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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts (Chaney in Kayi, 2006, p.54). Speaking is an important skill in learning and teaching English. It is one of the language skills beside listening, reading, and writing that must be mastered by English learners. Language is a fundamental part of total human behavior, and behaviorists examined it as such and sought to formulate consistent theories of first language acquisition (Brown, 2000, p.22). Speaking is the oral communication by which people can deliver information to each other in daily life, especially in the school environment. Through speaking, someone can express and exchange ideas, information. Speaking is a language skill that is developed in child life, which is produced by listening skill, and that period speaking skill is learned.

Speaking has been regarded as a mere implementation and variation, outside the domain of language and linguistics proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Therefore, Clark and Clark in Nunan, (1991, p.23) said that speaking is fundamentally an instrumental act. Speakers talk in order to have some effects on their listeners. It is the result of the teaching learning process. Students' skill in conversation is a core aspect in teaching speaking, it becomes a vital aspect in



expressing meaning, as Nunan (1991.p.39) states that the success in speaking is measured through someone's ability to carry out a conversation in the language.

We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

SMKN I KANDIS is one of the vocational high school that uses School Based Curriculum (SBC) in the process of teaching and learning. As a formal education, this school also has English subject to teach for the students, especially in speaking skill. The passing grade is 75 (seventy five). The standard competency is that the students must be able to understand the meaning of monologue of the descriptive text accurately, smoothly, and frequently in transactional communication in daily life context and to access knowledge. Meanwhile, the basic competency is the students must comprehend the daily conversation in a professional context as well as privately with people who are not the native speaker and speaking skill should be achieved by the tenth-grade students of vocational high school.

The basic competences of speaking based on SMKN I Kandis's syllabus are:

1. The students understand the basic expressions in daily context
2. The students mention the name of things, person, characteristics, time, day, month, and year.
3. The students describe things, person, characteristics, time, day, month, and year.
4. The students explain the activity that is happening.



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Stern in Risnadedi (2001, p.56-57) said watch a small child's speech development. First, he listens, then he speaks, understanding always produces speaking. Therefore, this must be the right order of presenting the skills in a foreign language. In this learning of language included speaking, there is an activity of speaker or learner and it has to have an effect to build speaker's or learner's desires and express how his/her feeling and acting out his/her attitudes through speaking. Thus, the learning of speaking will not be separated from language.

On the other hand, speaking can be called as oral communication and speaking is one of the skills in English learning. This becomes one important subject that teacher should give. That is why the teachers have big challenges to enable their students to master English well, especially speaking English in class or out of the class.

Wallace (1978, p.98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

For students in SMKN 1 Kandis, there are lots of facilities provided in order to increase their speaking skill. It is one of the ways to improve students speaking skill and it is one of the regulations that should be obeyed by the students' to complete their study there and they have to be able to present a prepared speech.



At SMKN 1 Kandis the students have been studying English since they started to study at Vocational High School 1 Kandis. Besides that there are many programs to improve students' speaking. In this case, students have to study in the class based on curriculum and outside class as an extracurricular from SMKN 1 Kandis.

In the school, English is taught 2 times for 45 minutes in a week. Then, SMKN 1 Kandis brings the lesson into 2 meetings so that the students learn English for 90 minutes each meeting in a week in SMKN 1 Kandis, speaking is integrated with reading, writing or listening skill. Then, the passing grade for English in SMKN 1 Kandis is 75 points. Thus, the students should achieve the passing grade that has been decided.

Based on the researcher's preliminary observation at SMKN 1 Kandis, the students were not interested in expressing their ideas by using the target language. The Teacher already used several techniques and strategies such as retelling, guessing game, Drama, small group discussion, question response and etc. The students also could combine English with Indonesian language in speaking and the teacher did not judge them speak grammatically all the time. But when the teacher lets them speak or explain about the topic, some of the students were not able to do it. Ideally, the students are able to speak English well. But, what is expected from the teaching and the activities was contrary to the reality. They also could not reach the minimum criteria of passing grade (KKM).



The fact, the students were still confused to speak in front of the class. Actually, in teaching-learning process, they wanted to share what they were thinking about, but they did not know what they wanted to say in English. The teacher picked on the students directly. So that, the students could not speak well. This method did not run well, because it did not make the students feel comfortable in teaching and learning process. Having a lack of speaking skill and not preparation are the main causes of this problem.

For the teachers, teaching speaking needs some strategies or techniques that can make the students understand the material. There are some strategies applied at SMKN 1 Kandis, they are role play, games, and making a dialogue. The students can perform them in front of the class. The teacher gives them five or ten minutes to prepare, then they perform it in front of the class. And the teacher asks the students to perform in turn in groups. However, it is difficult for the students to use this strategy because of the limited vocabulary and the confidence of the students to perform in front of the class. While one of them comes forward, the others will make a fuss. The problems can be seen as in the following phenomena:

1. Some students cannot express their ideas well
2. Some students are not able to speak accurately with good grammar
3. Some of the students are not able to pronounce the word well
4. The students are not able to speak naturally.

Graffiti board is a strategy that is a place for students to record their thoughts about a particular concept as they engage in a series of experiences

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related to the text. According to Brian Gonnella in Karl Marx, Graffiti is the art form of the proletariat. The bourgeoisie can't sell off the walls of their factories so whatever the workers write on them is finally there's to keep. It's an art that cannot be exploited by those who own the means of production, because graffiti exploits them first. The proletariat artist is using the property of the bourgeoisie as a canvas—essentially redistributing the use of property to the people. Those strategies above are recommended to be used in speaking class. The writer chose graffiti board because it can solve the problem in teaching learning process and the strategy makes the students active in the class.

The goal is to ensure that both partners can perform the skill or procedure. It means that it is a good strategy for the students in the learning process, especially in speaking that makes students speak and get active in the class discussion. Because the students must speak more and give the explanation to their friends.

Based on the phenomena above, the researcher is interested in carrying out of research dealing with improving the knowledge to support speaking skill. So, the researcher is encouraged to write a thesis entitled “The Effect of Using Graffiti Board On Students’ Speaking Skill At State Vocational High School 1 Kandis”

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B. The Problems

1. The Identification of The Problem

The researcher considers that discussing about speaking skill has several problems to be completely discussed in this research. Based on the symptoms above, some phenomena found in the teaching and learning processes are as follows:

- a. Why did some of the students still not speak fluently?
- b. Why did some of the students have lack of the vocabulary?
- c. Why did some of the students pronounce the word incorrectly ?
- d. Why were some of the students still weak in grammar?

2. The Limitation of the Problem

Based on the identification of the problems above, there are several problems involving in this research. However, the researcher considers the limitation of this research based on the knowledge, time, and finance. Thus, the researcher needs to limit and focus on solving students' speaking skill by using the effect of using graffiti board on student's speaking skill at Vocational High School 1 Kandis. It refers to the pronunciation, accuracy, fluency in retelling.

3. Formulation of the problem

From those phenomena, the writer would like to formulated into the following major and minor research question:

- a. Is there any significant difference of using Graffiti Board strategy at SMKN 1 Kandis?



- b. Is there any significant difference without using Graffiti Board strategy at SMKN 1 Kandis?
- c. Is there any significant difference between using and without using Graffiti Board strategy on students' speaking ability at SMKN 1 Kandis?

C. The Objectives and Significance of the Research

1. The Objectives of the Research

Specifically, this research intends:

- a. To find out the students' speaking skill taught by Graffiti Board strategy of the tenth grade at SMKN 1 Kandis.
- b. To find out the students' speaking skill taught without using Graffiti Board strategy of the tenth grade at SMKN 1 Kandis.
- c. To find out the significant differences of using Graffiti Board strategy of the tenth grade at SMKN 1 Kandis.

2. The Reasons for Choosing the Title

There are some reasons why the researcher is interested in conducting this research. They are:

- a. The title of this research is relevant with the researcher's status as a student of English Education.
- b. The problems of this research are not yet investigated by other previous researchers.
- c. The location of the research facilitates the researcher in conducting the research.



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D. The Definition of Key Terms

1. Effect

According to Longman Dictionary (2008.p.331), effect is a change of something or somebody caused by in something or somebody else, or result. It means that effect can be influenced by something toward something else. However, in this research the term of 'effect' is referring to the implication of two different variables, independent and dependent variable. Dependent variables is observed to determine what effect, if any, the other types of variables may have on it Brown (1988.p.10). Independent variables are variables selected by the researcher to determine their effect on or relationship with the dependent variables Brown (1988.p.10). Independent variable is Graffiti Board Strategy, while dependent variable is students' speaking skill of the tenth grade at Vocational High School 1 Kandis.

2. Graffiti Board Strategy

Short and Harste in Griffith (2003.p.1) state that graffiti board is easy to use with primary students because they can respond through art and/or writing. It involves placing a large sheet of paper at each table. Each group member takes a corner of paper and writes and sketches their thought about the book in a graffiti fashion. Their responses, comments, sketches, quotes, and connections are not organized in any manner. The goal is to record initial responses during or right after listening a book.

Then, group members can share their thinking using their graffiti as a reference.

3. Speaking Skill

According to thornbury (2006.p.208), speaking ability is a proficiency of using the language orally. In this research this term means that the way how the students explore their ideas in spoken language.

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