

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

Speaking is called as the key of communication. People communicate the language in two ways, speaking and writing. Speaking is a process conveying meaning what we feel, see and think to interlocutor. Speaking is also simpler to be done and understood. So, speaking plays a very important role in the human communication.

In learning English, the purpose of teaching speaking is to make students able to initiate and sustain conversations, face to face, with native speakers, or more fluent individuals and students can also select the vocabulary appropriate to arrange of topics and they can apply in daily activity. According to Pollard (2008, p.14), speaking is included the productive skills because it involves the students to produce the language. In process of communication, speaking is an important thing to interact between one to the others. Pollard (2008, p.33) said that speaking is one of the most difficult aspects for the students to be mastered. Although many learners say that speaking is difficult to be mastered, not a few of learners want to learn it. It shows that how important role of English in human life is.

Speaking is a productive skill that is taught at Junior High School 1 Reteh Pulau Kijang and it becomes the compulsory subject. The curriculum used in the school is 2013 curriculum. The purpose of teaching English is

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formulated based on basic competence such as attitude, knowledge, and skills. Based on the syllabus at Junior High School 1 Reteh Pulau Kijang, there are two basic competences that should be achieved by students. The first one is the students should be able to express the meaning of transactional conversation (*to get things done*) and interpersonal conversation (socialization) simply by using a variety of spoken language accurately, fluently, and interact that involves expression of asking, giving, reject, refused service, asking, giving, and refused thing, acknowledge and deny a fact, asking and giving opinion. The second one is the students should be able to understand and response the transactional conversation and interpersonal conversation simply by using a variety of spoken language accurately, fluently, and interact that involves expression of inviting, receiving and refusing invitation, agreeing or disagreeing praise and giving congratulation. the researcher used oral test to test students' speaking ability.

Based on the researcher's preliminary observation at Junior High School 1 Reteh Pulau Kijang, English was taught twice a week with the duration 90 (2x45) minutes and the passing grade for English is 75. The English teacher at Junior High School 1 Reteh said that there were some of the students who could not achieve the passing grade. To solve the problem, the English teacher taught their students by using many strategies such as role play, snowball, and direct speech. But unfortunately, these teaching strategies were ineffective because the students still do not know how to express their idea.

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The writer found that it was difficult for the students to spoken use spoken English. The students could not speak because the students often did not have self-confidence to speak in English, the students felt shy to speak English, and the students still had lack of vocabulary. The environment or situation of students is important thing in teaching and learning speaking activity, the students always remember about the activity or their speaking English and the students need to practice their speaking and also ask other person around them if they find some difficulties without being afraid.

After conducting the observation, the researcher found the following phenomena: The first is some of the students were not motivated to perfoeme spoken English in front of class. The second is some of the students did not have confidence to speak English. The third is some of students got bored while learning process. The last is some of students did not pronounce well in speaking or daily conversation.

Actually, the problem faced by students is caused by some factors, one of which is a teaching strategy. There is good strategy as a solution of their problem. It is called instant assessment strategy in teaching speaking.

Therefore, based on the explanation and phenomena above, the researcher is interested in carrying out a research entitled: **“The Effect of Using Instant Assessment Strategy on Students’ Speaking Ability at Junior High School 1 Reteh Pulau Kijang.”**

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B. Problem of the Research

1. Identification of the Problem

The identification of the problem in this research is as follows:

- a. Why are the students not motivated to perform spoken English in front of class?
- b. Why do the students not have confidence to speak English?
- c. What makes the students get bored while learning process?
- d. Why do the students do not pronounce well in speaking or daily conversation?

2. Limitation of the Problem

Based on the problem identified above, the researcher focus and limits the problem on the effect of using instant assessment strategy on students' speaking ability at the eighth grade of State Junior High School 1 Reteh Pulau Kijang.

3. Formulation of the Problem

Based on the limitation of the problems stated above, the problem is formulated in the following research questions:

1. How is the students' speaking ability taught by using instant assessment strategy at Junior High School 1 Reteh Pulau Kijang?
2. How is the students' speaking ability taught without using instant assessment strategy at Junior High School 1 Reteh Pulau Kijang?

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3. Is there any significant difference in the students' speaking ability taught by using and without using instant assessment strategy at Junior High School 1 Reteh Pulau Kijang?
4. How large is the magnitude of significant as the effect of using instant assessment strategy on students' speaking ability at Junior High School 1 Reteh Pulau Kijang.

C. Objective and Significance of the Research**1. Objectives of the Research**

The researcher carries out this research for several objectives as stated below:

- a. To find out the students' speaking ability taught by using instant assessment strategy at Junior High School 1 Reteh Pulau Kijang.
- b. To find out the students' speaking ability taught without using instant assessment strategy at Junior High School 1 Reteh Pulau Kijang.
- c. To find out if there is any significant difference in the students' speaking ability taught by using and without using instant assessment strategy at Junior High School 1 Reteh Pulau Kijang.
- d. To find out the large of significant as the effect of using instant assessment strategy on students' speaking ability at Junior High School 1 Reteh Pulau Kijang.

2. Significance of the Research

- a. As the researcher's contribution to educational field, especially for students in learning speaking English, because this strategy helps them to improve their speaking ability.

- b. These research findings are also expected to be useful information to the English teacher at Junior High School one Reteh Pulau Kijang.
- c. To enlarge the researcher's knowledge about the technique of teaching speaking.

D. Definition of the Term

To avoid misunderstanding and misinterpretation about some terms used in this research, the writer defines them as follows:

Instant Assessment Strategy

Strategy in teaching speaking is very important for teacher in teaching learning process. Instant Assessment is one of the strategies that is used in teaching learning process. Instant Assessment is a fun, nonthreatening strategy to get to know the students. It is used to assess "instantly" students' background, experiences, attitudes, expectations, and concerns. It means that the teacher can motivate the students to do something and can know about the students' response directly.

Speaking ability

Speaking is one of the four skills in teaching learning process. According to Cameron in Wahyudi (2013, p.3), speaking is the active use of language to express meaning so that other people can make sense of them. Richard and Renandya (2002, p.201) noted that speaking is used to many different purposes and each purpose involves different skills. It has the most important purpose in communication at any situation.

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In this research, speaking skill is an active process of communication for students divisible information in teaching learning English process.

E. Reason for Choosing the Title

There are some reasons why the writer is interested in conducting this research :

1. The title of this research is relevant to the researcher's status as a student of English Education.
2. The problems of this research are not yet investigated by other previous researchers.
3. The location of the research facilitates the researcher in conducting the research.