

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the research background, formulation of research problem, research objective, significance of the study, the definition of key terms, and the organization of the study

A. Background of the study

As we know that communication is one of the human basic needs in life, apart from the purposes. One of effective way of doing communication is by speaking. According to Richards and Renandya (2002:201), "Speaking is one of the elements of communication". Furthermore, (Florez (1999) in Achmad (2012:1)) states "Speaking is key to communication". Day by day, people need not only speak using their mother tongue but also using a foreign language, especially the international language which most of people of the world use it, English. So, as the key of communication, English speaking skill must be very important, especially for EFL learners.

On the other hand, Kayi (2006:1) states " today's world requires that the goal of teaching speaking should improve students' communicative skills because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance". It means that teaching speaking should

help not only for reaching higher intelligence or academic competence, but also give the students' real-life experience which can develop their potential to face their future.

In Indonesia, the status of English is as the first foreign language which required to be taught at second school since early of the independence (Sadtono and Huda (1997) in Saukah (2003:4)). According to Saukah (2003:4), the long term purpose of teaching English as foreign language in Indonesia can be seen in Curriculum 1994 and Competence Based Curriculum (Department of Education and Culture, 1994; Department of National Education, 2001) that English is needed for the absorption and development of science, technology, art, and enhancement of international relation which expected can motivate Indonesia progression. So, communication skill is one of the main purposes of teaching English as foreign language in Indonesia.

In addition, according to Indonesian National Education System UU.No. 20/2003 Part III Chapter 4 point 3,

“Students' self-potential that needs to be developed through school experience is not limited to the academic competence, but, more importantly, it extends to character building, the aspects that in fact will later play more dominant roles in driving a success in the students' real professional career. Students' intelligence, academic competence, as well as positive supporting characters need development not only during the process of schooling, but should sustain throughout the students' life time, long after the formal schooling process is over. Indonesian Education System, therefore aims at empowering the students' potential and civilizing them in sustainable growth such that civilized nation could be built”.

Consequently, in teaching speaking skill the teacher should not only give drilling the students in doing repetition but also give them meaningful experience which they can use or apply, one day in the out of school.

Nunan (1999: 225) states “the ability to function in another language is generally characterized in term of being able to speak that language”. It can be the reason why the mastery of speaking skill in English is a priority for many second or foreign language learners (Richard, 2008: 19). Learners consequently often evaluate their success in language learning as well as the effective of their English course on the basis of how well they feel they have improved in their spoken language proficiency. It shows that speaking skill is the proof of the success of language learners. Besides, Gauberg (1997:201) states that for many pupils the prime goal of learning a foreign language is to be able to speak it. Teaching should therefore help them to achieve that goal to the best of their ability.

Speaking as stated by Chaney (1998: 13) "as the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". However, in learning process, it raises some problems for the speaking learners. According to Ur (1996: 121), there are some problems faced by the learners in speaking activity, those are students' inhibition, nothing to say, low participation and the use of mother tongue. Many students feel anxious in a speaking class and some are likely to keep silent, because they lack self confidence, lack prior

knowledge about topic and because of poor teacher-learner relationship. In short, the problems that EFL learners faced in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers.

According to Achmad (2012:1), teaching speaking is very challenging for English teachers in non English speaking countries such as Indonesia. It is because (a) their native languages do not support to speak English, (b) the students feel shy and awkward, (c) their environment discourages them to speak, and (d) the method of teaching can be monotonous so that the students are not motivated to speak. It can be concluded that the teachers also have some problems which make them feel difficulties in teaching learning process. The problem which come from the students (motivation) and also from themselves (their teaching speaking ability). However, reminding that speaking skill is very important, especially for the students, although it will be challenging, the teacher should arrange speaking class as interesting as possible which not only enhances the students' participation in speaking but also in improving their speaking skill.

The teachers also have to be able to open the students' 'eyes' that studying speaking is very important for themselves. It is caused by the importance of studying speaking cannot be separated from the speaking role as the key of communication. According to Thornbury (2005:1), speaking is very important for daily life and he recommend learning and

mastering more than one language, especially English as international language. So, studying speaking is one of students' efforts to prepare them to follow international relationship next day.

According to English lesson syllabus for Senior High School in Curriculum 2013 (K-13), one of the material has social functions to introduce, identify, and promote about something, people or place. The students also expected to do monolog performance. From that reason, the researcher assumed that public speaking skill should be introduced to the students to reach the social function.

In this study, the researcher chose MAN Trenggalek as the location because from that school the researcher found out speaking problems. The problems were found at preliminary observation or reconnaissance on January 15th 2015. In this stage, the researcher distributed questionnaire for 35 students of class MIA-5 and also did interview with the classroom English teacher and some students of MIA-5. From the questionnaire found that even though 54% (19 students) like learning English, however more than 57% (20 students) dislike speaking English. They agreed that speaking is the most difficult skill in English learning. Mostly, it is caused by inhibition of feeling afraid or shy, lack of confidence, and they do not know what they should say. Although speaking is very difficult, the students recognized that they need to improve their speaking skill because they know that speaking skill is very important for life. The same information is also got from the interview with some students of class

MIA-5. The students said that some instructions given are not clear enough, so they cannot say anything besides their lack of confidence which caused them shy or even afraid to speak.

Furthermore, according to the English teacher of class MIA-5, many students are shy in speaking, and the students' attention in speaking is not good because the semester test is focused on reading and grammar only. She added that the students' speaking score is still low. The teacher also has tried to give motivation but the students did not response well.

The focus of this study is to solve the problems faced by the students those are the students' participation or activeness in speaking class and the improvement of the students' public speaking skill. The solution given is by using Oral Presentation as technique. Public speaking is the process of designing and delivering a message to an audience (Nikitina, 2011: 10) . One of public speaking activities is doing oral presentation and even public speaking is an activity of doing presentation or speeches in front of audiences. Oral Presentation is a kind of activity of communicating ideas and information in front of audiences. According to Baker (2000:115) oral presentation is like a formal conversation, speaking to group as a natural activity. By using Oral Presentation, the students are invited to practice speaking in front of the class with their own chosen topic, so it will improve the students' speaking skill especially in public speaking. Oral presentation also enables the students to do question and answer section, so it can improve the students participation in the classroom.

According to King (2002:401) Oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency. Oral Presentation also gives advantages for the students such as integrating language skills, practicing speaking, making decisions, preparing for real life, acquiring knowledge through English, and so on (Al-Issa and Al-Qubtan, 2010:228). Oral presentation technique can also be applied by all of level of language proficiency start from elementary up to advance level.

Nguyễn Thị Tâm (2012) has conducted a research related Oral Presentation. Nguyễn Thị Tâm involved 42 university students of Hanoi University of Industry (HaUI). The research findings showed that the students were actually highly positive in their beliefs about benefits and usefulness of doing oral presentations as a learning activity. It was also revealed that oral presentations were beneficial to help students enhance their performance in speaking lessons.

In addition, Jane King (2002) wrote an article under title Preparing EFL Learners for Oral Presentations. The article covered some procedures in doing Oral Presentation (1) handout guidelines (2) grouping learners (3) choosing topics and gathering information (4) handling technical problems (5) holding Q & A sessions and (6) preparing peer and teacher evaluation forms. The article is very meaningful for both teacher and students when introducing Oral Presentation to the EFL students.

Furthermore, Al-Issa and Al-Qubtan (2010) wrote an article which expresses some ideas related to the importance of oral presentation for EFL students, the advantages of doing oral presentation, and the types of oral presentation as his attention of the development of oral presentation itself.

On the basis of explanation above, in this research, the researcher applied the same way, Oral presentation as the technique in improving students speaking skill, but in different level that is at MAN Trenggalek. Accordingly, the title of this action research is “Improving Students’ Speaking Skill through Oral Presentation Technique of The Tenth Grade Students at MAN Trenggalek”

B. Formulation of the Research Question

Based on the background above, the main problem of this study is formulated as follows: “How can Oral Presentation technique improve students’ public speaking skill at MAN Trenggalek?”.

C. The Purpose of the Study

Based on the research problem, the study is intended to investigate how Oral Presentation technique can improve students’ public speaking skill at MAN Trenggalek.

D. The significance of the study

This research is expected to give contributions to the students, the teachers, the other researchers.

Through this research, the students are expected to be more motivated to speak, share their idea, and also improve their public speaking skill. Oral presentation in EFL classes give students confidence to speak in public and help them in enhancing their proficiency. By using Oral presentation technique, they will enjoy in the class and get the meaning from their activity. It gives a break away from textbooks.

For the teacher's side, is important to give the teacher some ideas for how to deal with students who do not want to practice in classroom. The use of oral presentation can help students of English language for being able to speak it. It also gives the teacher reference if he/she gets the same problem, he/she can use this technique to overcome it, one day.

Besides, for other researcher, this research can be used as the reference which gives new idea for developing Oral Presentation better. The researchers are expected to conduct another research related to Oral presentation (experimental research) to strengthen Oral Presentation as an effective technique to improve students' speaking skill.

E. The Definition of Key Terms

In this part, there are some explanations from the topic of the title mentioned in the previous item to avoid misunderstanding. The title is "Improving Students' Speaking Skill through Oral Presentation

Technique at MAN Trenggalek” The definitions of key terms are as follows:

1. Improve means making something better than before (Oxford Advance Learners’ Dictionary). In this study, improve means an effort of increasing students’ speaking skill better.
2. Speaking skill is the ability of the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney,1998:13). Besides Public speaking skill is the ability of designing and delivering message in front of audiences. In this study, public speaking skill means a skill of uttering words, sentences or idea by using correct vocabulary, pronunciation, and grammar, based on the students’ comprehension related a chosen topic in front of classmates.
3. Oral Presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency (King,2002:401). In this study, Oral presentation is an activity of sharing or communicating ideas and information in front of audiences. The presenter and the audiences of this activity are the classmates. The type of oral presentation used is Guided Oral Presentation.

F. Organization of the Study

To make a good thesis, it need to be arranged systematically. This study will divide into five chapters, namely (1) introduction, (2) review of related literature, (3) research method, (4) findings and discussion, (5) conclusion and suggestion.

Chapter I is the introduction of the research which deals with the background of the study, formulation of research problem, the purpose of the study, significance of the study, definition of key terms, and thesis organization.

Chapter II is the review of related literature. It consists of some explanation based on the title and some literatures based on the research. It includes the explanation about speaking skill, teaching speaking, and oral presentation.

Chapter III is research method. It covers research design, setting and the subject of the study, and the procedures of the study.

Chapter IV deals with the research findings and discussion of the study that is loaded of result that contains of data presentation and research findings.

Chapter V deals with the Conclusion and Suggestion of the study.