# CHAPTER I

# INTRODUCTION

## A. Background of Study

In learning English, at least there are four skills of language that must be mastered by all of the students. They are listening, speaking, reading and also writing. All of these skills cannot be separated each others. Among these skills, speaking is one of the most important skills that become the focus of the study since the students learn English. As Ur states that:

> Of all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as "speaker" of that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.[1]

Speaking is verbal communication of language use to communicate with others. Speaking helps student to make them be talk active, so they can share what they know or what they do not know are about the case they are faced. According to Harmer, speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'.[2] Speaking associates with an interactive method of construction level which means it involves

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[1] Penny Ur, A Course in Language Teaching : Practice and Theory (Cambridge University Press, 1991), p. 120

[2] Jeremi Harmer, *The Practice of English Language Teaching,* Third Edition Completely Revised and Updated, (Longman), p. 269

creating, receiving, and processing info. It suggests that once a speaker says the utterances to different speakers, they need to understand what they say so the communication will run effectively. Speaking is interpreted together from four main abilities in English and it is given into spoken language skills. In speaking, the speaker encompasses a variety of good communication prospects on the speaker the commander will vary the intonation and pressure which facilitates to show what elements of voice communication are many or short.

When students speak, they developed concepts in words, categorize their perceptions, their feelings, and their intentions, so that the other person understands what the speaker means. Language can be a very important instrument that allows speakers to state their existence and others, to raise one thing, categorical agreement and rejection. Other problems that appear in reality, the students lack of confidence and anxiety. They will be faced with their feelings for students who have deficiencies in their English such as embarrassment, anxiety, nervousness, and worry.

I have observations to some students of MTsN 1 Kota Serang who sit in ninth grade about learning English, especially for the ability to speak English. They says that learning English in MTsN 1 Kota Serang the students are not accustomed to practice speaking English. One of the problems that students are not confident in speaking English is the lack of

motivation of teachers to students, than the students have no desire to be able to speak English.

Some of the ways utilized in teaching speaking measure cooperative activities such as role playing, inventive tasks, and drilling. Students must be involved and active in the learning process. Besides that it is also important to use some media during the learning process to make students are more interesting in the material. Flip chart is one of the media that can be used to teach speaking. This media can help teachers provide opportunities to practice students' speaking skills and contribute during the learning process.

The researcher choose to use flip charts as a learning media because flip chart media have several advantages, namely having the ability to appreciate messages or learning data in a way that makes sense and gradual. When the knowledge to be conveyed is difficult to show in a chat, then the graph can be used. Presentations with charts are very beneficial for visual such as frameworks, diagrams, charts, because it is easy to make a wide cardboard that is organized before the presentation is opened and flipped and can be displayed once again later. Flipchart media is relatively cheaper. In general, medium size flipchart media is smaller than a blackboard scale, and can be used indoors or outdoors.

Based on the problem above, the researcher interested in conducting a study with: "The effectiveness of using flip charts as a learning media for

speaking skill" (An Experimental Research at Nine Grade of MTsN 1 Kota Serang). So, why the researcher use flipchart media in teaching speaking. Because the researcher wants to examine whether flipchart has a significant effect to improve students' speaking skills.

## B. Identification of the Problem

The research problems that the authors propose can be identified as follows:

1. Low motivation of students to speak English

2. The lack of confidence embedded in the minds of students.

3. There is no habit of speaking English in the school environment.

## C. Limitation of Study

Due to the researcher has many limitation and faces some obstacles in conducting this study, so the researcher restricts this study by focusing to examine the effectiveness of flip chart in teaching speaking at MTsN 1 Kota Serang.

## D. Statement of the Problem

Based on Previous background of study, so the researcher proposes research questions as follows:

1. How is students' ability in speaking English before the treatment?

2. How is the effectiveness of flip chart as a learning media in teaching speaking?

## E. The Aims of Study

To know students' ability in speaking English before the treatment.

To examine the effectiveness of using flip chart as a learning media in teaching speaking.

## F. Significant of the Study

The significance of studies are:

1. The Teachers

The results of this study are expected to be a useful input for English language, namely the teacher can improve children's speaking ability.

2. The Students

The results of this study are expected to be useful input for students to encourage them to dare to speak and increase the activity of speaking English.

## G. The Organization of writing

The researcher will be arranged with three chapters and every chapter has some points to explain the chapter.

**Chapter I is Introduction.** This chapter has some contents : there are background of Study, statement of the problem, the aims of study, significant of the research, the limitation of study,  research hypothesis, previous study and organization of writing.

**Chapter II is Theoretical Frameworks**. This chapter consist of the theorist from some experts I have conducted this research related to this research.

**Chapter III is Research Methodology.** This chapter consist of the methodology that researcher going to use in conducting this research.

**Chapter IV is Result and Discussion.** This chapter consist of the research findings, data description, data analysis, hyphothesis testing and interpretation of data.

**Chapter V is Conclusion and Suggestion.** This chapter consist of the conclusion and suggestion of this research.