

CHAPTER 1

INTRODUCTION

A. Research Background

Speaking as a productive skill can be directed and empirically observed. Speaking is one of the most challenging professions in daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with other people in order to gain information. Thus, it is necessary for every people to have good speaking skill.

According to Cunningham (1999:3) “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.” Moreover, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rate Harris (1969:81). On the other hand, Gower et al. (1995) note down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities, and, fluency, considered to be the ability to keep going when speaking spontaneously”.

According to Nunan (2003:81), speaking is the productive oral skill that consists of producing systematic verbal utterance to convey meaning. Speaking is an important thing for communication. The goal of teaching speaking is to communicate orally. Students are expected to be able to understand and communicate in English in daily communication.

It is supported by Brown and Nation (1997:12) “the goal of teaching speaking skill is to communicate in the target language.” It means that the teacher has to emphasize the efficiency of oral communication so that the use of language works well rather than the usage of the language.

One of the strategies to improve students’ speaking ability is by monologue texts such as narrative, descriptive, procedure and recount text.

Descriptive text is one of the monologue texts which is difficult enough to be learned by the students. According to Wardiman, (2008) Descriptive text is a text that describes the features of someone, something, or a certain place. The descriptive text consists of an introduction and description. Introduction is the part of the paragraph that introduces the character, and description is the part of paragraph that describes the character. According to Fulwiler (2002:34), “descriptive text is a text that describes a person, place, or thing”. It is to create a verbal image so that readers can see what you see, hear what you hear, and taste, smell and feel what you taste, smell and feel.

In addition, Depdiknas (2006) states that the objective of teaching speaking of descriptive text is the students are able to express meaning in a simple short monologue in descriptive form based on the generic structures and language features of the text. According to Hammond (1992:4), there are two generic structures of this text, they are identification and description, and meanwhile, the language features of a descriptive text are the use of simple present tense, adjective clause, and others.

The reason for the research on teaching speaking using descriptive text is the fact that most teachers in schools still use ordinary techniques in teaching. For example, students are asked to make conversations between two people, now the researcher tries to improve students' speech using descriptive text. She helps students to share stories about what they want and has to make a series of words that students want in a descriptive text. So in learning to use descriptive text, students learn to talk about what they have written in making text. This descriptive text helps students to develop speaking in English. This text is about describing the characteristics of objects and using more in a simple present tense. This learning is very easy for students, so the students' needs only explain their characteristics.

The previous research conducted by Prasetyo & Anwar (2015) show the research using in the process of teaching speaking: by doing an observation, using materials, doing activities, and finding the results in using descriptive texts in teaching speaking at eight class of SMP Sebelas Maret. This study

used qualitative methods in conducting this research. Afterward a research by Zakhari & Roza (2014). Tells there are many texts that students learn, one of them is descriptive text. In this way, the students are expected to be able to learn and practice to speak the descriptive text based on the ICARE system given by their teacher. ICARE system concept is introduced by the Decentralized basic Education (DBE) and developed by the Unit states Agency for International Development (USAID) in 2006, ICARE stands for introduce, connect, apply, reflect, and extend which aims to improve students' learning outcomes with different stages of learning. This activity is better done in a group.

Therefore, this present research focuses on speaking ability, especially in descriptive text. In addition, this research intends to find out to improve speaking ability using descriptive text. The students must study using descriptive text prepared by the researcher. They ask to read and understand the meaning of the text. Thus, this study focuses on speaking how far the influence of using descriptive text improves student speaking class at the 8th junior high school in SMP 3 Blanakan Subang.

Based on the explanation above, the author conducts a study on how descriptive text is applied in teaching speech; this descriptive text is another type of text such as narrative, procedure, and act. In addition to this text, it was only applied for writing, but the instructor this time the descriptive text was tried to be applied in speaking students. The researcher is interested in conducting research entitled, "The Use of Descriptive Text as Instructional Media to Improve Students' Speaking Ability"

B. Research Questions

Based on the research background above, this research frames the following research questions to be investigated:

1. What is the students' speaking ability before using descriptive text as instructional media?
2. What is the students' speaking ability after using descriptive text as instructional media?

3. How significant is the difference between students' speaking ability before and after improvement when using descriptive as instructional media?

C. Research Purposes

Related to the research question, the purpose of this research

1. To find the student' speaking ability before using descriptive text as instructional media
2. To find the students' speaking ability after using descriptive text as instructional media
3. To find the significant difference between students' ability before and after improvement in speaking ability using descriptive text as instructional media

D. Research Significances

The result of this study expected to give both theoretical and practical significances.

1. Theoretical Significance
To develop knowledge technique about teaching speaking using descriptive text as instructional media.
2. Practical Significance
This research has several three practical significance in teaching and learning speaking.

a) Teachers

The result of this study is useful for English teachers.

Teachers can use this method to be implemented in class for teaching speaking.

b) Students

The result of this study enables to give an output to the students to improve their speaking ability using descriptive text.

c) Readers

By knowing the results of the research the reader can get new information about speaking in descriptive text learning

E. Research Framework

Speaking is one of the four skills which have been taught at school besides listening, reading, and writing of these four language skills they are taught integrated. They cannot be separated because all of the language skills are used to communicate with other people. Bailey and Savage in Murcia (2001: 103) state that speaking in a second language or foreign language has often been viewed as the most demanding of the four skills. When students master speaking English, they will be able to earn more money, to fulfill certain education requirements, to travel abroad, to gain access to the culture of English speaking nations, or simply to meet more people.

There is some types of text that should be learned in junior high school. They are recent, narrative, procedure, and descriptive texts. The students should master those genres at the end of teacher and learning. This research just focuses on the speaking of descriptive text. Descriptive text is a text which describes something, someone, situation, and etc, (Bima and Arini, 2012:22). White (1986:17) says that descriptive text is drawing in words. According to the statements above, descriptive text is a text wick describing the people places or specific objects.

Descriptive text is strategy one of the active learning instructional strategies to review material that has been learned. According to Depdiknas (2006) that the objective of teaching speaking of descriptive text is the students are able to express meaning in a simple short monologue in descriptive form based on the generic structures and language features of the text.

Teaching speaking descriptive text can be fun and enjoyable if the teachers can use visual aid which helps the student easier to understand the material. Visual aid in furthermore can be called as instructional media. By using instructional media, teacher, and student both will find the new teaching atmosphere which indicates their students' motivation, attention, and participation regularly increased.

F. Hypothesis

According to Creswell (2012), Hypotheses are statements in quantitative research in which the research makes a prediction about the outcome of the relationship among characteristics. It means hypotheses predict whether the research influences the outcome or not. In addition, according to Arikunto (2010:110), the hypothesis is a temporary theory that needs to be tested. The formulation of the hypothesis of this research is presented below:

1. H_0 accepted if $t_{\text{account}} < t_{\text{table}}$: it means that there is no significant difference of students' speaking ability by using descriptive text as instructional media
2. H_a accepted if $t_{\text{account}} > t_{\text{table}}$: it means that there is a significant difference in students' speaking ability by using descriptive text as instructional media.

G. Previous research

There are some previous studies that relevant to this present research topic:

The first relevant studies by Prasetyo & Anwar (2015), The result of the research students have responded well and they really enjoyed each process through the teaching speaking using descriptive text.it concluded that using descriptive text can be applied in the teaching speaking junior high school. It can be useful to improve the courage and self-confidence in speaking English.

The second relevant study, by Zakhari & Roza (2014). The result of the research by using the ICARE system in the speaking process, the students can easily to express their ideas, thoughts, and feelings. In this way, the students are expected to be able to learn and practice to speak the descriptive text based on the ICARE system given by their teacher, the teacher should try to use it in speaking lesson because ICARE learning system is expected can make the students interested in English.

The third relevant study, by Riana (2006). The result of the research, the study showed that using a cue card as a teaching medium improved the

average of the students' speaking grade of the eight-year students. Including students' fluency (31.3 points), pronunciation (25.3 point), but unfortunately, the grammar aspect did not improve (-1.3 point).

Based on the title that the researcher has found in the journal, the researcher found a lot of title using descriptive text to improve speaking. In a previous study, researcher use descriptive text it can help the students to speak what they want to say than they have to speak directly. Therefore in this research, the researcher focused on speaking as a similarity from previous research to make students confident to speak English in class or in front of the class and make their excited. The differences from previous research to help students learn much more information until students can independently, based on the material the students can learn difference method and problem when the researchers found.

