CHAPTER I

INTRODUCTION

This chapter discusses some issues to the topic of the research. They are background, problem of the research, purpose of the research, operational definition of the terms, the significance and the scope of the research.

1.1 Background of the Research

Speaking is one of four language skills needed in human life. Speaking and human being cannot be separated from each other. According to Thornburry (2005:1) speaking is used to express their ideas and to communicate to people in civilized world. Speaking is so much a part of daily life that we take it for granted. The average person produces tens thousands of words a day.

According to Homby (1995) in Oxford Advanced Learners' Dictionary, speaking is making use of language in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech. Additionally, Fulcher (2003, p. 23) in Testing Second Language Speaking says that speaking is the verbal use of language to communicate with others.

Speaking plays an important role in communication. It is used to express and translate thought, ideas and feeling into language in spoken form. However, many Indonesian learners are usually afraid to speak English, because it is considered as difficult subject for them. This is probably caused by students' limitation in mastering the component of speaking. Besides, students practice

speaking English rarely. They only have a little chance to practice speaking out of class because most of their friends speak Indonesian.

The most difficult skill in teaching is speaking. It is also argued by Zhang (2009) that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors that cause difficulty in speaking namely; first inhibition, students are worried about making mistakes, fearful of criticism, or simply shy. Second, nothing to say in which students have no motive to express themselves. Next, low or uneven participation student is low or uneven participation student's only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. The last is mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

Preliminary study has been done at the tenth grade class of SMK Moch. Sroedji Jember. Based on the interview with the English teacher. It was found that the students still have some problems in speaking ability. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and do not feel confident to speak English. They still had difficulties in pronouncing certain English words. However, despite the fact that most students lack of vocabulary mastery, only few of them consulted a dictionary. Their competencies in grammar were also poor. Therefore, they preferred to be silent, passive, and not fully participate in the classroom activities.

As mentioned above, the tenth grade students' speaking ability of SMK Moch Sroedji Jember was low. Unless their problem is solved, the students may find more serious problem in their learning English in the next grade. The research is present to find an effective solution to improve students' speaking ability. Teaching speaking in the classroom should be interested and provided with appropriate technique in order to make students speaking skill improve and the process of learning enjoyable. One of techniques to be used in teaching speaking is inside-outside circle technique. According to Brown (2007, p. 47) Inside-outside circle technique is a cooperative learning strategy that really engages English language learners. This technique can give chances to all students to share information at the same time with a different partner in a short time and in a structural way. Inside-outside circle technique can make all students accountable for having something to say. Therefore, to make the speaking class more interesting, fun and enjoyable, it is decided to use Inside-Outside Circle Technique to Improve Students Speaking Ability in the tenth grade students' of SMK Moch Sroedji Jember.

1.2 Problem of the Research

Based on the background of the research, the research problems can be formulated as follow:

1. How can the use of inside-outside-circle technique improve the speaking ability of the tenth grade at SMK Moch. Sroedji Jember in 2018/2019 academic year?

2. How can the use of inside-outside-circle improve the students' active participation of the tenth grade at SMK Moch. Sroedji Jember in 2018/2019 academic year?

1.3 Objective of the Research

Based on the problem of the research above, the purpose of this research were formulate as follows:

1. To improve the students' speaking ability through inside-outside-circle technique of tenth grade students at SMK Moch. Sroedji Jember.

2. To improve the students' active participation through inside-outside-circle technique of tenth grade students at SMK Moch. Sroedji Jember

1.4 Operational Definitions of the Research

It is necessary to define the terms used in the title operationally to avoid misunderstanding between the writer and reader. Operational definition of the terms is the guidelines to notice the concept of the research problem. The terms that are necessary to be defined operationally are speaking ability and inside-outside circle technique.

1.4.1 Speaking Ability

In this research, speaking skill is the students speaking ability after being measured using a speaking test after being taught the proposed actions. In this research students are required to study through the inside-outside circles. To measure the students' speaking ability, oral test will be utilized, which will be assessed on four aspects including pronunciation, grammar, vocabulary and fluency.

1.4.2   Inside-Outside-Circle (I-O-C)

Inside-Outside Circle is a technique to teach English especially speaking by making a circle in the group to share their ideas while describing a picture with their partner.

1.5   Significance of the Research

It is expected that this research contribute some significant progresses in teaching speaking. The significances of this research is for teacher;

    a.   For English teachers

The result of this research are expected to be useful for the English teacher as information to recognize students speaking ability through Inside-Outside Circle. The information can be used as consideration to improve the teaching quality, manly in teaching speaking through Inside-Outside Circle Technique.

    b.   For the future researches

The result of this research are expected to be used as a reference and the source of information to conduct future research in the similar field of study by using different research method.

    c.   For the students

This study hopefully helps the students to improve their speaking ability.

1.6 Scope of the Research

The scope of the research is using Inside-Outside-Circle (I-O-C) technique in teaching learning process to improve the students' speaking ability. The research will be conducted at the tenth grade of SMK Moch. Sroedji Jember, which is located on Jl. Sriwijaya No.32 Jember.