

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the parts in learning a language and it is one of the language skills that learners should be mastered. Basically, speaking is a students' way to convey their thought in oral and it becomes the pivotal thing in learning a foreign language, particularly English. Richards says the mastery of speaking skills in English is a priority for many second-language or foreign-language learners.¹ Consequently, learners should develop their spoken language proficiency and it should be practiced regularly and independently. It is difficult for students to speak English because it is not their mother tongue. Students also face difficulties to practice their spoken proficiency. They tend to translate word by word from their mother tongue into English. In addition, students need to find out appropriate words to convey meaning accurately. Besides, students also think twice to speak English and they think of grammar, vocabulary and another language features so they are difficult to speak English. In teaching a foreign language, teacher has the main role in students' speaking ability and it is a very challenging thing to teach speaking English for teacher.

¹Jack. C. Richards. *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), P. 19.

Based on the School-Based Curriculum of Senior High School 2010², the standards competence of speaking is to express the meaning of formal and sustained transactional and interpersonal conversation in daily life; to express the meaning of short functional text and a monolog in the form of report, narrative and analytical exposition in daily life.

Teaching speaking in school is not separated from interpersonal conversation and transactional conversation. Interpersonal conversation means that a conversation that is done to socialize between two or more people. While transactional conversation means that a conversation that is done to get feedback from the partners, for instance conversation about expression such as giving invitation, bargaining, expressing certainty. In addition, teaching speaking cannot be separated from monolog activity. Monolog activity is as categorized as extensive speaking-one of types of speaking. Extensive are oral production tasks including speeches, oral presentation, and storytelling. MAN 1 Pekanbaru also provides guidance for School-Based Curriculum in learning and teaching English.

Based on preliminary research, teacher usually explained the lesson and students were asked to do an exercise and checked the exercise classically. Then, the teacher followed up whether students understand or not

² Department of National Education, *School Based Curriculum Syllabus of English*. 2010.

the lesson. Consequently, it still made them difficult to understand the lesson. The writer tried to propose a technique which was never taught to students so that there was a variety of learning English for students. It aimed at attaining with the minimum criteria of passing grade, which is 75, especially for second year students. This grade comprises of the integration of those language skills, listening, reading, speaking, and reading. Though this school had done a number of efforts to increase students' English competence, the students seem not to perform their English proficiency based on the curriculum given. Based on the preliminary research, the symptoms were as follows:

1. Some students had poor vocabulary to speak English in performing monolog
2. Some students were not able to pronounce English words well in performing monolog
3. Some students were not able to speak English in correct grammar in performing monolog
4. Some students were not able to convey their ideas fluently in performing monolog
5. Some students were not able to comprehend English well in performing monolog

The writer assumed that some of students' difficulties in speaking English might be caused by the uninteresting teaching strategy that had been used by the teacher. In teaching and learning process, teacher used

monotonous technique that caused the students could not improve their speaking ability. The teacher had to be creative to manage the strategy in teaching and learning process

Therefore, there would be techniques which coped with students' difficulties in speaking and the writer tried to propose only a solution to overcome those obstacles by using Fluency Workshop technique that was developed by Rita Wong, to aid students in fostering their pronunciation and it includes spoken proficiency.³ This technique was chosen because it allowed the students a sense of improved fluency which was categorized in speaking ability. Students integrated expressing idea and honing their fluency in speaking. Students' language development depends on what they experience in teaching and learning process, and teacher should be able to create meaningful learning activities.

Furthermore, it would be a magnificent activity and had magnetism to drill students' speaking ability. The writer, therefore, was interested to point out the problems into a research entitled: **THE EFFECT OF USING FLUENCY WORKSHOP TECHNIQUE TOWARD STUDENTS' SPEAKING ABILITY IN PERFORMING MONOLOG OF SECOND YEAR AT MAN 1 PEKANBARU.**

³ Rita Wong. *Teaching Pronunciation: Focus on English Rhythm and Intonation*. (New Jersey: Prentice-Hall Inc, 1987), P. 17.

B. Problem

Based on the background illustrated above, it was very clear that the students had a lot of problems, especially in term of speaking English fluently and accurately.

1. Identification of the Problem

Based on the background of the problem, it was clear that some of the students of the second year at MAN 1 Pekanbaru still got difficulties in English course, especially in speaking.

The problems faced by the students, in this research, could be identified as follows: First, some students still had poor vocabulary to speak English in performing monolog; some students had a poor pronunciation; some students were not able to speak English grammatically in performing monolog; some students were not able to speak English fluently in performing monolog; and some students were not able to comprehend English well in performing monolog. Second, teacher used a monotonous technique that caused the students could not improve their speaking ability and the teacher had done some efforts to teach English well, in fact, students still had difficulties in speaking English.

2. Limitation of the Problem

Considering time, energy consumed and funds needed⁴, the writer would like to limit the students' problem on speaking ability at second year of MAN 1 Pekanbaru. In this research, the writer used Fluency Workshop Technique for the students' speaking ability in performing monolog of the second year at MAN 1 Pekanbaru.

3. Formulation of the Problem

Based on the limitations of the problems, thus, the problems of this research were formulated in the following research questions:

- a. How is the students' speaking ability in performing monolog taught by using Fluency Workshop Technique of second year at MAN 1 Pekanbaru?
- b. How is the students' speaking ability in performing monolog taught without using Fluency Workshop Technique of second year at MAN 1 Pekanbaru?
- c. Is there any significant effect of using Fluency Workshop Technique toward students' speaking ability in performing monolog of second year at MAN 1 Pekanbaru?

⁴ M. Syafi'i. *From Paragraphs to a Research Reports: A Writing English for Academic Purposes*. (Pekanbaru: LBSI, 2011), P. 95.

C. Objective and Significance Of the Research

1. Objective of the Research

This research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out the students' speaking ability in performing monolog taught by using Fluency Workshop Technique of second year students at MAN 1 Pekanbaru
- b. To find out the students' speaking ability in performing monolog taught without using Fluency Workshop Technique of second year students at MAN 1 Pekanbaru
- c. To find out the significant effect of students' speaking ability in performing monolog by using Fluency Workshop Technique in performing monolog at second year of MAN 1 Pekanbaru

2. Significance of the Research

Theoretically, these research findings are expected to support the existence of the theories regarding with the second or foreign language learning, teaching and acquisition and to enrich the theories dealing with speaking ability. Practically, these research findings are expected to give benefits to the writer as the researcher in conducting and improving perspective especially in educational research in English language teaching and learning. Moreover, the research

findings are expected to provide the students and the English teacher of MAN 1 Pekanbaru, especially with the information of their students' speaking ability in performing monolog. Finally, these research findings are also expected to provide the readers or those who are concerned with the process of language teaching and learning with the information both theories and practices.

D Definition of the Key Terms

To avoid misunderstanding and misinterpretation about some terms used in this research, it is necessary to define the terms as follows:

1. Effect

Effect is a change that somebody or something causes in something or somebody else, or result.⁵ The writer concludes that effect can be interpreted that give impact, influence, or impression which is appeared by something towards something else. But then, effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables.⁶ In other words, the researcher concludes that an independent variable had an effect; an effect size is calculated to determine how strong the independent variable's effect (e.g. fluency workshop technique) was on the

⁵ A S. Hornby. *Oxford Advanced Learner's Dictionary of Current English, Sixth Edition*, (New York: Oxford University Press, 2000), P.422.

⁶ Jack C. Richard dan Richard Schmidt, *Longman: Dictionary of Language Teaching and Applied Linguistics, Ed 3rd*, (London: Pearson Education, 2002), P. 175.

dependent variable (e.g. students' speaking ability in performing monolog). In addition, the researcher concludes that effect is the result that comes or changes because something else. However, in this research, the term of effect refers to give a good result of using Fluency Workshop Technique toward students' speaking ability in performing monolog of second year at MAN 1 Pekanbaru.

2. Fluency Workshop

According to Rita Wong, fluency workshop gives the students a sense of improved fluency which is categorized in speaking ability. It is a low-risk speaking task because it involves speaking to only one other person at a time.⁷ Fluency Workshop, in this research, means that teacher provides topics for students who are talking in pairs and one of them is a speaker and the other one is a listener, then the listener reports they have listened so that it can improve students' speaking ability.

3. Speaking Ability

Speaking is the ability to process information and language.⁸ In this research, speaking is as the students' ability in performing monolog of using Fluency Workshop Technique. The writer is expected to rehearse speaking skill in language learning.

⁷ Rita Wong, *Loc Cit*, P. 23.

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 2001), P.269.

4. Performing Monolog

Monolog is monologues, or (more specifically) oratory, ritual, insults, narrative.⁹ In this research, monolog is a part of assessing students' speaking ability especially in storytelling for experimental and control group.

⁹ David Crystal. *A Dictionary of Linguistics and Phonetics 6th Edition*. (Oxford: Blackwell Publishing, 2008), P. 148.