

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the activities done by language learners and it is one of the productive language skills. Speaking cannot be produced well without mastering grammar and vocabulary. In line with the idea above, Brown points out: “the ability to speak fluently is followed naturally from the teaching of grammar and vocabulary, with a bit pronunciation”.¹ It makes clear that in nature of teaching speaking there are contributions of grammar, vocabulary and pronunciation.

As one of the productive language skills, speaking plays an important role, because, it relates to a communication used by people, especially for literated society. Think of the importance of existence of the spoken language, Ur argues: “people who know a language are referred to as ‘speaker’ of the language, as if speaking included all other kinds of knowing; and the people who do not know the language are as foreign language learners”.² That is why; speaking appears as the most important intuitive one among the four English skills.

The process of teaching English in Indonesian educational institutions starts from the lowest to the highest level of Education. Speaking skill is categorized into the important skill of the four language skills that should be

¹ H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003), p. 140

² Penny Ur. *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press, 1991), p. 120

mastered by the whole learners. As the language skill, speaking is not only a difficult skill for the learners, but also it is a challenging activity which enables learners to be more serious in the activities of speaking. That is why; speaking is the priority for them. It is in relation to Richards, he says: “the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency”.³ This phenomenon has shown that speaking is the key of mastering English language.

Islamic Junior High School As-shofa is one of the Junior High Schools in Pekanbaru. As a formal school, this school also conducts teaching English to its students, especially in term of speaking skill. According to School Based Curriculum (KTSP), the purpose of teaching speaking in Junior High School is that: “being able to utter the meaning of transactional and interpersonal in short conversation and being able to utter the meaning of monologue conversation in form of descriptive, recount and narrative in the context of daily life”.⁴ The quotation shows that speaking skill needs many aspects that should be mastered by the learners.

Based on the writers’ preliminary observation at Islamic Junior High School As-shofa Pekanbaru, it was clear that some of the students still faced

³ Jack C. Richard. *Teaching Listening and Speaking: from Theory and Practice*. (Cambridge: Cambridge University Press, 2008), p. 17

⁴ *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah: Standar Kompetensi dan Kompetensi Dasar SMP/MTS*. (Jakarta: Badan Standar Nasional Pendidikan (BNSP), 2006), pp. 129-132

many problems and difficulties in learning English, especially in term of speaking skill. The teacher of English of Islamic Junior High School As-shofa Pekanbaru also still used Three-Phase Technique. The steps of the technique were, first, the teacher gave the example about descriptive text. Second, the teacher explained the generic structures of descriptive text. Third, the teacher asked the students to describe about thing, person, or place in front of the class orally. The students who had finished describing could listen to their friends who were speaking in front of the class. At last, the teacher gave a score for each student of their performance.

However, the speaking skill was taught maximally. The teacher had explained the material clearly and used some examples. But when the teacher let them describe about thing, person or place orally, some of the students were not able to do it.

Those factors above made students' speaking ability still far from the curriculum expectation. Even though they had already studied English since they were in the first semester. There was an indication that they still had many difficulties getting their minimum standard curriculum achievement (KKM). The minimum score that should be reached by the students was 85.

Based on the writers' observation, it showed that the second year students of Islamic Junior High School As-shofa Pekanbaru were still encountering difficulties in learning English, especially in term of learning speaking. The followings are the phenomena that the writer found during her preliminary observation:

1. Some of the students are not yet able to speak in English fluently.
2. Some of the students are worried of making mistakes.
3. Some of the students are not able to express their ideas into spoken language.
4. Some of the students are not able to use correct vocabularies in spoken language.
5. Some of the students cannot speak naturally.

However, based on the phenomena that the writer found, thus the writer would like to offer a different technique in order to make the learners' English achievement better. The technique is Pair Taping technique. According to Schneider, Pair Taping technique has a listening comprehension improvement similar to the regular students, but a significantly higher increase in enjoyment and ease in speaking. Then, Kluge & Taylor's also give their comment about Pair Taping technique. They said that it offered a simple and practical technique of getting students to develop more fluency in a foreign language as well as to take responsibility for their own oral language practice.⁵

Based on phenomena depicted above, it can be inferred that the second year students of Islamic Junior High School As-shofa Pekanbaru are still problematic in term of speaking. Therefore, the writer is interested in investigating the problems above into a research, entitled "*The Effect of Using*

⁵Peter Schneider. "Developing Fluency with Pair Taping". *JALT Journal*. Vol.15 (1993), pp. 55-62. (Retrieved: March 24, 2013).
<http://www.jalt-publications.org/jj/articles/2820-developing-fluency-pair-taping>.

Pair Taping Technique toward Speaking Ability in Descriptive Text of The Second Year Students at Islamic Junior High School As-Shofa Pekanbaru”.

B. Definition of the Terms

There are some terms involved in this research. Thus, to avoid misunderstanding toward the terms used in this research, the following terms are necessarily defined as follows:

1. Effect

According to Hornby, effect is change produced by an action or cause; result or outcome.⁶ However, in this research effect refers to the implication of two different variables in quasi experimental research between two variables (x and y). ‘X’ refers to Pair Taping technique and ‘Y’ refers to speaking ability (descriptive text).

2. Ability

According to Hornby, ability is capacity or power to do something physical or mental.⁷ In this research, the ability is a speaking ability especially in term of descriptive text.

3. Descriptive Text

Nur Zaida defines descriptive text as the text that describing a particular person, place, or thing in detail.⁸ In addition, according to Gerot and Peter, descriptive text is a text which describes an object, place, or

⁶A S Hornby. *Oxford Advance Learner’s Dictionary; of Current English: Fourth Edition*. (Oxford: Oxford University Press, 1989), p. 385

⁷*Ibid*, p. 2

⁸ Nur Zaida. *Practice Your English Competence*. (Surakarta: Erlangga, 2009), p. 9

person in a way that creates a vivid impression in the audience's mind.⁹ In this research, the students describe about a topic orally.

4. Technique

In reference to Richards and Rodgers, technique is different kind of classroom activity used by the teacher.¹⁰ In this research, writer used Pair Taping Technique.

C. Problem

1. Identification of the Problem

Based on the background of the problems above, it is clear that some of the second year students at Islamic Junior High School As-shofa Pekanbaru are still facing the difficulties in learning English, especially in term of speaking ability in descriptive text. To make the problems of this research clearer, thus, the problems of this research are identified as follows:

- a. Some of the students are unable to speak in English fluently.
- b. Some of the students are unable to use the correct grammar in their spoken language.
- c. Some of the students are unable to express their ideas into spoken language.
- d. Some of the students are unable to use correct vocabularies in spoken language.

⁹Linda Gerot and Peter Wignell. *Making Sense of Functional Grammar*. (Retrieved on March 27, 2013).

http://mmursyidpw.files.wordpress.com/2011/02/learning_description.pdf

¹⁰Jack C. Richards, John Platt and Heidi Platt. *Longman: Dictionary of Language Teaching and Applied Linguistics second Edition*, (London: Pearson Education Limited, 1992), p. 20

- e. Some of the students can not speak naturally.

2. Limitation of the Problem

Based on the problems identified above, encountering the weaknesses that the writer has, thus, the writer focuses the problems of her research on using Pair Taping technique and speaking ability in descriptive text of the second year students at Islamic Junior High School As-shofa Pekanbaru.

3. Formulation of the Problem

Based on the limitation of the problem above, thus, these research questions are formulated as follows:

- a. Is there a significant difference on students' speaking ability in descriptive text before using Pair Taping technique for experimental group and without using Pair Taping technique for control group of the second year students at Islamic Junior High School As-shofa Pekanbaru?
- b. Is there a significant difference on students' speaking ability in descriptive text after using Pair Taping technique for experimental group and without using Pair Taping technique for control group of the second year students at Islamic Junior High School As-shofa Pekanbaru?
- c. Is there a significant effect of using Pair Taping technique on students' speaking ability in descriptive text of the second year students at Islamic Junior High School As-shofa Pekanbaru?

D. Objective and Significance of the Research

1. Objective of the Research

- a. To Find out whether there is a significant difference on students' speaking ability in descriptive text before using Pair Taping technique for experimental group and without using Pair Taping technique for control group of the second year students at Islamic Junior High School As-shofa Pekanbaru?
- b. To Find out whether there is a significant difference on students' speaking ability in descriptive text after using Pair Taping technique for experimental group and without using Pair Taping technique for control group of the second year students at Islamic Junior High School As-shofa Pekanbaru?
- c. To Find out whether there is a significant effect of using Pair Taping technique on students' speaking ability in descriptive text of the second year students at Islamic Junior High School As-shofa Pekanbaru?

2. Significance of the Research

Hopefully, these research findings are expected to be:

- a. Very meaningful, especially for the writer as a novice researcher in term of learning how to carry out a research.
- b. These research findings are also expected to be valuable inputs for both teacher and students of English of the second year at Islamic Junior High School As-shofa Pekanbaru as a consideration for the following teaching points.
- c. Besides, these research findings are also expected to be meaningful, especially for those who are concerned with teaching and learning of English.

d. Finally these research findings are also expected to be meaningful inputs for both, practical and theoretical development of TEFL (teaching of English as foreign language) and TESOL (teaching of English as second language) in general.