

CHAPTER 1

INTRODUCTION

This chapter discusses background of the study, reasons for choosing the topic, research question, objective of the study, hypothesis of the study, the significance of the study, scope of the study, definition of key terms, and outline of the study.

1.1. Background of the Study

Language is the main key for human life in socializing. Sociolinguistics view language as social behavior used in social communication. This is in accordance with Soeparno (1993) who states that the common function of language is a tool of social communication and Suwarna (2002) who asserts that language is the main tool for communicating in human life. From those statements and also based on Aristoteles' theory that humans are social beings, people always want to relate to others, their environment, and the condition of others. In this case, language is very needed for communication.

There is an expression that says "books are the window of the world", but many crucial books are written in English, so English is a key to those windows. Therefore, in the era of globalization, English language becomes one of the important things to be mastered and learned. Through mastering English, people can open the window of the world, find out information and learn new cultures, open their minds, and communicate with people in other parts of the world.

In language learning, there are some language skills that need to be mastered. Based on the English Teaching Guideline in the *Kurikulum 2013* (2013 Curriculum), the general objective of the language teaching is to develop the communicative competence of the students in four language skills. The specific objective of the language teaching is to make students active in the language class both in oral and written, and to master the four language skills. According to Nida and Haris (1969) in Tarin (1988), the language skill has four skills: listening, speaking, reading, and writing.

Speaking is one of language skills that should be mastered by the students. However, according to Lindsay and Knight (2006), speaking is a complex task. There are some aspects needed to have good speaking ability, for instance pronunciation, structure/grammar, vocabulary, content, and fluency (Harris, 1969). The purpose in learning a language is to be able to communicate using the language. Therefore, speaking is very important for students to be mastered because speaking skill is one of tools of communication besides writing.

Moreover, English teaching in Indonesia traditionally focuses on the grammar, not on the speaking (Sally, et.al., 2013). Ideally, an English class should become a place for the students to practice their speaking skill in English, but in fact most Indonesian students have less opportunity to practice speaking. Rivers (1968) in Kurniawan (2011) states the teacher should give the students opportunities to practice speaking. It becomes one of the causes of the failure of English learning in Indonesia because learning English is more oriented to the linguistic and grammar competence (Sally, et.al., 2013).

Another factor comes from the students. The students have less confidence to speak in English because of the lack of vocabulary (Retno, 2012). In their minds, vocabulary is the most important language component to be fluent in speaking. However, for mastering many vocabularies, usually the teacher gives solutions by giving more texts for the students to read and then make them translate the texts. It makes the students bored.

From the teacher's side, sometimes the teacher use inappropriate media to teach English, especially in teaching speaking (Ulfiana, 2011). The reasons are the lack of utilities, and the inability of using the available media. Finally, the teachers choose to teach speaking without media. They teach English by applying traditional method. The teacher explains and then the students listen and only use a book as the learning source. As the result, most of the students have low achievement in speaking, especially in this case is in spoken descriptive text in SMP Futuhiyyah Mranggen.

Thus, the teacher should be creative in teaching speaking by providing some media to make it easier for the students to understand the material and to avoid a boring teaching. The teacher has the main role and responsibility in order to stimulate the students' positive attitude toward the speaking class by finding out appropriate media for delivering the materials and transferring the knowledge effectively (Burns & Joyce, 1997). One of the media used in teaching and learning is using environmental media. According to Hamalik (2001, in Jumbri, 2016), environmental media is the the place that consists of animate objects (humans, animals, plants), inanimate objects (goods/tools/aids), and the

atmosphere (situation, condition, norms, etc) that is used by teacher to interact and undergo the learning process optimally. In addition, it was proven by some previous researcher, like Zainah (2014) that shows the environmental media was useful and effective in teaching language, because 85% of the number students reached KKM (80).

Based on the problems in the field above, the researcher was challenged to do different ways in teaching, in this case is using environmental media as the learning media in teaching spoken descriptive texts and applied outdoor class in order to avoid boring speaking class in classroom. The final goal of this research was improving the students' speaking skill in spoken descriptive texts using environmental media.

1.2. Reasons for Choosing the Topic

The researcher had three reasons for choosing the topic. The first reason, the researcher chose speaking skill because speaking is one of the ways of communication and it is needed in every aspects of life. The second reason why the researcher chose the environment as the media for teaching speaking was that it is easy to conduct. The teachers do not need expensive or difficult things to support these media. Especially, for the school in that does not have enough facilities. In addition, by using environmental media, the students could observe the learning object directly, so that the students could describe orally the object in detail and accurately. Furthermore, the researcher used environmental media as the learning media was because students could enjoy the learning, increase their

motivation, and improve the speaking skill in describing something fluently. The third, the researcher focused on the spoken descriptive text because the spoken descriptive is rarely to be done. Usually, the teacher taught descriptive text in writing and reading skill. Then, the students still had low ability in mastering descriptive text. It was seen by the students' score in the first semester.

1.3. Research Question

The research was intended to answer the question: “was using environmental media effective to improve students' speaking skill in spoken descriptive texts in the eighth grade students of SMP Futuhiyyah Mranggen Demak in the academic year of 2016/2017?”

1.4. Objective of the Study

The objective of the study was to figure out whether using environmental media was effective to improve students' speaking skill in spoken descriptive texts in the eighth grade students of SMP Futuhiyyah Mranggen Demak in the academic year of 2016/2017.

1.5. Hypothesis of the Study

Hypothesis is a temporary statement of research question of the study (Sugiyono, 2010). There were two hypotheses in this study, as follows:

- a. Null hypothesis (H_0), which means there is no significant difference between the mean scores of the students who were taught by environmental

media and students who were taught without environmental media.

b. Alternative hypothesis (H_a), which means there is a significant difference between the mean scores of the students who were taught by environmental media and students who were taught without environmental media.

1.6. The Significance of the Study

The result of this research is expected to be useful for students, teachers, readers, or other researcher. There are two points of significance of this research. They are:

a. Pedagogical significance

This research helps the teachers to improve the students' speaking skill and they could create the fun learning environment during the lesson. For the students, they could be more active and they could participate in teaching and learning process. Therefore, among teachers and students, they could build good interactions during teaching and learning process.

b. Practical significance

For students, the environmental media is expected to help them to improve their ability in spoken descriptive texts and their confidence in speaking English because the students see and observe the object that will be described directly by going out of the class.

For the English teachers, the finding of the research is expected to stimulate the English teachers to be more creative in using media to teach speaking skill so that the students enjoyed more the teaching and learning process

and got enthusiastic to join speaking class to improve their speaking skill.

For the readers or other researchers, after reading this study, the researcher hopes that this research will give deep information about the use of environmental media in improving students' speaking skill in spoken descriptive texts and contribution to the teaching and learning process especially in teaching speaking English at Junior High School.

1.7. Limitation of the Study

The research must have the limitation in order to focus in achieving the goal of the study. This study focused on the speaking skill, especially in spoken descriptive texts. Then, the media used in this study was artificial environment like garden, mosque, and library which required students to go out from the class and observe the object directly.

This research applied quasi experimental design as the methodology of the study. Moreover, the research involved VIII B and VIII C class students of SMP Futuhiyyah Mranggen as the subject of the study.

1.8. Definition of Key Terms

In avoiding the ambiguity in this study, the researcher provided the definition of key terms, in this case were environmental media, speaking, and spoken descriptive texts.

1. Environmental media

Environmental media is the the place that consists of animate objects (humans, animals, plants), inanimate objects (goods/tools/aids), and the atmosphere (situation, condition, norms, etc) that is used by teacher to interact and undergo the learning process optimally (Hamalik, 2001 in Jumbri, 2016). It means that the students is not only faced the characteristic of the object in existence that the students can see, touch, and heard, but also something like the situation/condition, cultures, norms, etc. this is that distinguishes environmental media with realia.

According Sudjana (2007), there are three kinds of environment: 1) Social environment includes interaction people to their society, 2) Natural environment includes geographical situation, climate, temperature, season, rainfall, plants, and animals, natural resources (water, forests, soil, rocks and others), and 3) Artificial environment is environment that had created for purposes certain beneficial for human life.

2. Speaking

Speaking is the ability of someone to produce an oral language for the purpose to delivering or receiving information in communication and to say something in terms to express their opinions and feelings (Harmer, 2005). Kushartanti (2007) asserts in a simple word that speaking as set of voices uttered by someone and understood by someone else.

It means that speaking is one of the expressive and oral productive language skills, because the person who speaks required producing the exposure

ideas, feelings, and thoughts orally to others, so that people can accept and understand its contents.

3. Spoken Descriptive Text

Spoken descriptive text is a presentation where the students show and tell about specific thing in detail, such as color, size, shape, material made from, and many others (Maulida, et.al., 2012). In this study, it means that spoken descriptive text means oral activity in which students describe the object in their environment in the school, like garden, mosque, and library.

1.9. Outline of the Study

This research is divided into five chapters. Chapter 1, the researcher presents Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Hypothesis of the Study, Significance of the Study, Limitation of the Study, Definition of Key Term, and Outline of the Study.

Chapter II, the researcher presents Review of Related Literature which consists of The Nature of Speaking, Teaching Speaking in Spoken Descriptive Texts, Definition of Teaching Media, Environmental Media, and Review of Previous Study.

Chapter III, the researcher presents Method of the Study. It consists of the Research Design, Population and Sample, Research Instrument, Variables of the Study, Data Collection Technique, Procedure of the Study, and Data Analysis Technique.

Chapter VI, the researcher presents Description of the School, Description of Subjects, Validity and Reliability of Instrument, Pretest Analysis, Treatment, Post test Analysis, T – Test Analysis, and the Discussion of the Research Findings.

Chapter V, the researcher presents the conclusions and suggestions those were made based on the findings.