

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a skill that needs an oral ability to produce ideas on mind, especially for English language. It is not an easy job to do. Students should study and practice it well and routinely. From the educational side, speaking is a skill that includes in English subject. It must be studied by the students from kindergarten to university level. The students are exercised to come up their ideas orally. They learn how to speak English grammatically and politely. “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.”¹ It means that the success of English course can be seen from the ability of students to speak English well. It is the point that proves the students are good at English subject. So, all of the students should study and master English seriously, especially for the speaking skill.

Teaching English in senior high school and in university are different. The students of senior high school do not study English deeply like at the university students. They only learn English generally, such as grammars, kinds of texts, and expressions. They also more focus on the material of English subject than explore the English skills of students.

¹ Jack c. Richards. *Teaching Listening and Speaking from Theory to Practice*. (New York: Cambridge University Press, 2008). p. 19.

SMAN 3 Pekanbaru is one of the schools that is located at Yossudarso street in Rumbai. This school uses School-Based Curriculum (SBC) as its guidance in teaching and learning process, including teaching English. In this school, the standard competence of English subject in SMAN 3 Pekanbaru for second grade is that students will be able to express the meanings in short functional text and monologue in the form of narrative, spoof and hortatory exposition in daily contexts.² It is also supported by the basic competence in syllabus of SMAN 3 Pekanbaru that states the students are able to express the meanings in formal and informal short functional texts accurately, fluently and accepted in daily contexts. And also they are able to express the meanings in simple monologue texts using oral language accurately, fluently and accepted in daily contexts, in texts of: narrative, spoof and hortatory exposition.³ From the curriculum, the writer can see that the English subject focuses on the genre of text. In this school English has been taught since the first year of English teaching period. English is taught twice a week with time duration about 45 minutes for one hour.

Based on the writer's preliminary observation, speaking has been taught by using comprehension-Based approach. In this approach, "language acquisition occurs if and only if the learner comprehends meaningful input."⁴ It means that this approach makes the students only produce the language based on what the teacher had given to them. They only read the conversation that was delivered on

² Eva Marlina. *Perangkat Pembelajaran Bahasa Inggris*. (Pekanbaru: unpublished, 2011)

³ *Ibid*

⁴ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language [third edition]*, (Heinle and Heinle, 2001) p. 9.

textbook orally. According to Murcia, this approach will not aid their acquisition or spontaneous use of the target language.⁵

In this school, English is taught from first to third grade. It also includes final examination in the third grade. English subject has been taught by the teachers of English. They have tried to teach their students maximally in order to make their students interested and habituated to express their ideas by using the target language. The teachers have already used many techniques to improve students speaking, for instance conversation, drama, and oral presentation. She let the students to express their ideas freely as much as they could. The students also could combine English with Indonesian language in speaking. The teacher did not judge them to speak grammatically all the time. So they could say everything based on the topic. In addition, outside of classroom the teachers also support it by providing other program such as English club. The students have been taught speaking maximally. Ideally, they do not have big problem of speaking. But some of students are still weak in speaking skill. They also cannot reach the demand of the minimum criteria of passing grade (KKM). The KKM of English subject is 70.

There are some phenomena occurring during the class according to writer's observation:

1. Some of students use grammar incorrectly when speaking English.
2. Some of students have lack of vocabulary to speak.
3. Some of the students are not able to pronounce English words well.
4. Some of students are afraid of making mistakes in speaking english.

⁵ *Ibid*

5. The teaching techniques do not give good contribution to teaching speaking

From the fact above, writer thinks that the teacher should solve this problem effectively. To help that problem, the writer suggests a strategy that can be used in the classroom by the teacher. The strategy is four corners strategy Four Corners strategy is a cooperative learning strategy that provides students with the opportunity to think about their opinions and then discuss those opinion with other. Students must decide if they agree, strongly agree, disagree, or strongly disagree with the statement. . It gives students chance to speak up and come up their argument

According to Walqui in Cara Bradley and Eric green, the four corners strategy is a cooperative teaching and learning strategy that inspires students to take part in group activities. It is most suitably used when students are lethargic and need some meaningful physical movement in refocus. This teaching strategy helps to develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context.⁶

The writer thinks that it is an appropriate strategy that can be used by the teacher in the classroom, because it is an activity that provides students' chance to speak up. So, from the elaborations above, the writer is interested in carrying out a research entitled: The Effect of Using Four Corners Strategy Toward Speaking Ability of The Second Year Students at SMAN 3 Pekanbaru.

⁶ Cara Bradley and Eric Green. *Four Corners Teaching Strategy*. Retrieved on february 20th, 2012. (<http://www2.uregina.ca/ctl/2011/03/09/four-corners-teaching-strategy/>)

B. Definition of Key Term

1. Four corners strategy

Four Corners is to provide content-rich topics in every unit, extensive opportunities to practice natural English, integrated skills, and a wide variety of engaging speaking activities.⁷

2. Speaking Ability

Cameron defines “speaking is the active use of language to express meaning, so that other people can make sense of them”.⁸ The speaking ability in this research means that the ability of a student to express ideas, feeling, opinion and the others orally.

C. Reason for Choosing The title

1. The researcher is interested in carrying out this research to know the effect of using four corners strategy toward students’ ability in speaking.
2. This research is relevant to researcher’s status as an English student of English Education Department in State Islamic University of Suska Riau.
3. This title has not been researched yet by the other researchers.

D. The Problem

1. The Identification of the Problem

Based on the background of the problem above , the problems of this research are identified such as :

⁷ Answer.com. ESL Journal,
http://www.cambridge.org/id/elt/catalogue/subject/project/item6585669/?site_locale=in_I
 D. Retrieved 30 June 2013

⁸ Lynne Cameron. *Teaching Language to Young Learners*. (Cambridge: Cambridge University Press, 2001) p. 40

- a. What makes some of students use grammar incorrectly when speaking English?
- b. What makes some of students have lack of vocabulary to speak?
- c. What makes some of the students are not able to pronounce English words well?
- d. What makes some of students are afraid of making mistakes in speaking english?
- e. Is there any significant effect of using four corners strategy toward students' speaking ability at second year of SMAN 3 Pekanbaru?

2. The Limitation of The Problem

Based on the identification of the problem above, it is clear that there are many problems in this research, thus, the problems of this research are limited to one of the problem, it is “ The teachers have lack of teaching strategy to teach students in speaking ability” Therefore , the writer used Four Corners Strategy to make students easy when they are speaking in English.

3. The Formulation of the Problem

The problems of this research are formulated in the following questions:

- a. How is the students' speaking ability taught without using four corners strategy at the second year of SMAN 3 Pekanbaru ?
- b. How is the students' speaking ability taught by using Four Corners strategy at second year of SMAN 3 Pekanbaru?
- c. Is there any significant effect of using Four Corners strategy toward students' speaking ability at second year of SMAN 3 Pekanbaru?

E. The Objectives and the Significance of the Research

1. The Objective of The Research

- a. To find out the students' speaking ability taught without using Four Corners Strategy at the second year of SMAN 3 Pekanbaru.
- b. To find out the students' speaking ability taught by using Four Corners Strategy at the second year of SMAN 3 Pekanbaru.
- c. To find out the significant effect of using Four Corners Strategy toward students' speaking ability at the second year of SMAN 3 Pekanbaru.

2. The Significance of the Research

The research activity is significantly carried out for the following needs. They are:

- a. To give some information to the teacher and the school about the effect of using Four Corners Strategy toward students' ability in speaking.
- b. To give some contributions to the students in order to improve students' ability in their speaking.
- c. To fulfill one of the requirements to finish the researcher's study in English education department of state Islamic university of SUSKA Riau.