

CHAPTER I

INTRODUCTION

A. The Background of the Study

Speaking is one of the linguistic skills that students gain when learning a language. It involves the process of creating and transferring meaning while speaking the language. According to Chaney and Burke (1998), speaking is the process of creating and exchanging meaning in a variety of circumstances via the use of verbal and nonverbal symbols. Speaking is an essential component of teaching and learning a second language. It implies that students should be able to interact with one another in order to exchange information, express feelings, or both. Speaking has two main functions: The transactional and interpersonal functions of communication. The transactional function has its main purpose in conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people (Harmer, 2007).

Furthermore, speaking is a very important skill in daily life. Every day, humans can say thousands of words, and to produce words, naturally interaction is needed. Elementary school students frequently have trouble speaking due to a lack of vocabulary and difficult pronunciation. (Okal, 2014; Oradee, 2013; Sadiku, 2015). Speaking involves making deliberate noises that audience members can hear. Speaking also involves conveying information orally to a person, to put it

another way. Speaking is a way of conveying concepts to viewers and involves more than just pronouncing noises. Speaking is a language-based social ability. Speaking is also referred to as a crucial linguistic ability that helps with interpersonal contact (Amaniarsih et al., 2022; Palupi, 2021; Taka, 2019).

Another expert said that Speaking is an intentional act that has a goal that the speaker wishes to achieve (Levelt, 1989). As a result, speaking is someone's ability to express themselves eagerly for various reasons. Speaking is the presence of a communication goal that must be realized, such as when speakers wish to express their desire to do something, negotiate and solve a specific problem, or establish and maintain social relationships with others.

In speaking activities, there are two reasons why speaking is difficult for the students. First, the cause is the students' lack of motivation in learning English; another reason is the inappropriate media used by the teacher in teaching speaking skills. whereas teaching English as a foreign language requires the use of effective learning methods, media, techniques, language games, or activities that promote the speaking skill. Speaking class is expected to be not monotonous in order that the students with different learning styles and strategies can have the same chance to participate in learning activities (Achmad, 2016)

The key to teaching and learning is to keep students' attention in the classroom. Because it indicates that the educational process is successful. Based on the problems that are often found, such as many students are passive in speaking, and it can be said that the main cause of these problems is the teaching materials used in class are less attractive to encourage students to participate in

speaking. The teacher continues to utilize the usual approach to teaching and learning, and there is no activity that allows all the students to interact with one another, such as lecturing, translating, or responding to questions from the text.

Fauziati (2002) says that the classroom activity that is suitable for teaching speaking must make students talk to each other in pairs or groups. They should be more active to stimulate discussion and information trading transactions. Such activities may include role playing, games, problem solving, songs, and discussion.

Active learning is simply that having students engage in some activity that forces them to think about and comment on the information presented. According to Prince (2004) Active learning is generally defined as any instructional method that engages students in the learning process. Pritchard (2009) says “Learning is defined simply as the acquisition of new behavior”. Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing the material and do assignments.

Based on observations made at SMP Bina Bersaudara, researchers found that many of them struggled to create English. The teacher said students were not always able to express their thoughts and communicate in English in class, and their students believed that English was difficult to understand. Another problem arises as a result of the limitations of students' tools for learning vocabulary and pronunciation. The teacher teaches with government textbooks, whiteboards, and markers, then reads the books aloud while teaching English, and then asks students to take notes on the material he gives them. Sometimes the teacher only

uses PowerPoint to explain the material; the teacher also says that he has used flash card media but only focuses on mastering vocabulary instead of practicing speaking

skills and media flash cards are not played for role play.



Figure 1. 1 Students' Flash Card

Specifically, the media used by teacher to improve vocabulary mastery is that activities are carried out alternately, but students are asked to come forward with their chair mates and play cards alternately, so that the activities carried out are very monotonous.

Teaching students to communicate through media should be structured to give them opportunity to practice and enhance their speaking abilities through different kinds of media. Here are some key principles to consider when designing teaching materials for speaking through media, according to experts in language teaching and learning. According to Depdiknas (2004), employing a range of media can

help kids overcome boredom. As a result, the students will study actively, will love the instructional learning activities, and will readily comprehend the lesson. Furthermore, Murcia (2001) argues that media may act as a significant motivator in language teaching procedures by encouraging students' enthusiasm in learning. Gerlach and Elly (1980) define media as "any person, material, or event that creates conditions for the learner to gain knowledge, skills, and attitudes." Furthermore, according to Kemp and Dayton (1985), there are some very important contributions of using media in the learning process, such as the delivery of learning messages can be more standardized, learning can be more interesting and interactive, the quality of learning can be improved, the learning process can also take place whenever and wherever needed, and finally, students' positive attitudes toward learning materials and learning processes can be improved.

Based to the explanation above, the main reason why students avoid speaking in the target language is because they are impacted by emotional variables such as nervousness and a lack of enthusiasm. Students are afraid of making mistakes in their speaking performances because they believe they must master certain parts of speaking such as pronunciation mastery, grammar mastery, vocabulary mastery, fluency, etc.

Finally, the researcher discovers an effective media to address the issues. Flashcards are the media that the researcher has chosen. A flashcard is a card on which there are simple words, sentences, or pictures (Azab & Mozaheb, 2012). Meanwhile, according to Cancela et al. (2022), flashcards are cards that contain

information such as words or letters in one or two sections and are used in classroom exercises or independent learning. And activities will be carried out simultaneously by all students in the class. The related studies have been taken by Yovita Suharta et al (2018) have conducted her research entitled “Improving Students’ Activeness In Speaking Using Flashcards”. This study was try improving the students’ speaking activeness in teaching learning process using flashcards media. Then, it shows that in general, the researcher found that there was an improvement in students’ speaking activeness, but it also raises some important concerns. Next is the following paper is named "Benefits of Flashcard Media in Speaking Skills Of Students With Specific Learning Difficulties" by Intan Sari Ramdhani & Soleh Ibrahim (2022). This study examined the benefits of using flash cards as media for improving speaking abilities.

Regarding the previously mentioned problems, the researcher offered to come up with solutions in order to resolve them and improve the speaking abilities of the seventh-graders at SMP Bina Bersaudara. By using Flash Cards as media in teaching speaking descriptive, the researcher believes it can improve and guide the students to speak, develop the students' creativity, accommodate their interests, stimulate them to express ideas, and make the learning process more interesting and entertaining. By focusing attention to other issues and factors that research suggests use Flash Cards media to improve student speaking achievement, the researcher intends to raise this issue in a study titled " Developing Speaking Media in Teaching Descriptive Text Through Flash Card for Seventh Grade at SMP BINA BERSAUDARA"

B. The Problem of the Study

Based on the background of the study, the problem of this study was formulated as follows, “How are media for teaching speaking developed by using Flash Card for the seventh-grade students at SMP Bina Bersaudara?”

C. The Objective of the Study

Based on the problem of the study above, the objectives of the study were to develop flash card for teaching speaking descriptive text for grade VII at SMP Bina Bersaudara.

D. The Scope of the Study

There are four skills in English, such as speaking, listening, reading, and writing, but the researcher focused only on speaking skills, and the researcher focused on developing media for descriptive text. The description text material used was describing people for class VII students at SMP Bina Bersaudara.

E. The Significances of the Study

The results of this study were expected to be useful theoretically and practically. Theoretically, is expected that, the finding of the research to be useful for the improvement of students' Speaking skill and become the alternative strategy for teacher in teaching speaking. This is expected to be beneficial or to give contribution to education institution in implementing and undertaking the

strategy to the need of students learning achievement on speaking subject.

Practically, this study is useful for:

1. The students, it is hoped that this study would increase the participants' enthusiasm and interest in learning English and help them understand speaking media that are tailored to their requirements.
2. The English teacher, this research hopefully can give ideas for the ideal speaking media. The teachers also can use this study as one of sources of teaching and learning process in classroom.
3. The other researchers, this study is intended to be one of their researchers to make other developing English-speaking media and give additional information for the next related study.
4. The readers, hopefully this study may provide information as well as references about developing English speaking media for junior high school.