

# CHAPTER 1

## INTRODUCTION

### A. Background of The Study

Nowadays, Language has an important for our life. One of the language skills that have to be mastered by students in learning foreign language is speaking. Speaking very important to communicate with among people. The people can convey their ideas, needs, desires and goals by speaking with others. But many students find difficulties in speaking English . therefore we must make students interested in learning speaking in the class.

In English language, there are four skills to be mastered there are listening, speaking, reading and writing. Speaking is one of the four language skills which are very important to learn. Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. every students want to be able to speak English fluently therefore all students must master all those skill . The best way of doing communication is by

speaking. According to Richards and Renandya), “Speaking is one of the elements of communication”.<sup>1</sup> Furthermore,

The function of speaking skill are to express an idea, some one feeling, thought, and it express spontaneously by orally. Speaking is the one of language of art of talk as communication interaction with some one, and it is very difficult to master it. Speaking skill is have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show students idea by orally at the same time sharpen their abilities. Speaking has been one of the most important in the learning. Because students communicate and exchange opinions by speaking.

Indonesian students especially SMKN 1 Malingping often find difficulties when speaking English especially in front of the class . some factors are not confident, fear of

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<sup>1</sup> JC Richards & WA Renandya , *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: University Press, 2002), p 201.

being wrong, not mastering vocabulary, do not master the pronunciation. Therefore, the teacher must help their students to overcome the problem in speaking. because that the teacher must use good and interesting methods and media. They must speak English in every English subject.

In my experience speaking is the one of the very tense and interesting lesson because we have to speak fluently with our friends using English and where many vocabulary that we do not know, pronunciation that is difficult and grammar is still a mess but we must master it so as not to be ashamed of our friends. But with speaking we learn to be more confident, better prepared and more brave. And the students must be more confident and understanding in speaking so that the ability is more developed. According to Goodwin they need to ‘gain confidence in their ability to speak and be understood<sup>2</sup>.

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<sup>2</sup> Betsabe' Navarro Romero, *Improving Speaking Skill (University of Santiago)* p 88

And the common problem faced by students are difficulty to pronounce word, the students consider that learning English very difficult, their often speak their local language, they easily bored and lazy to learn, they also had difficult in understanding the material given by teacher. They have less confidence and often be shy and just keep silent during the teaching learning process, because the students are not familiar with English and it is totally different from Indonesian.

Teaching speaking skill to the students it is important because to know the extent of their ability development and teacher must know the extent of their ability to know where to start. Also teacher must pay attention to what methods and media they must use so that students are easier to understand practice it also examines whether the methods and media they use make students' speaking abilities easily understand. If not, they should clarify their teaching methods so that student's speaking abilities are increased.

To teach speaking skill, it is necessary for the teacher to have a good and clear understanding of the processes involved in speech, such as grammatical, method, interest, motivation etc. Speaking activities are an important part of students' classroom and are often considered a focal point of instruction. When teaching speaking, it is especially important to select activities which match the objectives of your program. For instance, if we teach in school that emphasizes media, you would include a lot of media by others as well as by our students. The specific techniques and tasks that you choose should be based on the aims of the program coupled with the learner's stage of development.

To teach speaking skill, it is necessary for the teacher to have a clear understanding of the process involved in speech, such as motivation, media, interest etc.

In teaching and learning English speaking, there are many media that can motivate students to be more interested in learning speaking, provided the media used is in accordance with the material delivered. On the other hand, the

writer assumes that diorama as good appropriate media in increasing students' speaking skill ability.

Diorama as unique and essential learning tools for biological education for all. It provides information about their historical development, demise, and more recent renaissance, past and modern developments, in their construction, the technique of taxidermy, as well as aspects of interpretation and educational research about learning processes including different methods to engage audiences, such us performance and storytelling.<sup>3</sup>

In this research the writer will use diorama as a media in teaching speaking skill in SMKN 1 Malingping. hopefully, the media diorama can make them spirit and more creative in learning speaking and also to stimulus their own ideas. The students can easily express their thoughts and their imaginations in speaking. beside that, this media will help the students to organize their thoughts before they develop in speaking. so the writer will use experiment research method

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<sup>3</sup> Sue Dale & Annette Scheerso, *Natural History Diorama* (Cambridge: London, 2015),

to know result between control class and experiment class, is there any effect of using diorama in teaching speaking skill ability.

Based on explanation above, the writer takes a title of this thesis” **The Effectiveness of Using Diorama on Teaching Speaking Skill Ability**”.

### **B. Statement of The Problem**

In line with the background of the study, the main purpose of this study is to find an effective media in teaching speaking.

So, the formulation research problem is as follows:

1. How is students’ ability in speaking in SMKN 1 Malingping?
2. How the effect of using diorama in teaching students’ speaking skill ability in SMKN 1 Malingping?

### **C. The Purpose of Study**

Based on the formulation of the problem, the purpose of the study are:

1. To know the student’s speaking ability in second grade of SMKN 1 Malingping.

2. To know how the effect of using diorama in teaching students' speaking skill ability in SMKN 1 Malingping.

#### **D. The Limitation of Study**

This research is significant to the teachers and students because this research will help the teachers to know the problem of speaking . And in this study concentrated on analyzing the effectiveness of using diorama on teaching students' speaking skill ability in SMKN 1 Malingping. The study is quasi-experimental research. It describes the effect of using diorama in improving students' speaking skill ability. result of this research also will be useful for teachers who are going to analyze the student's problem in presentation. This result of this.

#### **E. Significance of The Study**

The result of the study are expected to give contribution for:

1. The school

So that school can improve quality and facilities, especially in English improvement.

2. Students



I wish this study can make students enthusiastic in learning English especially in speaking. it is hoped that the research can be one of the way to mastering English well.

#### **F. Previous Study**

The first there are some study related to diorama media toward student's skills that have been conducted by other research whiches conducted by Hulya ASLAN EFE in The Effects of Using Diorama on 7<sup>th</sup> Grade Students Academic Achievement and Science Learning Skills. He finding that diorama media can be applicable to improve student academic achievement and science learning skill. This research was basically quantitative research which used one group pre-test and pos-test.<sup>4</sup>

Based on the previous study above, the researcher separated in the first previous study the similarity and the difference between this research and those previous studies.

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<sup>4</sup> Hulya ASLAN EFE, The journal *The effect of using diorama on 7<sup>th</sup> grade students academic and science learning skill* , Vol. XVIII. Issue 1, (Dicle University in TURKEY), (27 February, 2017)

The similarity of those previous studies and this research is quite same, did this research with the same media (Diorama Media). Minewhile, the differences of those previous study and this research the first previous study focus in students achievement and science learning skill.

The second there are some study related to diorama media toward student's language skill that have been conducted by other research whiches conducted by Usep Kustiawan in The Development of Diorama Learning Media Transportation Themes To Develop Language Skill Children's Group B. She finding that diorama media can be applicable to improve student's language skill. This research was basically qualitative research which used one group pre-test and pos-test.<sup>5</sup>

Based on the previous study above, the researcher separated in the second previous study the similarity and the difference between this research and those previous studies.

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<sup>5</sup>Usep Kustiawan, The Development Of Diorama Learning Media Transportation Themes To Develop Language Language Skill Children's Group B (*Malang State University*) p 26-30

The similarity of those previous studies and this research is quite same, did this research with the same media (Diorama Media). Minewhile, the differences of those previous study and this research are; the first previous study focus in teaching language skill and previous study focus their research in more creative in language skill in kindergarten school while researcher focus on helping students in generating idea before starting to study language skill.

The last There are some study related to diorama media toward student's skill that have been conducted by other research whiches conducted by Wahyu Setiyorini Dwi in The Effectiveness of Dioramas Media in Teaching Writing to The Eight Grade Student's at Mts Ma'rif Klego. He finding that diorama media can be applicable to improve student's writing skill. This research was basically quantitative research which used group pre-test and pos-test.

Based on the previous study above, the researcher separated in the last previous study the similarity and the difference between this research and those previous studies.

The similarity of those previous studies and this research is quite same, did this research with the same media ( Diorama Media ) and use quantitative research. Minewhile, the differences of those previous study and this research are; the first previous study focus in teaching writing skill and previous study focus their research in more creative in writing skill and get a higher score after using the diorama media.

#### **G. The Hypothesis of The Research**

Based on the background of the study above, the writer submit the hypothesis. According mujis defined “hypothesis can be defined as a tentative explanation that accounts for a set of facts and can be tested by further investigation, as we mentioned earlier.” And hypothesis as follow<sup>6</sup>:

1. The experimental hypothesis (Ha) there is significance differences in using diorama toward students’ speaking skill ability.

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<sup>6</sup> Daniel Mujis, *Doing Quantitative Research in Education*. (London: SAGE Publication Ltd, 2004) p 16.

2. The null hypothesis (Ho) there is no significance differences in using diorama toward students' speaking skill ability.

## **H. The Organization of Writing**

To make this research easy to comprehend, the researcher divides this research into three chapters:

### **A. Organization of Paper**

**Chapter I** is introduction, consisting of the background of the research, statement of the problem, the purpose of study, the limitation of study, the significance of study, previous study, hypothesis of the research, and Organization of writing.

**Chapter II** is theoretical framework and it contains of the definition of speaking, the function of speaking, and types of speaking, teaching speaking, the assessment of speaking, diorama theory.

**Chapter III** is consist of the method of the research, place and time, the population, sample, the

research instrument, the technique of data collecting, the technique of data analyzing.

**Chapter IV** contains of data description, the data analysis, the interpretation data.

**Chapter V** is conclusion and suggestion.