

CHAPTER I

INTRODUCTION

This chapter explains about background of study, problem statement, objective of the study, significance of the study, research hypotheses, and outline of the study.

1.1 Background of study

Language is tools for communication by all of the people in the world to communicate with others people. On the other hand, language is a code that systematically connects private thoughts with public expressions (Garvey & Delahunty, 2010:5). People use language to express our ideas, feelings and emotions to communicate with others people. Thus, language is the main important point that always used by all of the people in the world to communicate.

There are many language that used by people, one of them is English. English is the international language. One of the simple facts of life in the present time is that the English language skills of a good proportion of its citizenry are seen as vital if a country is to participate actively in the global economy and to have access to information and knowledge that provide the basis for both social and economic development(Garvey & Delahunty, 2010:4). There are four basic of English; they are speaking, listening, writing and reading. The productive skills are speaking and writing while the receptive skills are listening and reading.

According to English curriculum which applies in Indonesia, there are four basic skills of English which become standard competences. Those skills are listening, speaking, reading, and writing. In this research, the researcher will focus on speaking skill. In this research, the researcher focus on speaking skill.

Speaking is an important way to produce verbal language in having a conversation. Speaking is interactive and requires the ability to cooperate in the management of speaking turn. It is also typically takes place in real time for detailed planning (Thornbury, 2005:iv). Based on the opinion above, speaking is the ability to speak directly with other people without using some note.

In teaching speaking teacher needs to serve an interesting media to stimulate students' interest in learning language. The media is very crucial thing to make the learning process effective and enjoyable. It can help make the teaching and learning process in language class easier to understand. Teacher also needs to provoke the students' passion in learning language, especially in teaching speaking. In the teaching process, media are very important to change the classroom situation. Teachers are really necessary to understand the media to make the students get enjoyment while they are learning. To make the students are easy to absorb the materials given by the teacher media is much needed. Thus, media can make the teaching and learning process interesting for the students in learning language.

The researcher has conducted preliminary study to seventh grade of SMP N 01 Jepara. Then the researcher finds some problem related to the students speaking ability, such as they have low confidence to speak English and they have low vocabulary treasury that influence their speaking ability. Based on the problem mentioned, the researcher tries to find the interesting media in teaching speaking so that students will have their pleasure in speaking skill. Then the researcher considers using Flashcard as the media in teaching speaking. The researcher uses flashcard because it is good to use in the language classroom to make students interested to the material given by the teacher.

According to (Kasihani, 2007:109), flashcards are teaching aids as picture paper which has 25x30. The picture is made by hand, pictures or photo which is on the flashcard. Flashcard is an effective learning card has two sides with one side containing images, text, or symbols and the other side of the definition, description, answers or descriptions that help remaining or directing students to something related to the image on the card.

Several researcher had been conducted a research using flashcard in teaching vocabulary, the first result from Nadziroh (2010) flashcard was very good to improve the students vocabulary skill. The second result from Suhaimi (2014) using flashcard was more effective than audio to teach vocabulary for seventh grade students of junior high school. The next research conducted by Nugroho (2010) showed that, by using realia the students in experiment class the scores were higher

than the students' scores that taught without using realia. While, from the journal which are wrote by Sitompul (2013) presented that students in experimental group can memorize vocabulary easily because they taught using flashcard. The last, the research was done by Mubarok (2017) entitled "The Effect of Task-Based Language Learning and Learning Styles on the Students' Reading Ability" The objective of the research was examining the effect of task-based language learning (TBLL) and learning styles on students' reading ability. The research design of the study was experimental research in the form of factorial design. The population of this study was the eighth grade students of Islamic Junior High School in Jepara Municipality under The Ministry of National Education. He concluded that TBLL was more effective than conventional teaching strategy ($F > 7.04$ and $p: .01$). Then, students' learning styles differ significantly from one another in their effect on students' reading ability. Regardless of the teaching strategies, visual students performed better than auditory students ($79.12 > 74.41$).

1.2 Problem Statement

After knowing the background of study above, the researcher would like to present problem statement as follow: "How effective is the use of flashcard in teaching speaking for seventh grade of SMP N 01?"

1.3 Objective of the Study.

The objective of the study can be stated as follow: to find out whether flashcard is effective or not to use flashcard as media teaching speaking for seventh grade of SMP N 01 Jepara.

1.4 Significance of the study.

The result of this research is expected to have some significance. The significances are mentioned as follow:

1. Practically

Practically, the researcher hopes that the result of this study can give encouragement for teachers to be more creative and innovative in using media for teaching English, especially in teaching speaking for junior high school students.

2. Theoretically

Theoretically, the researcher hopes that the result of this study can be useful as a reference for those who have interest in the same topic, which is using interesting media in teaching English to stimulate the student interest in speaking skill.

3. Pedagogically

Pedagogically, the researcher hopes that the result of the study can become a way to improve the media used by the teacher in teaching English for junior high school, especially in teaching speaking.

1.5 Research Hypotheses.

In this study, the hypotheses is presented as below:

1. Null Hypotheses (Ho)

The use of using Flashcard is not effective in teaching speaking in the seventh grade of SMP N 01 Jepara.

2. Working Hypotheses (Ha)

The use of using Flashcard is effective in teaching speaking in the seventh grade of SMP N 01 Jepara.

1.6 Outline of the Study.

This study consist of five chapters which can be elaborated as follows:

Chapter I talks about the introduction that consist of background of the study, problem statement, objective of the study, significance of the study, and outline of the study.

Chapter II deals with review of related literature which contains of previous study, theoretical background, and conceptual framework.

Chapter III presents method of investigation which consists of setting of the research, method of research, method of data collection, method of data analysis and statistical hypothesis.

Chapter IV presents the result and the description of the data.

Chapter V presents the conclusions and suggestions on the basis of the research finding.