

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking abilities are very meaningful and must be owned by all in order to communicate clearly. Particularly before a child is born into the world their parents must recurrently teach them to utter phrases that are often implicitly understood and imitated if they are able to communicate fluently. To most English as a Nonnative/Second Language (EFL/ESL) students, gaining English speaking skills is a priority. Language learners also rate their language learning achievement based on what else they've developed their speech language ability. Teachers and textbooks employ relevant components such as turn-taking and subject management, while indirect tactics such as group projects, assignment work, and other mechanisms are used by teachers and textbooks to provide circumstances for spoken engagement.¹

One of the proper skills of language learning is the ability to talk. It is good to focus on gaining this ability since commune allows users to talk verbally with each other. The ability to communicate clearly and efficiently in a second language is important for a student's success in school and later in life. This ability is very powerful and has a massive influence on a person's

¹ Lai-mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis Of Factors Influencing Learners English Speaking Skills", *International Journal of Research in English Education*, Vol. 2, No. 1, (March, 2017), p. 34.

personality, and to use it, one must have the determination, ambition, and desire to develop and build their confidence to speak fluently in front of a wide audience or argue their point of view, because it can be difficult to use if someone feels intimidated, runs out of hats, or otherwise loses confidence. Students should master the sound system of the language, how to say the word, how to pick the best vocabulary, how to mix and match the words together, and study more about the language in order to be able to communicate in a foreign language. That as reason, the main goal of people who learn a new language is to be able to speak or communicate fluently and perfectly in the language. Many educators may want choose speaking ability as one of their primary research objectives, either because they trust it can provide those with personal fulfillment or because it will help them explore other preferences or job goals.²

After the researcher made observations at SMP Negeri 108 Jakarta Barat and asked about the ability to speak English. In fact, the researcher got answers from students where they had difficulty and were shy in expressing what they wanted to talk about, did not have ideas to speak and they were less motivated by learning that was only based on the material. Therefore,

² Indah Muslichatun, "Improving the Students' Speaking Practice in Describing People By Using Contextualized Card Game", *Language Circle: Journal of Language and Literature*, Vol. 8, No. 1 (October, 2013), p. 23.

researcher want to try strategies for learning speaking skills using that strategy.

The researcher then specified the speaking ability for this research to public speaking, which is an activity that fits the strategy of this research. Public Speaking is defined as any action that involves speaking in front of an audience, such as giving a speech to a group, regardless of the size of the audience.³ As a consequence, it is possible to fulfill the purpose of public speaking, which is to enlighten, convince, or entertain the audience. Then, in order to attain that aim, students who are terrified of public speaking will require much practice and preparation.

In this condition, the teacher's participation in developing students' speaking abilities is necessary. Teachers must pick and provide effective teaching materials as student mentors in order for students to get the most out of their speaking lesson. Students are able to actively participate in the learning process, brave to speak ideas, discuss one other's ideas, and avoid anxiety by using this method. Meanwhile, teachers must decide out the ideal approach for students to interact so that they can work efficiently. Students will become adapted to being aware of their surroundings as a result of this learning strategy.

³ Lisa K Breakey, "Fear of Public Speaking-the Role of the SLP", *Seminars in Speech and Language*, Vol.26, No. 02 (2005), p. 111.

. Researcher will employ Show and Tell activities, which are a means for expressing students' learning styles, feelings, and passions, to overcome this and boost student enthusiasm. Students are motivated in presenting their favorite thing to friends and telling their favorites items when they have a better understanding of it, which indirectly gives them the confidence to show it in front of the class.

The approach is an intriguing learning method since it produces a joyful and engaging learning environment for students.⁴ The researcher believes, this strategy is beneficial to both students and teachers. This strategy can provide opportunities for teachers to instruct their students. It can also assist students enhance their communication skills, provide opportunities for students to expand their language skills, and raise students' enthusiasm to learn to speak.

As a result of the numerous advantages provided by Show and Tell strategy, there are possibilities for them to improve their communication skills, create motivation for students to build their language abilities, and push students' enthusiasm to learn to speak.

Based on the statement above, the researcher carries out a study entitle. **"The Effectiveness of Students' Speaking Ability Using Show and**

⁴ Mallevi Mallevi Agustín Ningrum and others, 'The Effect of Show and Tell Method on Children's Confidence', 382.Icet (2019), p. 97.

Tell Strategy (A Quasi Experimental Research with the Eight Grades of SMP Negeri 108 Jakarta Barat)”

B. Identification of The Problems

Based on initial observations, the researcher got some data and information about the problems that exist in SMP Negeri 108 Jakarta Barat. Among them are problems in learning speaking skills that can be identified as research subjects in the second grade of SMP Negeri 108 Jakarta Barat:

1. Students are too shy and insecure to try to express their ideas by public speaking.
2. Students do not know how to express their ideas and are afraid that there will be misunderstandings in expressing them.

C. Scopes and Limitations of the Research

Based on the research background, the researcher intends to develop English speaking skills for public speaking by experimenting with quantitative methods. The problem of this research is limited to the effectiveness of Show and Tell technique to improve English public speaking.

D. Statements of the Problem

Based on the trouble in the background above, the researcher formulates the problem in research as follow:

1. How is the students' public speaking before and after using the "Show and Tell" strategy?

2. What is the effect of using the "Show and Tell" strategy in improving speaking in public?

E. The Objective of the Study

Based on the research questions above, the researcher has several objectives to follow:

1. To get results after using the "Show and Tell" strategy.
2. To find out the effect of using the "Show and Tell" strategy.

F. Significant of The Study

The results of this study are expected to provide benefits for English teachers, students, researchers, readers and others.

First, the purpose of this study is for English teachers to be able to participate in the effective use of the strategy "Show and Tell" for English speaking skills. For researcher, this research is an experiment conducted to find out that there are other ways to develop English speaking skills by using strategy to train and develop them and students can find out that using Show and Tell can be an alternative to develop speaking skills.

Finally, for other researchers or writers, it is hoped that this research can be used as consideration or additional information if other researchers will research/investigate the same subject. For that researcher try to make a good contribution.

G. The Organization of Writing

This paper is arranged into five chapters; every chapter has some points to explain the chapter.

Chapter I Introduction, it contains the background of the study, identification of the problem, scopes and limitations of the research, statements of the problem, the objective of the study, significant of the study, hypothesis, previous study, and the organization of writing.

Chapter II is Theoretical Foundation; this chapter is consisting of the theorist from some experts we have conducted the research related to this research.

Chapter III Method of the Research, it contains research method, place and time of research, population and sample, instrument, data collection and data analysis, the scoring system.

Chapter IV Result and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V Conclusion and Suggestion, this chapter consists of conclusion and suggestions.