

CHAPTER I

INTRODUCTION

A. Background of Problem

In this world, English is one of the most important languages of communication. Speaking consists of producing systematic verbal utterances to convey meaning. Speaking in language is difficult especially for foreign language learners, because effective oral communication requires the ability to use language appropriately in social interaction. Diversity in interaction involves not only verbal communication, but also paralinguistic element of speech such as pitch, stress and intonation.¹ Speaking is the most common and important means of providing communication among humans beings. Speaking is linked to success in life, as it is important position both individually and socially. Speaking is interactive and requires the ability to co-operation in the management and clear articulation in valves use of organs of speech to product sounds.²

Based on the School-Based Curriculum (KTSP), in speaking skill for junior high school, there are three basic competences that should be achieved by the students of the second year of junior high school in the first semester. First, the students are able to express meaning of transactional (to get things done) and interpersonal (to socialize) accurately, fluently and thankful by using oral language. Second, the students are able to interact with environment that

¹ Kathleen M. Baylei, Nunan. *Practical Language Teaching Speaking* (New York, The Mc Grow Hill Companies, 2005) p.2.

² Oxford Advanced learners Dictionary.

involves to act speech. Greeting person that has been/ not known, introduce themselves or others, and giving command or forbid. Third, the students are able to express the meaning of the transactional conversation(to get things done) and interpersonal (to socialize) accurately, fluently and thankful to interact with environment that involves to act speech; asking and giving information, thankful and apologize, and politeness by using oral language.³

Referring to the School-Based Curriculum (KTSP) above, it is clear that English is a tool to communicate in oral and written form, so all the communicative competences should be developed very carefully and effectively. The communicative ability means that the students are able to understand and produce oral and written text in four skills: speaking, listening, reading and writing.

Based on the researcher's preliminary study at MTs hasanah, MTs Hasanah is one of the educational institutions in Pekanbaru. In this school, English is learned and taught as a compulsory subject. The school pays a good attention to this subject, the students learn English about one hundred and eighty minutes a week. Then, the passing grade for English subject in MTs Hasanah is 75 point. This school has done a lot of efforts to improve students' motivation in speaking. Ideally, the students should achieve the passing grade that has been decided and the students should be able to master all aspects of speaking subject. But in fact, the students of MTs Hasanah are still difficult to speak fluently. Students' communicative ability is still very far from the

³ *Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP) MTS Hasanah Pekanbaru 2011-2012*. Pekanbaru: Unpublished, 2011.

expectation and the target of the curriculum itself. Almost of the students still face some problems and difficulties in English, especially in speaking. The technique which is used in this school is a conventional technique. The teacher uses strategy or technique monotonously. The implementation of this learning process by using some techniques such as: teaching-centered, discussion, summarizing, retelling story, question answer, lecturing, explanation, discussion, and question response, etc. Generally, the teacher explains the material clearly and uses some examples. For instance, teacher teaches about narrative genre and then the teacher explains the material explicitly. After that, he or she asks students to perform in front of the class and gives a score for each student of their performance. It means that the speaking subject is taught maximally. But when the teacher lets them to speak or explain about the topic, some of the students are not able to do it. It can be seen in the following phenomena:

- a. Some of the students do not want to involve themselves in learning speaking instructions.
- b. Some of the students do not pay attention in learning speaking.
- c. Some of the students are not interested in learning speaking.
- d. Some of the students are lazy in learning speaking.
- e. Some of the students are not able to understand what the speaker says.
- f. Some of the students are afraid of making mistakes to speak English.
- g. Some of the students have lack of self confidence when they are speaking in front of class.

- h. Some of the students are not able to pronounce words accurately.
- i. Some of the students pause and stop their speech when they are speaking.
- j. Some of the students are not able to speak English grammatically.

According to Celce, motivation is a complex concept with many associated notions (e.g., interest, involment, self-concept, and self-efficacy).⁴ To improve students' motivation in speaking needs an appropriate strategy. This strategy was created by Spencer Kagan, Stand-Up Hand-Up Pair-Up (SUHUPU) strategy can increase students' motivation in oral communication skill and involve whole class to be enjoyed and fun learning process.⁵ On the other hand, according to Mantooth, Stand-Up Hand-Up Pair-Up (SUHUPU) strategy can be used in classbuilding. A class building activity that can be used to motivate, activate prior knowledge, close a lesson or group of lessons, review previously learned material, and to have fun and provides structured oral language development for students.⁶

Regarding with the symptoms that reasearcher explained above, the researcher is interested to conduct a research entitled: **“THE EFFECT OF USING STAND-UP HAND-UP PAIR-UP (SUHUPU) STRATEGY ON STUDENTS’ MOTIVATION IN SPEAKING ENGLISH OF THE SECOND GRADE AT MTs HASANAH PEKANBARU”**.

⁴ Celce Marianne, Muria (edt). *Teaching English as a Second or Foreign Language: third edition*. (Thompson Learning :London). P.199.

⁵ Kagan, Spencer. *Kagan Cooperative Learning*, published by Kagan Publishing • www.KaganOnline.com

⁶ Mantooth C. Stanley. *Engangement Ring: Effective Instructiional Strategies*. (Ventura County Office of Education) p. 13.

B. Definition of The Terms

In order to explain and avoid misunderstanding and misintepretation about the title and the content of the research, it is better to define the terms used in this research as follows:

1. Speaking

According to Brown. H. D, Speaking is the product of creative contruction of linguistic strings, the speaker makes choices of lexicon, structure and discourse.⁷ In this research, speaking is a way for the students to express their ideas in learning process.

2. Motivation

According to Celce, motivation is a complex concept with many associated notions (e.g., interest, involment, self-concept, and self-efficacy).⁸ This research tells about students' interest, involment, self-concept and self efficacy in speaking process. When the students have motivation and then they will show their effort to speak English.

3. Effect

A change produced by an action or a cause.⁹ Effect is related to a change that prodeded after using SUHUPU strategy on experimental group.

⁷ Brown. H. D. *Lenguge Assessment: Principles and Classrom Practice*. (Longman.com: San Fransicisco) p. 140.

⁸ Celce Marianne, Muria (edt). *Teaching English as a Second or Foreign Language: third edition*. (Thompson Learning : London). P.199.

⁹ *Oxford Learner's Pocket Dictionary: Forth Edition*. (New York: Oxford University Press)

In this research, effect is used to determine how the strategy influences students' motivation.

4. Strategy

Plan intended to achieve a particular purpose.¹⁰ Strategy is used to improve students' motivation.

5. Stand-Up Hand-Up Pair-Up (SUHUPU)

Stand-Up Hand-Up Pair-Up (SUHUPU) strategy can be used in classbuilding. A classbuilding activity can be used to motivate, activate prior knowledge, close a lesson or group of lessons, review previously learned material, and to have fun and provides structured oral language development for students.¹¹

C. The Problems

1. Identification of Problem

Based on the researcher's preliminary study at the second year MTs HASANAH, the researcher found a lot of problems as follows:

1. Some of the students are lazy to study
2. Some of the students do not want to respond what the teacher says.
3. Some of the students are not interested in speaking English in classroom.
4. Some of the students are unwilling to expend very much effort in speaking English.
5. Some of the students are not able to comprehend their own idea.

¹⁰ *Ibid.*

¹¹ Mantooth C. Stanley. *Engagement Ring :Effective Instructional Strategies*. (Ventura County Office of Education) p. 13.

6. Some of the students are bored in learning process.
7. Some of the students refuse to do their speaking performance.
8. Some of the students leave the class in speaking session

2. Limitation of the Problem

Based on the identification of the problems above, thus the problems of the research are limited to focus on the effect of using Stand-Up Hand-Up Pair-Up (SUHUPU) on students' motivation in speaking English of second grade at MTs HASANAHA.

3. Formulation of the Problem

The problems are formulated as follows:

1. How is the students' motivation in learning speaking being taught by using Stand-Up Hand-Up Pair-Up (SUHUPU)?
2. How is the students' motivation in learning speaking being taught without using Stand-Up Hand-Up Pair-Up (SUHUPU)?
3. Is there any significant difference between using and without using Stand-Up Hand-Up Pair-Up (SUHUPU) on students' motivation in speaking?

D. The Reason of Choosing the Title

There are some reasons why reseacher is interested in this research, the reasons are as follows:

1. Based on the problems found in observation this strategy is crucial to solve the problems. For instance, some of the students are not interested in speaking, because it is hard and makes them feel afraid. Therefore, this strategy is appropriate one for teacher to use this strategy.
2. This reasearch is very important to be discussed and give valuable contribution to the reseacher particularly and to English teacher generally to be recognized and applied that this strategy is used to increase the students' motivation in speaking.
3. The researcher is able to conduct this research because the reseacher has been teaching practice in this school.

E. The objectives and The Significance of the Reasearch

1. The Objective of the Research

- a. To find out about the students' motivation in learning speaking of the second grade at MTs Hasanah before being taught by using Stand-Up Hand-Up Pair-Up (SUHUPU) strategy proposed by the reseacher.
- b. To find out about the students' motivation in learning speaking of the second grade at MTs Hasanah after being taught by using Stand-Up Hand-Up Pair-Up (SUHUPU) strategy applied by the reseacher.

- c. To find out if there is a significant difference between using and without using Stand-Up Hand-Up Pair-Up (SUHUPU) toward students' motivation in learning speaking of the second grade at MTs Hasanah?

2. The Significant of the Research

- a. To fulfill one of the requirements for the researcher to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.
- b. Hopefully this research is able to benefit the researcher as a novice researcher especially in learning how to conduct research.
- c. These research findings are also hopefully useful and valuable especially for the students and teachers of English of the second grade at MTs Hasanah Pekanbaru to be considered in their teaching and learning process in the future.
- d. The research findings are expected to provide both theoretical and practical benefit for teaching English as a foreign language, especially for those who have great concerns in language teaching.
- e. To attract students' participation that studying English is enjoyable.