CHAPTER I
INTRODUCTION

This chapter presents research background, research problem, research objective, scope and limitation, research contribution, and definition of the key terms. They are presented consecutively in the following sections.

1.1 Research Background

Speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. This is in line with the Education Minister of the Republic of Indonesia (2006) statement that reading, writing, listening and speaking skills have to be taught in all junior and senior high schools in Indonesia in order to help the students understand English orally and also be able to use it to communicate with others in daily conversation, especially with foreigners.

Communicate with other people in national and international scope needs one language that is English. Even we use English as an international language (not as a second language), it is very necessary to master and have a good ability of using English to meet a goal of communication. Bygate (2000) stated that interaction skill involves the ability to use language in order to satisfy particular demands. Firstly, it is related to the internal condition of speech; secondly, it involves the dimension of interpersonal interaction in conversation.

There are many aspects that need to be paid attention in teaching speaking such as pronunciation, fluency, expression of ideas, self-confidence, etc. Harmer (2007) states, “The teaching of speaking depends on there being a classroom
culture of speaking, and that classrooms need to become ‘talking classrooms’ (p. 123). In other words, students will be more confident speakers (and their speaking abilities will improve) if this kind of speaking *activation* is a regular feature of lessons”. This means the teacher should develop the students’ habit to practice speaking in classroom as often as they can so that they master the skill of speaking English. Furthermore, Cahyono and Mukminatien (2011) said that “teaching speaking is teaching students to use the language in real communication” (p. 43). The English teacher should teach them to produce English speech sounds and sound patterns. The students should be able to use words and sentences which are appropriate with the context. This means that the teacher teaches the students how to produce speech sound and sound patterns of English so that they can use sentences that are appropriate with the context.

Moreover, teaching speaking is more challenging because there are several problems that were found by some previous researchers. Yun (2008), for example, found the students’ problems in speaking were difficulties in making sentences and in remembering all of the vocabularies used to make communication. Further, she also found the bad effect of vernacular patois that influenced students’ pronunciation, intonation, accuracy and fluency. Another researcher, Septyanita (2007), also found that the students had problems such as inhibition, nothing to say, low or uneven participation, mother tongue use, speech act (pronunciation, grammar, vocabulary, fluency, and oral communication) as the main elements of speaking.

Based on the above problems, some efforts need to be made to create an interesting classroom in order to improve the students’ speaking ability. Media is
one of the alternative teaching instruments to make the teaching learning process interesting and fun so that the target of language learning can be achieved more effectively. Using media in teaching speaking can help the students to express their ideas and feelings freely and fun. Media also involve the entire students in the teaching learning process and make them the centre of learning. Further, using media makes the students easy to understand the lesson that is being taught. In addition, Yudhi (2013) states that there are three types of media that can be used by the teacher in the teaching learning process; they are audio media, visual media, and audio-visual media. The teacher can use them to teach speaking in the classroom.

Flashcard is one of the media which can be used by the teacher in the teaching leaning process. Some previous researchers have found that the use of flashcard in the teaching learning process was effective. Lafifatud (2008), for example, found that teaching grammar using flashcard improved the first year students’ grammar achievements. It was supported by Yulita (2005) who found that the students’ vocabulary also improved when they learned using flashcard. This means that using flashcards becomes one of the effective ways to teach English.

The researcher is interested in using flashcards at Mts Al-Urwatul Wutsqo Jombang because there are several problems found in English teaching at the school. Based on the researcher’s interview with one of the English teachers at the school, there are three main problems found in the class (the seventh grade students). Firstly, the students did not have enough vocabulary; secondly, the
students did not have any self-confidence to speak in English, and the last was the monotonous teaching method used by the teacher in the classroom.

### 1.2 Research Problem

Based on the above background of the study, the research problem is stated as follows, “Does teaching speaking using flashcards improve the speaking skill of the seventh grade students at Mts Al-Urwatul Wutsqo Jombang?”

### 1.3 Hypothesis

Ho (null hypothesis): teaching speaking by using flashcard does not improve students speaking ability at Mts Al-Urwatul Wutsqo Jombang.

Hi (Alternative hypothesis): teaching speaking by using flashcard improve the students speaking ability at Mts Al-Urwatul Wutsqo Jombang.

### 1.4 Research Objective

The purpose of the research is to investigate whether or not teaching speaking using flashcards significantly improve the speaking skill of the seventh grade students at Mts Al-Urwatul Wutsqo Jombang.

### 1.5 Scope and Limitation

The scope of the study is focused on teaching speaking using flashcards. Then, this study is limited to the seventh grade students at MTs Al-Urwatul Wutsqo Jombang.
1.6 Research Contribution

The result of the research is expected to be useful for teachers, students and next researchers. By reading the result of this study, the teachers are expected to be able to use flashcards for teaching speaking skill. Flashcards can help the teacher develop teaching learning activities. On the other hand, flashcards help students to learn speaking easily and understand the teachers’ explanation in English through the pictures, symbols, and texts. For next researchers, the results of this research can be used as a reference to conduct researchers within similar topics, such as the effective way to teach reading using flashcards, and the effective way to teach writing using flashcards.

1.7 Definition of the Key Terms

To avoid misunderstanding of the terms used in this study, several key terms are defined as follows:

- *Flashcard* is a card printed with pictures, texts or symbols that guide students into something that has any correlation with those pictures, texts or symbols. (Arsyad, 2010)

- *Speaking* is an interactive process of constructing meaning that involves producing, receiving, and processing information. (Brown in Murdiyanti, 2013)

- MTs Al Urwatul Wutsqo Jombang is the place to conduct the research.