

Chapter One

Introduction

This chapter presents several points related to the main problem of this research. This chapter also elaborates the background why this research is conducted and the limitation of this research. Furthermore the objectives of the research are included in this chapter in order to answer the research questions. This chapter proposes some advantages of this research for the researcher itself, for both students and teachers or lecturers that are involved in education, and also for other researchers. Finally, this chapter presented the outline for the entire research.

Background

Speaking is one of four language skills which is very important. Students should master speaking skill to be able to engage. Nunan (1989) mentioned that speaking skill is the most important thing in learning second language, especially in English. It is used to deliver students' feeling, opinion and students' goals.

Speaking skill plays an important role in communication. It is because students have to understand language both in oral and in written form. Students should have a skill to deliver their aim and mind by doing a conversation to others. Students who do not have a speaking skill cannot get information and deliver their mind clearly.

Speaking is closely related to the listening skill because listening skill can support in engaging the conversation. Zhang (2009) argued that if the students cannot listen well, they cannot speak fluently. By getting many inputs from many resources continually, students can speak fluently. Li and Wang (2015) stated that students can get many inputs from their listening, whenever they can get input from listening music, watching movies, sometimes doing a conversation to a native speaker. What they say is affected by what they hear before.

Learning speaking is an activity where students try to speak English fluently in the class, and also how to apply speaking English on their daily conversation as a communication tool. Learning speaking is a way in practicing students' speaking skill by doing a conversation practice and speech. Learning speaking focuses on how students speak English without a text or notes. It is an exercise where students speak and transfer their feelings confidently and clearly.

The students have their own difficulties in learning speaking. Particularly in the learning speaking for Senior High School students, some students face different problems on their speaking performance. Mukminin, Noprival, Masbirorotni, Sutarno, Arif and Maimunah (2015) wanted to describe and understand the sources of Senior High School students' English language speaking anxiety at Senior High Schools in Jambi. The findings found five majors which are interconnected to the students' English language speaking anxiety. First, students are low speaking skill due to lack of vocabulary and grammar. Second, they fear of negative responses from others. Third, students were lack of self-confidence to speak English and they fear of being evaluated by teachers.

Lastly, students' cultural influences to speak English due to more teacher-centered style.

Speaking remains the most difficult skill to master for the majority of English students. They are still incompetent in communicating orally using English. Hosni's research (2014) showed that the difficulties in speaking focus on 3 areas, such as linguistic difficulties, mother tongue and inhibition. Linguistic difficulties could be observed when students are struggle to find the appropriate vocabulary items when trying to speak in English. This reflects their insufficient vocabulary collection. After that they find it hard to get the words to build sentences when they try to express their ideas. Mother tongue or first language use also as the other students' speaking difficulties. Students' inadequate vocabulary collection and weak sentence building skills are the reasons that the students tend to use the mother tongue. Lastly is inhibition. It happens when students' participation are very low, students feel afraid and shy when they speak English in front of the class due to they are afraid of making mistakes and foolishness.

There are many teaching method to teach speaking. Kayi (2006) stated that teaching methods which are used in teaching speaking are role play, simulations, information gap, brainstorming, storytelling, interview, story completion, reporting, play cards, picture narrating, picture describing, and finding the difference. Pair-taping is one of teaching method that is used in learning language especially in speaking. Kubo (2009) stated that Pair-taping is a method which is used by the teacher to train their students' speaking continually. Pair-taping is a method where students should record their conversation in a group. Students are

given some topics by teachers then students should discuss and record it. After that teachers will give a feedback through the recording. This activity can increase students' speaking skill because students practice the language for daily.

The benefit of using Pair-taping method in improving students' speaking performance is interesting to be studied. The research about using Pair-taping as a teaching method in learning speaking is still scarce, so this research is very important to enrich the research within the area of students. This research attempts to identify the improvement on speaking performance after doing this activity intensively by evaluating the score before and after the treatment using oral interview test. This research is important to carry out in Vocational High School because it can overcome students' difficulties in speaking performance. Improving students' speaking performance in Vocational High School is very important because after graduating from schools, they have to be ready to work. In improving students' speaking performance, teachers can apply Pair-taping method in the class as the way to train students to speak using English as a daily communication tool.

One of the schools where some students want to speak English but they are difficult to speak English is Vocational High School 1 Godean (*SMK N 1 Godean*). Based on the researcher's observation, there were some students who difficult to speak English fluently and lack of confidence to do a conversation to others because sometimes the teachers taught English could not attract students' motivation in speaking. Frequently the students difficult to develop their speaking skill, because of inappropriate teaching method. Some teachers taught only how to

make a good sentence without doing a conversation practice and also used a teaching method which could not support students to speak continuously in the class. The researcher is interested to investigate the effectiveness of using Pair-Taping method in speaking activity by doing a research entitled "The Use of Pair-Taping method in Improving Students' Speaking Performance at *SMK N 1 Godean*".

Regarding the importance of speaking, teachers as the ones who contribute more in students' success should lead their students to be good speakers. As it is impossible to be successful without facing difficulties. The students will also find difficulties in speaking by producing mistakes and errors before they are proficient in speaking English. The teachers can help the students to correct their mistakes and errors by giving feedback on their speaking performance. It can make students know how well they are doing as they learn and show the aspect that the students should be improved. In other words, students need feedback to facilitate their speaking with minimum mistakes and errors as well as maximum accuracy and clarity. Thus, the feedback will provide guidance to the students to produce better oral production.

Based on researcher's observation, there were some difficulties in learning speaking. Linguistic difficulties are often faced by students on their speaking. For the example some students were poor of vocabulary and it makes students felt hard to find an appropriate vocabulary. Sometimes students felt difficult to pronounce some vocabularies and felt hard to get the words to build sentences to express their feeling. Pair-taping method can be used as an alternative teaching

method to enhance students' speaking performance. This research is very important to study whether pair-taping method can be a solution to overcome students' problem in speaking.

Identification of the Problem

Many students have already learned about how to speak English on their previous level of education. It begins from Elementary until High School. They have learned many kinds of English words. In Elementary School, students learn the basic of English like kinds of vocabulary, such as things, fruits, name of family, and name of transportations. In Junior High School, students learn English basic but more specific such as tenses, greetings, leave taking, description text, narrative text and recount text. In Senior High School and Vocational High School, they learn how to do a conversation in greetings, leave taking, giving directions, tenses in more complexes and try to practice it as a communication tool.

Students faced different challenges in learning English. Based on researcher's observation, students faced some problems in learning speaking. First, students felt lacks of confident to speak in front of the class and to the other. Second, students also did not have many collections of vocabulary, so they could not speak fluently. Third, students felt shy to speak English. Meanwhile, students would be easier to use their first language than spoke using English. Next, students also felt afraid making a wrong pronunciation and could not pronounce some vocabulary clearly. Sometimes the other students felt afraid to give and share their opinion using English. They did not have a motivation in learning

speaking. When they learned English in the class, they would feel bored easily. Some students disliked learning speaking because they always thought about grammar when they wanted to speak English.

There are many teaching methods in teaching speaking; one of them is Pair Taping. The researcher tries to know the effectiveness of using Pair-taping as a teaching method to enhance students' speaking performance which is applied in the class intensively. The result of this study can be useful for teachers, who teach speaking in the class as one of teaching method to improve students' speaking performance.

Limitation of the Problem

Pair-Taping is one of teaching methods where teachers try to push students' speaking English continually in the classroom. The researcher tries to identify the significant effect on students' speaking performance in teaching speaking using Pair-Taping method during the treatments. By knowing the effectiveness of applying Pair-Taping method on students' speaking performance, Pair-Taping method can be applied in teaching speaking.

This research focused on the effect of Pair-taping method toward students' speaking performance which is specified on the using of English for daily conversation. It is suitable with the syllabus such as giving introduction, retelling their previous experience, and communications which are usually faced by the secretary such as on telephone, doing a meeting, an appointment and a

reservation. This study was conducted in *SMK N 1 Godean* and it involved students of grade XI.

Research Question

The research question of the study is set as follow:

How is the effectiveness of using Pair-taping method in improving students' speaking performance at *SMK N 1 Godean*?

Purpose of the study

Based on research question above, the objective of this research is:

To explore the effectiveness of Pair-taping method as a teaching and learning speaking method to improve students' speaking performance at *SMK N 1 Godean*.

Significance of the study

There are four significant points of this study. The significances of the research are as follows: researcher, students, teachers and lecturers and then other researchers.

Researcher. This research contains information about speaking performance, how to apply Pair-taping method in learning speaking and speaking difficulties. After getting information, researcher knows the using of pair taping method in speaking and also improving speaking performance.

Students. From this study, students know some things. First, students know the information about difference score before and after using pair taping

method. Second, students can identify their weakness in speaking. Last, students get information about how to improve their speaking performance.

Teachers and lecturers. This research discussed about the use of Pair-taping method in teaching speaking. The findings from this research help lecturers and teachers in contributing the development of teaching and learning English. Second, this research might also help lecturers and teachers in improving their teaching ability where it is used to develop the quality of English teachers and lecturers. Last, this study gives several recommendations on how to teach speaking and to give motivation for students to improve their speaking performance.

Other researchers. This research can inspire the other researchers in conducting the next research related to the Pair-taping method, such as in teaching and learning speaking process. They may use the result from this study to do a research in widely area in language teaching and learning English, especially in speaking performance.

Outline of the Study

There are five chapters in this study namely introduction, literature review, research methodology, finding and discussion and conclusion.

Chapter One presented about research introduction consists of background, identification of the problem, limitation of the problem, research questions, purpose of the study, significance of the study, and outline of the study.

Chapter Two discussed about a review from this study, related literature. There are three sub-chapters, firstly present about definition of terminology, and then applying of Pair-Taping in teaching speaking. Finally, it discusses about theoretical framework used in this study.

Chapter Three presented about research methodology. This study used a Quantitative method. The population of the research is students of *SMK N 1 Godean* grade X. Data collection method used test in an experiment in *SMK N 1 Godean* and data analysis employed is descriptive statistic.

Chapter Four discussed about the finding. This chapter explained the findings of the research question in detail. The findings consisted of some points such as pretest and posttest condition and also the possible factors which affected students' speaking performance. Moreover, six elements of speaking which were affected by using Pair-taping method were also identified by using *Effect Size*.

Chapter Five presented a conclusion. This chapter consisted of two sub-chapters which are conclusion and recommendation. Conclusion in this chapter is presented to conclude the result in detail. Besides, the recommendation for students, teacher or lecturer and future researchers are also presented.