

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Basically, there are four needed skills to master the English. They are speaking, writing, reading, and listening. Every single skill contributes to English proficiency integratively. The focus in this research is speaking achievement as one of four skills mentioned.

Rakhmat stated one of the pleasure from Allah to his creature is the ability to speak(2007). Ability to express his/her intention with producing sounds from his mouth. Dale (2008) revealed that we are judged by our speech. Then, he also supported this proposition by saying that 75% our social interactions built by speaking habit.

Speaking is a process of constructing thoughts and ideas into spoken form. Louma (2004:9) states that speaking is the way to interact and socialize. Then, Fulcher (2003:23-25) implies that speaking is verbal use of language to communicate with others. According to Thornbury (2006:1), speaking is so much part of our daily life that is taken for granted: an average person produces tens of thousands of words a day. Speaking is to share information or express anything about feelings, perception and intentions to other people.

Since English is assumed as a difficult matter by majority of Senior High School students, thus, teachers have a duty to make them desire optimally. Interest is a necessary aspect that will attract students' motivation and meet the learning objective.

Further, the researcher observed such a phenomenon on students's in watching television or any other visualized media . They seem could be identified well as visual learner. This occurrence, historically, related to the theory of Indonesians' visual culture. Hence, Agus (2007), defined this phenomenon as interrelated aspects with realization of human's creativity and idea toward development of sciences and technologies. He furtherly convinced that this visual habit should be empowered into our benefits, specifically as the medium to stimulate students learning processes.

Based on the Educational Unit-Educated Curriculum (KTSP), the standard competence of senior high school on speaking is to express the meaning orally in both of interpersonal and transactional written text formally as well as informally in the forms of recount, narrative, and any other genres implied in their daily context.

The researcher also faced those phenomena during PPLT programme. Students have less confidence in practicing their speaking. Then, this obstacle also caused by internal and external factors. As Nascente (2001 :18) stated that foreign language learners have two problems, both internal and external. In the internal issue, the students might feel anxiety, and then refuse to use the target language because they afraid of making mistakes.

Then, this trouble be enhanced by the lack of teaching strategy used by the teacher. Teachers are often used a lecturing strategy in delivering the material. Then, orienting only to the textbooks. This condition, again, had not been practically effective in the first place.

In order to resolve this problem, knowing a helpful strategy in teaching speaking is crucially needed. Thus, the researcher efforts on implementing watch think talk strategy in teaching speaking. This strategy, moreover, empowers students watching habit and culture into a betterment.

### **B. The Problem of the Study**

In line with the background presented previously, the problem of this study is formulated as follows : Is there any significant effect of Watch Think Talk strategy on students' speaking achievement ?

### **C. The Scope of the Study**

This study is scoped particularly on investigating the second year students of MAN 1 Medan focusing on the effect of watch think talk strategy in students' speaking achievement.

#### **D. The Objective of the Study**

Relevantly to the research problem, this study is aimed to find out whether there is any significant effect of implementing Watch-Think-Talk strategy on students' achievement in speaking.

#### **E. The Significance of the Study**

The findings of this study are expected to be useful both theoretically and practically :

1. **Theoretically**, the findings of the study are expected to add more horizons in the theories of learning.

2.. **Practically**, the findings of the study are useful and relevant to :

- a. English teacher, as the information in teaching English to enrich their knowledge in speaking achievement by applying watch think talk strategy.
- b. Other researcher, as a basic reference for further research and verification.