

CHAPTER 1

INTRODUCTION

This chapter discusses some aspect dealing the topic of the research. They are background of the research, the problem of the research, the purpose of the research, the operational definition of terms, the significant of the research and the scope of the research.

1.1 Background of The Research

English is one of the international languages. There are many countries which still use English as their subject in language and teaching, especially in Thailand. English language teaching has been conducted in Thailand for more than a century. It was started in the reign of King Rama III (1824 -1851) by an American missionary (Darasawang, 2007). Although English has been taught in Thailand for more than a century, the English there is still low. This' level of English proficiency is low in comparison with many countries in Asia (e.g. Malaysia, Philippines, and Singapore), (Wiriyachitra, 2002).

Mastering speaking is not easy, from what the researcher have seen as an English teacher working in Songserm Wittaya School in Songkla Thailand over four months; the researcher was surprised that English was still poor there. The students were unable to answer the easy question such as “What are you doing?” In the first time, the researcher saw how the English teacher taught there was a little bit strange. One of the primary teachers was a lovely, friendly lady who handles 40 pupils who were totally out of control until she began copying a large

section of text from the textbook that every pupil happened to already have on their desks. As soon as she stood up, the boys and girls all began to copy whatever she wrote into their notebooks. When she had finished she sat down at her tiny desk at the behind corner of the room and simply sat there looking totally bored and disinterested. One by one the students would finish their copying and bring their notebooks up to her desk where she would tick and sign their work with a red pen whilst not even looking at what the children had written, and then the students would go back to their desks and resume playing, fighting or dancing, etc. With perfect timing, the last student had their book 'marked' just as the lesson finished and she stood up and walked out of the room. Suffice to say, the researcher was absolutely gob smacked. That is one of the reasons why they cannot speak English well. On this occasion, however, it was almost the same class doing that method in teaching and learning. If they did that they would get good score in their end of their semester.

Handling the student in Songserm Wittaya School was not easy; sometimes they go around the school in the middle of teaching and learning English program. It can be big problem if that situation still continues. Meanwhile, there was little bit different in class 4/3. The student can speak English a little bit better than the other class. The researcher started to observe the way English taught there. The researcher asked permission to the teacher who handled that class to do observation about the technique that was used in English language teaching. English taught every Wednesday and Friday. The time allocation was 50 minutes. On the first meeting, the researcher saw the teacher asked her students to read previous chapter together while stand up before they

began new lesson. When the researcher did the observation, the lesson was in chapter 2, the topic was recreation. The teacher asked the student to read what in that book intensively, it means they should understand the meaning, which make them can find new vocabulary for their speaking. Base on the observation, the techniques used by the teacher in teaching speaking at Songserm Wittaya School especially in 4/3 grade was intensive reading.

This research paper is going to look at how is intensive reading effective on students' speaking ability at 4/3 grade in Songserm Wittaya School Songkla-Thailand. According to Algozaly and Ahmed (2015) intensive reading can greatly improve and reinforce students' speaking skill. This is obvious when they grasp the meaning of reading text, that is to say the idiomatic expressions and phrasal verbs which we formed in the written text can also be expressed in the oral communication. Moreover, they assured that intensive reading increases students' command of vocabulary which they need and enable them to develop the oral communication.

1.2 Problem of the Research

Having given the background of the study, it would like to identify the problem of the research, how is intensive reading effective on students' speaking ability at 4/3 grade in Songserm Wittaya School Songkla-Thailand?

1.3 Purpose of The Research

This research purpose is to describe the effectiveness of intensive reading on students' speaking ability in Songserm Wittaya School Songkhla Thailand, especially in 4/3 grade.

1.4 Operational Definition

The operational definition will guide the reader to understand the concept of the research.

1. Intensive Reading

Intensive reading is able to read kinds of English book (book, long article, long essay, crowded advertisement, newspaper, magazine, etc) intensively to get not only know the meaning of that story, the students also can get and learn the structure of the text and fine new vocabulary for their speaking.

2. Speaking Ability

Speaking ability is the ability of the speaker who able to speak English to the listener and the listener understands the speaker says.

1.5 The Significant of The Research

The significant of this research is to know whether or not intensive reading effective on students' speaking ability. In teaching and learning, it can be helpful for teachers as a consideration in teaching speaking English while for the research can be beneficial reference for other researchers who want to observe whether or not intensive reading effective on students' speaking ability.

1.6 Scope of The Research

This research focuses on speaking ability through intensive reading. The scope of the study is in Songserm Wittaya School Songkhla, Thailand, especially in 4/3 grade which has 30 students (four males and twenty-six females).