure their friends so they are afraid to express their opinions if they are different from their friends. As a result, they are unwilling to share their ideas in the classroom and they feel shy if they make mistake.

Interesting activity for student can be got from teaching speaking. Sometimes it can be bored if the teacher does not use interesting strategy when she/he explains the material. Bailey (2005: 54-55) said that the teacher should know the principle of speaking if they teach foreign language. There are some principles of teaching speaking: Differentiate between foreign language and second language. In foreign language, it does not use target language in daily life. Making kind of speaking tasks can involve students' understanding. Give the student's opportunity to practice English fluency and give motivate that making mistake in speaking is natural. Provide occasion for the students to talk and making teacher's talk limit. According to O'malley and Chamot (1990) many researchers believed that using that strategy can enhance vocabulary learning to complate tasks of vocabulary learning. One of strategy which can help student to mastery vocabulary is memorizing strategy. Cowie (1999) argued that Rote learning is one of the process to repeat some words until you

can remember it. According to Samian and Tavakoli (2012) rote learning is the best strategy to learn vocabulary. According to Li (2014) steps to use rote learning strategy in the classroom are: repeating the words again and again, memorising any useful words to memory, giving main concern to understand the materials, doing kind of exercises repeatedly to strengthen memory and reviewing the materials many times for a learning.

From explanation above, we know that rote learning strategy is a strategy which is used to master vocabulary. But here the researcher argues that vocabulary is one of the components in speaking skill so the researcher tries to use rote learning strategy to improve speaking skill by correlating the principle of teaching speaking and the procedure of rote learning strategy. The first principle is Differentiate between foreign language and second language, that is appropriate with repeating the words again and again, memorising any useful words to memory. (Wenden 1991:121) stated that imitate native speaker, including silent rehearsal and practice. Memorisation in this strategy also refers to retrieval and storage of language. Strategies which consist of repetition and drilling are used to practice as same as memorisation strategies. However, in this case of memorisation is focus to retrieval and storage process. But organisation is become the goal of these strategies. Practice in this strategy which contribute to retrieval and storage of language which focus on accuracy of usage. Next principle is Making kind of speaking tasks which can involve student's understanding and suitable with giving main concern to understand the materials. (Nickerson, 1985) argued that teacher has to have "understanding" as a basic in their teaching process to help their students in understanding the material. According to

(Kramer, 1998) helping students become competent and capable they should train in knowledge acquisition, skill building and self awareness are included into practice. And supported by (Dorfinan, 1996) an important added skill is ability to utilize and gain some knowledge from practice. Those theories support the student's opportunity to practice English fluency and doing kind of exercises repeatedly to strengthen memory. The last principle is Provide occasion for the students to talk and making teacher's talk limit. But here the procedure of rote learning strategy does not cover the last principle so researcher combines rote learning strategy with other activity to cover the last principle of speaking that is oral presentation activity. Oral presentation is an extension of oral communication skill. It is where the presenter shows their knowledge on a particular subject. According to Girard, Pinar and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills. The benefit of using oral presentations in the language classroom is that they can provide students with additional motivation to study English. Oral presentations do more than just give students an opportunity to practice language skills; they also give students an opportunity to teach something to their peers. This can lead to higher levels of motivation for the students involved, as they are able to see the results of their hard work when they are successful in their presentation.

There are some major problems which happen in speaking class especially to mastery speaking ability. The first problem is the students are not confident to speak in public. They do not have self confidence to speak, afraid of making mistake and

they cannot construct the sentences well. So they need to practice more conversation in many kinds of new situation which will help them use the language easily. Al-hosni (2014) argued that anxiety and unwillingness to be learnt by learners in speaking skills lesson are the two main obstacles for learning English. These are caused by learners fear being negatively evaluated in error correction in front of their friends. In addition, those learners with low proficiency and rate self as 'poor' become more anxious and are not willing to communicate. It is supported by Littlewood (2007) in foreign language will create inhibition and anxiety. If the student wants to use foreign language they feel inhibition because they will be afraid to make mistake and feel shy to others.

The second problem is opportunity to speak English. Most of the students did not have enough opportunity to practice speaking. So they are passive joining the lesson. The opportunity to practice English is needed for them to be able to improve their speaking skill. Therefore, if students do not learn how to speak or do not get any opportunities to speak language in the classroom, they may lose their interest in learning English. The reasons for poor speaking skills could emanate from lack of emphasis on speaking skills in the curriculum since it is not examined in national examinations, teachers' own limited English proficiency, class conditions that do not favor oral activities and limited opportunities outside class for practicing using English language (Mwamba, 2005). This also leads students's motivation in learning English. They have low motivation to practice English either with the English teacher or their friends. When the teacher asks them to practice with their friends they tend to use Indonesian language or they just keep silent. Krashen (2005) recommend that

learners should be motivated so that they do not feel threatened. So we as a teacher, we have to give motivation to them to speak English although they make many mistakes when they use that language.

The researcher does this study according to the previous study by Ei kalayar kyaw (2012) “A Study of role of rote learning in vocabulary learning strategies of Burmese student”. This study was conducted to investigate the role of rote learning in vocabulary learning strategies of burmese students. This research addressed the need of the concrete understanding of the role of rote learning strategy in vocabulary learning as well as burmese Efl learners’ perspective on rote learning strategy. The next research was done by Nemati Azade (2009) with the title is “Rote learning strategies and long-term retention” This study attempted to compare the impacts of teaching through memory strategies on experimental group comparison to control group, where students were taught the meaning of new vocabulary items through giving synonyms and mini-contexts. The participant of this study was junior high school from a whole female governmental school in Mysore, India. The next research was conducted by Hoshang khosima, Muhammad Akbar Raissi (2016) by title “A comparative study on passive vocabulary growth through rote learning and multiple exposures among iranian EFL learners” the aim of this study was to compare the effectiveness of rote learning and multiple exposure in passive vocabulary growth. And the finding was passive vocabulary grow higher than rote learning for the list of word. The next is research from Li (2004) “An analysis of chinese EFL learners’ belief about the role of rote learning in vocabulary strategies” the aim of this study was investigated Chinese EFL learners’ beliefs about the role of rote learning (RL) in

vocabulary learning strategies. From those previous studies above many researchers focused on the use of rote learning in vocabulary mastery but here the researcher argued that vocabulary is one of component which is to support some skills in study English. So here the researcher uses rote learning to improve student's speaking skill because from those problems which has explained by researcher above and most of previous studied that has reviewed by the researcher used qualitative research design to conduct their study. Besides, other researchers have not found a study yet about the role of rote learning strategy which is implemented by male students in junior high school. So here the researcher wants to know the effect of using rote learning which implemented by male students have same finding or not with female students.

Linked to the problem, the researcher purposes Rote learning strategy as a way to develop male students' vocabulary which is applied in speaking ability at Junior High school.

1.2 Statement of the problem

Based on the background of the study, the problem statement in the paper addressed. What is the significant effect of using Rote learning strategy implemented by male students in speaking ability?

1.3 Purpose of the study

The purpose of the study is identifying the significant effect of using Rote learning strategy implemented by male students in speaking ability?

1.4 Significance of the study

For theoretical significance, the researcher expects that this study can contribute to the development of Speaking ability, especially for theory related to Rote learning

strategy implemented by male students which may be able to develop their speaking ability.

For practical significance , the result of this study can contribute some benefits to the student and teachers such as:

a. For the teacher

This study can help english teacher to decrease problem of speaking ability and find the strategy to improve Vocabulary.

b. For the students

This study can motivate students to improve their speaking ability using Rote learning strategy

c. For the researcher

Hopefully this study can be a reference and source related to teaching speaking.

1.5 Scope and limitation

In order to make this study more specific, the researcher determine the scope and limitation which focus on eight grade of junior high school in Mts Assa'adah 1 Bungah. The researcher just focus on identifying the significant effect of rote learning strategy implemented by male students in speaking ability.

Because the purpose of this study to identify the significant effect of rote learning strategy implemented by male students in speaking ability in junior high school. Here, the reseacher will limit the material about expression asking, giving and refusing service in eight grade. For analyzing the result of the test, the researcher

used SPSS to analyze the data and need limit time is about one month. From that, the researcher will take the result of the data.

1.6 Hypotheses

In order to answer the research questions, the following hypothesis is proposed: The null hypotheses (H_0) and the alternative one (H_1). If the null is rejected, the alternative one will be accepted.

H_1 = There is the significant effect of using Rote learning implemented by male students in speaking ability.

1.7 Definition of Key Terms

Some definitions are needed to give explanation for the readers and to avoid misunderstandings. The definitions of keywords are:

- a. Speaking ability is one of productive skill which is can produce some words which can be understood by listener.
- b. Male student is a boy who formally engaged in learning, especially learn at school.
- c. Rote learning is one of strategy to memorise some expressions by repeating or finding synonym of that words.

