

CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, the word of "speaking" will never be separated in learning. It becomes an ability that must be highlighted in English subject, because speaking is a productive skill when the teacher can watch the students speak a foreign language and actively communicate it. Cameron stated that speaking is the active use of language to express meaning in order to others can understand it.¹ When speaking, someone is required to able to make the listener understand what information the speaker really wants to convey.

Speaking is an activity consists of a speaker and a listener who aims to obtain information based on the interaction between two or more people. According to Brown, speaking is an interaction process to build meaning that involves activities like, producing, receiving, and processing information.² Speaking skill refers to the ability to express feelings in order to establish good verbal communication with other people. Speaking is a skill that very important in the world because everyone uses it for communicating with each other.

¹ D. Cameron, (Ed.). *Globalization and language teaching*, (Routledge. 2001)

² Brown, H. D. *Language assessments principles and classroom practice*. (Longman. 2004:140.)

Additionally, Tarigan added that speaking is the person ability to make sounds or words clearly to convey thoughts, express ideas, explain, and convey feelings.³ It means students must have the ability to express or convey thoughts and ideas with others.

Based on the interview at the eleventh grade of SMAN 7 Kota Serang, there are 3 some issues that students confront when learning English, particularly when it comes to speaking. First, the students feel nervous to speak English. Then, they feel lack of confidence to speak English. Beside that, they are also afraid to make mistake pronunciation in speaking English. As a result, they do not engage actively in the learning process.

Considering the difficulties faced by the eleventh grade in speaking English, motivation has an important role in the learning process. Students that are extremely motivated to study English will almost always succeed. It is educating itself. According to research, when people are inspired by their goals, they are more likely to succeed. They are virtually always successful when it comes to their own desires and demand.⁴

Therefore, the researcher tries to do research to see if using certain techniques can increase their speaking skills. One of the techniques that can be

³ H. G. Tarigan. *Berbicara sebagai Suatu Keterampilan Berbahasa*. (Bandung Angkasa, 2008), 15.

⁴ H. D. Brown, *English language teaching in the "post-method" era: Toward better diagnosis, treatment, and assessment*, (Methodology in language teaching: An anthology of current practice, 2002), 918.

used is conversation. According to Brennan, conversation is an activity in which two or more participants interact with each other using linguistic forms and non-verbal signals.⁵ Conversation in English is often the focus of teaching and learning in English. Therefore, the researcher choose this technique to increase students' speaking skill in class.

The researcher is expected that conversation can make the students play an active role in the class not only as listeners but also as speakers who carry out two-way communication. The researcher assume that conversation can be a strategy to increase students' speaking skill, so, the researcher intended to conduct a research with title “**Increasing Students' Speaking Skill Through Conversation**”.

B. Statements of the Problem

The researcher identifies two issues in this research based on background of the study:

1. How are the students' speaking skill at the eleventh grade of SMAN 7 Kota Serang?
2. How is the effect of using conversation in increasing students' speaking skill at the eleventh grade of SMAN 7 Kota Serang?

⁵ S.E. Brennan, *Conversation and Dialogue*. (Los Angeles: SAGE Publication. 2010), 1.

C. The Aims of the Study

There are two objectives of this study, these are:

1. To know the students' speaking skill at the eleventh grade of SMAN 7 Kota Serang.
2. To find out the effect of using conversation in increasing speaking skill students at the eleventh grade of SMAN 7 Kota Serang.

D. Assumption and Hypothesis

1. Assumption

The researcher assumes there are significance differences between the result of teaching speaking using conversation and without using conversation.

2. Hypothesis

In this research, the researcher searches the effect of using conversation in speaking skill and has two hypotheses to submit, those are:

- a. The Null Hypothesis (H_0) There is no significant effect of conversation in increasing speaking skill.
- b. The Alternative Hypothesis (H_a) There is a significant effect of conversation in increasing speaking skill.

E. Clarification of the Term

It is important for the researcher to make clear the terms used in this paper as these followings:

1. Conversation

Conversation is joint activity involving two or more individuals who want to share ideas or points of view and learn from each other.

2. Speaking Skill

Speaking skill is chosen as an object to be improved in this research.

F. Organization of Writing

There are five chapters in this paperr:

The researcher describes Background of the Study, Statements of the Problem, The Objective of The Research, The Assumption and Hypothesis, Clarification of the Term, and Organization of Writing in Chapter I, Introduction.

The researcher explains The Definition of Speaking, The Aspect of Speaking, Teaching Speaking, Rubric of Speaking Assesment, Problems in Teaching Speaking, The Definition of Conversation, Conversation in Language Learning, and Using Conversation in Teaching Speaking in Chapter II, Theoretical Review.

The researcher describes Research Method, Place and Time of Research, Population and Sample, Instrument, Data Collection and Data Analyzing, and The Scoring System in Chapter III, Research Methodology.

The researcher discusses Data Description, The proses of experimental score, The process of control class, Comparison of post-test experimental and control class, Hypothesis testing and Interpretation Data in chapter IV, Result and Discussion.

The researcher concludes the results of discussion before in Conclusion and write Suggestion in Chapter V, Conclusion and Suggestion.