

CHAPTER I

INTRODUCTION

A. Background

Language is a systematic means of communicating ideas or feeling by the use of conventionalized sign, sound, gestures, or mark having understood meaning.¹ People over the world use language as means of communication. It is one of the ways of how to express the ideas, feeling and wishes. So, language can be expressed not only by words but also by signs and gestures.

From the above description, language in speech has own roles and it is used to transfer meaning individually. It seems that language gives impetus to the coming up behavior approach on language teaching, then language teaching emphasizes linguistic system of the target language. So, mastering language learning is measured on how well the learners master the rule of target language.

There are many languages used as a means of communication by people all over the world. One of them is English; it has a role as international language. It is known as the first language taught in Indonesia. It is started from elementary school up to university because it is important for developing the science.

Speaking is one of the skills that has to be mastered by students in learning English. Good communication skills are needed in everyday life, in studying at college or university, and in any career based on such studies.² The ability to communicate in a second language clearly and efficiently contributes to the success of the students every phase of life. Therefore, it is essential that teachers

¹ http.webster in Munawar, 2002

² Robert Barras. 2006. *Speaking for Yourself*. Routledge: London. P. 1

pay great attention to speaking. Various speaking activities can contribute a great deal to develop a basic interactive skill necessary for life. The activities make students more active in learning process at the same time make their learning process meaningful and fun. According Brown, "Speaking is an interactive process of constructing meaning that involves producing, receiving information and processing information." By teaching speaking the teachers can show the importance of communication built by people for sharing and knowing about information.

The teaching of English should be an integral part of the four language skills.³ According to Brown, many students are difficult to speak and show their ability because the teachers do not use the correct strategy. They get difficulties, boredom and confusion in learning it. English teachers should be able to motivate the learners in learning this foreign language. Harmer states motivation means a kind of drive that encourages somebody to pursue a course action.⁴ It should be done by every English teachers in order that the students are interested in learning this language. English teacher must be able to manage the teaching by using certain method in teaching-learning process, so that the students will like it without filling bored.

In learning English, there are four skills which are necessary to be mastered by the learners. Those skills are listening, speaking, reading, and writing. Referring to the title, the writer limits the explanation to the speaking. Speaking skill is very important skill that must be mastered by every language learners, because a people is called mastering a language when he/ she is able to

³ Badan Standar Nasional Pendidikan, Standar Kompetensi Dasar Bahasa Inggris SMP/ SMA, 2005

⁴ Jeremy Harmer. *Teaching English by principle first edition*. Longman: 1993

communicate the language they learn. In order to master this skill, a teacher as an educator has to use good method in teaching learning process. SMPN 17 Pekanbaru is one of the State Junior High School in Pekanbaru, English subject in this school is learned twice a week with the allocation of time is 2×40 minutes for each meeting. This school uses KTSP (School Based Curriculum) as its guidance in teaching learning process. In SMPN 17 Pekanbaru, KKM (passed score standard) for English subject is 70. According to the curriculum, the eight grade students are expected to be able to understand about functional text and short essays in the form of descriptive and recount text as well as surrounding environment. The basic competence, stated in the syllabus of this school is that the students have to read the text aloud, respond and comprehend meanings in a text such as narrative, recount, and descriptive⁵. In this research, the writer focuses only on narrative text.

According to Rizali, many students especially in speaking skill have some problems about identifying the new vocabulary, giving idea to the other students, discussing in group, sharing with friends, and demonstrating in front of class. In fact, the students do not know the good way to show up their speaking ability by improving their confidence and their experiences in speaking activity.

The problem actually has the solution. When the problem appears, we are challenged to resolve the problem. This is the best one of the strategy to resolve the problem. The best strategy is called “ELT”. ELT is abbreviation from Experiential Language Teaching Strategy. According Dewey, this strategy is very useful for teacher problem to guide the learners for getting knowledge about how

⁵ Sri Wahyuni. “*Silabus Bahasa Inggris Kurikulum Tingkat Satuan Pendidikan (KTSP) SMP N 17 Pekanbaru 2013-2014*”. Pekanbaru: Unpublished 2013

to learn the material in learning process. By using this strategy, the students can easily remember new vocabularies and feel more confident to speak in front of class.

According to Parks, Experiential Language Teaching can produce positive experience in oral production task and can provide a positive medium for the language learner to participate in speaking task.⁶ ELT strategy not only encourages students to study another language but also influences their level of interaction with native speaker and whether or not they will seek opportunities to practice the language outside of class and long after study is over.

In Experiential Language teaching strategy, the students will do many activities based on the teacher's instruction to improve their speaking ability. For example: role-play, poetry, debate, interview, and song. Those activities have many advantages to make students more interested in learning speaking.

Based on the writer's observation on the eighth grade students at SMPN 17 Pekanbaru on 15 - 17 April 2013, the students still had problems in speaking ability. Generally, it can be seen on the symptoms below:

1. Some of the students are not able to speak spontaneously.
2. Some of the students are not able to arrange the correct sentences.
3. Some of the students have problem in learning interaction.
4. Some of the students are not able to memorize vocabulary.
5. Some of the students are not able to comprehend the topic.

⁶ Sonja Knutson. *Experiential Learning in Second Language Classrooms*, p. 60

Based on the indication of the problem above, thus, the writer carried out this research entitled: **“THE EFFECT OF USING EXPERIENTIAL LANGUAGE TEACHING STRATEGY ON STUDENTS’ SPEAKING ABILITY AT SMPN 17 PEKANBARU”**.

B. Definition of Terms

The terminology used in this paper can be defined as follows:

1. Experiential Language Teaching Strategy

In this study, Experiential Language Teaching Strategy is the strategy which is suitable for the students to understand about speaking ability based on their experiences. They will learn about many material in learning process and will do their activity to analyze and discover their own information about the topic and language use as they are involved in tasks or projects. ELT creates situations in which students use their new language instead of just learning about it. This strategy is seen as particularly well suited for students of all ages in many learning situations⁷.

2. Speaking ability

As we know that, speaking is a part of daily life that we take for granted.⁸ The average persons produce ten thousands of words a day, although some people may produce even more than that. So natural and integral speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in foreign language. Speaking ability is the students’ ability in expressing their ideas orally which is represented by the scores of the speaking. Freeman stated that speaking ability is more complex

⁷ Ibid. p. 25

⁸ Scot Thurnbury. *How to Teach Speaking*. Longman. P. 1

and difficult than people's assumption, and speaking study is like study of other cases of language, that naturalize many cases to language teachers. In speaking ability, there are four components; grammar, vocabulary, pronunciation, and fluency.

C. The Problem

1. Identification of the problem

Based on the background of the problem and several phenomena that the writer has found, the writer identifies the problems as follows:

- a. Why are some of the students unable to speak spontaneously?
- b. Why are some of the students unable to arrange the correct sentences?
- c. Why do some of the students have problem in learning interaction?
- d. Why are some of the students unable to memorize vocabulary?
- e. Why are some of the students unable to comprehend the topic?

2. Limitation of the problems

This research focuses on the problems about inability of students to speak accent, vocabulary, frequency, grammar, comprehension and their difficulty to answer oral questions by using Experiential Language Teaching Strategy of Eight Grade at SMPN 17 Pekanbaru.

3. Formulation of the problems

The problems in this research can be formulated into research questions below:

- a. How is students' speaking ability taught by using Experiential Language Teaching Strategy?

- b. How is students' speaking ability taught without using Experiential Language Teaching Strategy?
- c. Is there any significant effect of using Experiential Language Teaching Strategy on Speaking Ability of the eight grade students at SMPN 17 Pekanbaru?

D. Objective and Significant of The Research

1. The Objectives of the research

- a. To find out the students ability in speaking taught by using Experiential Language Teaching Strategy.
- b. To find out the students ability in speaking taught without using Experiential Language Teaching Strategy.
- c. To find out whether or not there is a significant effect of using Experiential Language Teaching Strategy in speaking ability of the eight grade students at SMPN 17 Pekanbaru.

2. The Significance of the research

- a. To asses students' ability in speaking.
- b. To help the students overcome the problem in learning speaking.
- c. To give information to the teacher about teaching speaking by using Experiential Language Teaching Strategy.