

CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the topic of the study. They are background of the research, problem of the research, objectives of the research, operational definition of the terms, significances of the research, and scope of the problem.

1.1 Background of the Research

In Indonesia, English is taught as one of the compulsory subjects at elementary school, junior high school, and senior high school. In the 2004 curriculum, it is stated that the teaching of English is intended to develop the students' skills in reading, listening, speaking, and writing (Departemen Pendidikan Nasional, 2004:1). Considering the reason, nowadays speaking has become the main emphasis in teaching English in junior high school with the consideration that speaking is very important to be developed.

Speaking in foreign language involves a variety of processes and learning, to perform all of them quickly requires an extensive practice. However, speaking skill was observed as a difficult skill to be maintained. Brown and Yule (1983:13) state that speakers typically go to considerable trouble to make what they are saying clear when a transaction is involved, and may contradict the listener if he appears to have misunderstood the message. It was reflected from students' ability to communicate in English, they cannot understand the spoken language because

they lack vocabulary. Students also need more practice since through practice students could learn how to express their feeling, emotion, thought, and their intention. Brown and Yule (1983:13) also describe that when the message is the reason for speaking, then the message must be understood. However, the teacher was not able to realize the students' problem in speaking and could not create a good situation in teaching learning process in the classroom.

In relation to the above ideas, preliminary study was conducted on March 20th by interviewing the English teacher and observing the students. From the interview, the English teacher revealed information that the VIIIA students in MTs Annidhom Jember were experienced some difficulties in speaking English. The students had difficulty to deliver their ideas because they lack vocabulary, afraid of making mistake and they did not have enough chance to practice in speaking English. Beside, it was not easy for students to speak English because they also had difficulties in constructing correct sentences. It was proven by the observation activity that the students got confused on how to start and how to make correct sentences orally in teaching learning process. It was supported by the data of speaking pre test. There were 19 students in the VIIIA class. The criteria of success in the speaking teaching learning process at this school is 70. There were only 3 students (16%) who got score ≥ 70 and 16 students (84%) did not achieve the minimum score.

Dealing with the students' speaking problem, the researcher and the English teacher should take certain action to enable students to speak English fluently and have an active learning to dig their interest and participation. Therefore, the researcher uses gallery walk method because gallery walk is one of

the most versatile learner centered activities. The gallery walk method connects learners to each other and learners to the training topic in a number of interesting, interactive ways (Bowman, 2005: 1). By the use of gallery walk method, the researcher hopes that the students are able to involve the additional motivation to find a new knowledge and be active to improve their self- confidence on English language especially in speaking English.

By knowing the existing problem, it needs solution to solve the problem of the VIIIA students' speaking skill in MTs Annidhom Jember. Therefore, it is necessary to conduct classroom action research focusing on increasing students' speaking skill entitled "Enhancing VIIIA students' speaking skill through gallery walk method at MTs Annidhom Jember in the 2016/2017 academic year".

1.2 Problem of the Research

Based on the background of the research above, the problems of the research are formulated as follow:

1. How can the use of gallery walk method able to enhance the VIIIA students' speaking skill at MTs Annidhom Jember in the 2016/2017 academic year?
2. How can the use of gallery walk method able to enhance the VIIIA students' activeness in English teaching learning process at MTs Annidhom Jember in the 2016/2017 academic year?

1.3 Objectives of the Research

Based on the research problem, the research objectives are formulated as follow:

1. To know how gallery walk method able to enhance the VIIIA students' speaking skill at MTs Annidhom Jember in the 2016/2017 academic year.
2. To know how gallery walk method able to enhance the VIIIA students' activeness in English teaching learning process at MTs Annidhom Jember in the 2016/2017 academic year.

1.4 Operational Definition of the Terms

1.4.1 Speaking Skill

In this research, speaking skill refers to students' ability in expressing or interacting in class that covers a good pronunciation, grammar, vocabulary, and fluency after the researcher taught the students by using gallery walk method.

1.4.2 Gallery Walk

Gallery walk is a classroom-based strategy that the students in groups move through different stations where a picture, topic, and question is posted for them to answer, interact and share knowledge about recount text in the process.

1.5 Significance of the Research

Every research must have its own significance to know why this research is made: this research is expected to have both theoretical and practical significance as follow:

1.5.1 Theoretical Significance

The result of this research are expected to be useful for the English teacher as a reference and consideration by using gallery walk method in teaching speaking in order to enhance the students speaking ability.

The result of this research are also expected to be used as reference for conducting further research, particularly, on varying speaking materials with different research strategies, to develop the students' speaking skill by using other kind of gallery walk.

1.5.2 Practical Significance

The result of this research are expected to be useful for teachers and readers, in order to use it in teaching learning process, to make the students more insterested in studying English. In addition, they can have a new learning experience by using gallery walk method in speaking English in that can help them to increas their speaking ability.

1.6 Scope of the Research

This research is intended to find out how gallery walk method can improve students speaking ability. The research was limited to VIIIA students of MTs Annidhom Jember in the 2016/2017 academic year that had specific problem in speaking.