

CHAPTER I

INTRODUCTION

A. Background of Research

In this era of Globalization, English Language is important for our lives. In fact, it is the second most spoken language in the world. Globalization made the use of English language more widen. The ability to speak and to write English property has been one essential benchmark skills in the professional world. Learning English in Junior High Schools are important given other than us a preparation of the globalization process but as the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

As a professional teacher in language teaching, especially the teaching of English methodology for greater effectiveness in student's acquisition on English, designing and implementing materials, test, and practice. Teacher are responsible to educate the students from little or no knowledge to sufficient English in speaking environment. Mostly of teaching before the past few decades, found the teacher tend to carry out the teaching process in the classroom by applying traditional and monolingual principles ways of teaching with unsatisfactory. This shows that teachers an enrichment with appropriate ways of teaching atmosphere, that why in teaching English as the second language by applying new and modified fashions in order that the result of the teaching process would contribute more input to reach satisfied learning outcome. Whole around the world recently, where the people encourage that English as their target or second language used based on whole interactions and communication holding the dominant role of every aspect of their life. English is most widely used in teaching learning process of broader education occasions either formal or environment.

Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and

every listener is at least potentially a speaker (Oprandy, 1994: 153 & EL Menoufy, 1997: 9). Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan.1989: 27). Speaking can also serve one of two main functions: transactional (transfer of information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3). Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia , 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass & Varionis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1997). Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers.

Actually, it was assumed that the interactional nature of spoken language requires the speaker's ability to use motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using the previous skills for the purposes of communication. This means that EFL students should acquire the knowledge of how native speakers use language in the context of structured interpersonal exchanges in which many factors interact (Bygate, 1987& Brown, 2001). In addition, speaking requires that learners understand when, why, and in what ways to produce language

("sociolinguistic competence") (Burns & Joyce, 1997; Cohen, 1996 and Harmer, 2001: 269-270). A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act.

A general review of the different approaches to teaching EFL speaking reveals that two views have dominated: a direct approach and an indirect one. The direct approach includes "skill getting". It is highly controlled and it helps learners focus on specific elements of speaking proficiency which are isolated and practiced (Littlewood, 1992 and Ernst, 1994). It includes activities such as: pattern practice drills, analysis of spoken genres structures, and activities where learners construct rules inductively (Ellis, 1994). The indirect approach, on the other hand, increases learners' autonomy with a focus on the production of 'authentic' and functional language. The essential focus is on communicative tasks mediated through negotiation and the sharing of information (Ellis, 2003). This is related to concepts such as 'skill using', 'real life' and 'whole task' practice. They include activities such as: discussion, information gap, simulations and talking circles which are utilized to enhance learners' ability to anticipate the kinds of oral communication needs that may arise in conversation management (Bremer et al, 1996). Proponents of these two methodological propositions note that the relationship between them is complex. The sole dependence on only one of the above approaches can negatively affect EFL speaking skills. Clearly, the indirect approach is mainly directed at improving students' ability to achieve communication. However, it cannot be assumed that achieving communicative effectiveness will set up the necessary conditions that promote accuracy of production (Burns, 1998: 104; Bygate 1998; and McCarthy & Carter, 2001, b). Thus, the need arises for combining the two models- direct and indirect - in an integrative teaching approach where analytical activities are embedded within communicative tasks to help EFL learners acquire efficient speaking skills (Aston, 1997). Fundamentally, communicative tasks, representing the indirect approach, can have a positive effect on teaching speaking. Fotos (1998) and Finch (1999) proved that tasks give learners experience of spontaneous interaction through negotiating turns to speak, using and responding to questions, reacting to others' contributions and using communication strategies.

Lee (1995: 440) and Ellis (2003) argue that tasks can promote all three dimension of oral communication: expression, interpretation and negotiation of meaning. However, this over-emphasis on communication during performing tasks increases the risk of a greater reliance on ready-made acquired and probably incorrect language which becomes resistant to change and hinder language development. In addition, instruction based on tasks lacks clear connection with a broader theory about second/foreign language acquisition, and the role the cognitive processes and strategies play in language learning (Skehan, 1996 and Ellis, 2002).

It is removable that English is programmed as the first foreign or second language in many countries on this earth. Furthermore, in present global era. That is why experts on language teaching range must be invented today English teaching and learning environment.

As one of the basic skill English, speaking has an important role in language learning process. According to Fulcher that speaking is the verbal use of language to communicate with others. Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their their facilitators and pairs to practice English. So, speaking is ability of people to communicate with other people by using verbal language.

Speaking is an oral communication that consists of at least speaker and listener to receive and send messages. Using English to communicate means to use it for expressing our ideas and opinions to others. Communication gives an easy way to speaker in sending her/his message and for the listener in catching by all foreign English learners in order to get to communicate to use of English. We, as English learners, hope to have a communicative use of English especially in mastering a good spoken language. It is something reasonable to consider because the common way used by people to communicate is spoken language. When people use the spoken language to communicate each other, it is not as easy as producing the ideas of their express. To minimize those troubles, the experts had invented some

methods of English as Foreign Language. One of the methods is Audiolingual Method. Basically, Audiolingual method emphasizes repetition and drill. It gives no grammar rules and meaning comes first. This method was used in the World War II by army in United States of America to learn new language fast and it worked (Freeman, 1986). By using this method in improving students' speaking Researcher hopes students can be active learners and it will be an interesting class. Besides, students' listening and speaking ability can be improved so that there is no mispronunciation in learning English.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. However, it is contrary to the real situation in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. They are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that learning English is not interesting, this is because the method or strategy that is used less attract students learning has focus on the teachers and put the listener.

Speaking is an activity used by someone to communicate with other. It takes place anywhere become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others. In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep face with their peers in later years. Based on the characteristic of the problems, they can be solved by giving appropriate technique. The researcher gives solutions to applying the technique in speaking English, namely action learning strategy. Action learning is a process for bringing together a group of people with varied levels of skills and experience to analyze an actual

work problem and develop an action plan. The action learning process attempts to achieve this blend through giving rigour and pace to the cycle of learning and through using the positive powers of small groups, to sustain this discipline and rhythm. The group continues to meet as actions are implemented, learning from the implementation and making mid-course corrections. Action learning is a form of learning by doing. Learning is done in groups where each group is presented an action and dialogue by students with attention to pronunciation, vocabulary, accuracy and fluency. This is done to improve students English speaking skills in daily life.

Speaking is important skill in foreign language. Students are expected to be competent and develop speaking skill in formal and informal situation. It needs to be supported by five components; grammar, vocabulary, pronunciation, comprehension, and fluency which taught appropriate with standard competence at Senior High School. The present study explores Indonesian EFL students' speaking skill by audio recorder. This study is important to get correct feedback or evaluate in their speaking to be accomplished by students.

Almost people know the most common components of speaking fluency. Speaking is not desirable simply knowing linguistic feature; linguistic characteristic of the message expanding oral conversation needs for more than memorized vocabulary and grammatical comprehension. One of the limitations of reading, reading is contradiction among magnificence materials and path, in order that maximum of instructors do not facilitate situations for real practice in speaking. Except, the teachers do not forget for newbies' want and interest. Learners want to take part in oral activities to trade spontaneously their idea in second language speaking (Derakhshan, Khalili, & Beheshti, 2016). It includes diverse technologies, such as audio-visible aids, computers, mobile gadgets, conversation devices or applications, the internet, and numerous ICT services and packages. Integrating ICT in language learning allows coaching plans and design of suitable teaching techniques and creates a gaining knowledge of environment for students, for that reason getting ready them for real lifestyles programs for the destiny (James, 2019).

Speaking is one of the important skills that students should master in learning a language. The ability to speak English well can measure the success of learning language. Harmer (2007) states that the ability to speak fluently is not only knowledge of language features, but also the ability to process information and language 'on the spot'. Nowadays, in language teaching technology has given big influences in the educational field, especially in teaching and learning process. It has been around for decades, but it is becoming more important in personal and professional live. A good teacher is a good manager. Ginebra (2013) said that a teacher is someone who knows how to instruct others. Therefore, selecting the appropriate media is a part of constructing to help students in speaking. Audio recording is one of the suitable media that can be used to enhance students' speaking ability, because by video recording the students can see 2 their speaking and it is almost the same technique as talking in front of the mirror but better version of it. The students can easily analyze the mistakes, watching video recording later. The students can notice the mistakes inaccuracy (pronunciation, grammar, vocabulary), the manner of talking (posture), facial expression, and so on so forth. Moreover, as a teacher it is better to show the students' video recording to the other students in the students' classroom. Because as more people see it, more opinions, advises and recommendations and also can assume it by analyzing it all together. According to Ball and Lampert (1999), the use of video data can significantly help to improve communication skills and this technique has been widely used in teacher education. Brophy (2004) states video technology has the capacity to capture the complexity and immediacy of teaching in the classroom. Hence, the teachers are allowed to bring the camera to the classroom. Many educators, such as; Allen & Ryan, 1969; Derry, et.al, 2010; Greenwalt, 2008; Guo, 2009; Hamilton, 2012; Sewall, 2009; Zhang, et.al, 2010; and Olivero, 1970 agree that videotape should always be on-hand in any teacher education environment. The researcher argues that video provides important audio and visual information to help students reflect on and improve their communication skills.

In MAN 1 Bekasi, some of students are unconfident to speak in English because English is not a native language that is used in daily. So that many students become afraid if their speech goes wrong when speaking in front of the class.

There are several research concerned in speaking. First, a research by Derakhshan (2016) indicates that there is still a possibility about English as the ability and support of speaking of foreign language students (EFL). It is more effective methods of implementation and procedures in their assessment. Among them effective methods include using role play, pictures, flash cards, graphics, songs and interviews that can improve pronunciation, grammar, daily speeches and daily word activities. Furthermore, this can exceed adults or children to improve they speak with accuracy and fluency, so that they can achieve their goals of speaking English easily and precisely. Second, a research by James (2019) show that in Malaysia English is taught for an excellent 11 years. Nevertheless, that's alarming that although college students are capable to write an essay, now they are not adequate to speak fluently upon finishing secondary school. The results of this study increase digital storytelling in speaking skills of most participants. In addition, participants also received discussions about digital as a medium to improve their speaking skills. Improve speaking by audio recorder.

MAN 1 Bekasi that allows students to use various types of technology, such as notebooks, handphones, etc. Almost students at MAN 1 Bekasi use smart phones as a communication tool for the main purpose. On the other hand, a smart phone is a handphone with a sophisticated cellular operating system that combines the features of a personal computer operating system with other features that are useful for cellular or handheld use. It usually combines handphone features with those of other popular mobile devices, such as mediaplayers, voice recorders, digital cameras and GPS navigation units. Most smart phones can access the internet and can run third party applications. Using one of the features of a smart phone, the audio recorder, students can record their own voice to assess their speaking skills. Furthermore this research is different from the previous research intend on strategy development in improving speaking skill and digital storytelling as tool to expand their strategy repertoire teaching.

This research was determining how to improve MAN 1 Bekasi students' speaking skill especially in pronouncing is the sound produced by the mouth of person in speaking (*Oxford Learner's Pocket Dictionary, 2008*) and selecting the students by audio recorder by the right media. This research would like to conduct research about improving students in speaking skill entitled "Improving Students' Speaking Skill by Audio Recorder for Self-Assessment Correction at Man 1 Bekasi West Java Province, Indonesia".

B. Research Questions

1. What is students' speaking skill before using audio recorder?
2. What is students' speaking skill after using audio recorder?
3. How significant is between the students' speaking skill before and after using audio recorder?

C. Research Purpose

1. To find out students' speaking skill before using audio recorder
2. To find out students' speaking skill after using audio recorder
3. To find out students' speaking skill before and after using audio recorder

D. The Significance of the Research

Doing this research is expected, the researcher would find the best way to solve of difficult, especially to improve speaking skill by using audio recorder. This study would be easier to the teacher to teach speaking. So, the research gives significant to:

1. For teacher, the result of this study can be used to help teaching students' speaking easier.
2. For students, the students have the other way to improve the speaking fluency and represent their speaking skill through a medium.
3. The result of this study is expected to be useful for teachers and students to give alternative way to overcome their speaking skill problem in learning process especially in speaking.

E. Framework of Thinking

In language learning, speaking is one of the language skills that become an important topic to discuss. Learning techniques play an important role in motivating and activating students, learning materials play a role to contextualize the use of language and to meet the needs of language students, learning media bring teaching into real life situations, the teacher facilitates the learning process, students manifest and produce meaningful and appropriate speech as an indicator of learning success, and the speaking component is related to the component of speech which is an emphasis in speaking class activities. Discussion topics can be related to teaching techniques, teaching materials, learning media, language teachers, language learners, and even speaking components. In addition, indicators of student success are often measured by the ability to speak in the language learned (Manurung, 2015). More importantly, all that they know when they speak is used by language learners. Therefore, teaching and learning techniques are always needed in research to improve speaking skills that enable students to be able to communicate Harmer (2007) cited in (Manurung, 2015).

(Nesapiradana, 2017) conducted a research entitled Improving Student Fluency through Voice Recording at LBPP LIA Banjarmasin. They use classroom action research as a research design. Two classes between mediate 4 at LIA Banjarmasin was chosen to be the object of their research. Students in both classes are asked to read monologues and their voices recorded. The results are then played, and the teacher shows which parts need to be improved. In the first stage, teacher model intonation and stress model. The next step is students modeling the chunks, intonations, and pressures that are appropriate. The next step students are asked to re-read the monologue and reread the monologue and re-record their voice, and play the results to see their recorded voice, and play the results to see improvement. As a result, through this procedure most of the improvements. The result is that through this procedure most students can improve their reading fluency, as evidenced by the correct use of chunking, to improve their reading fluency, as evidenced by the use of chunking, expressions, correct intonation, and stress words. Phrases, intonations, and stress words.

Audio-recording has been a supplemental tool in research of classroom teaching. Audio-recording's impact is an application that helps teachers use audio as a medium for teaching and learning. Before the author writes more about this application, let him explain about audio and video as a medium of teaching and learning. So students understand unintentional mistakes busy schedules due to curricula planning (Bergman, 2015). Furthermore providing students with feedback is an integral part of teaching and can have a powerful influence on student learning (Hattie, 2013) cited in Clare Killingback, Osman Ahmed, & Jonathan Williams, (2019). Audio recording is conventionally understood as reproducing sound or representing. This chapter begins by describing these two conceptual filters, and then describes the third way of listening to audio recordings: as performance (Gallagher, 2019). Audio recordings have a large impact on language teaching and provide students in non-English speaking countries the opportunity to hear English is used for various purposes by various people Underwood (1987 : 83) as cited in Nikolić (2019). Using audio recorder in tasks performed during learning students are surprised by the sounds and mistakes they make in pronounce. Many of them admitted that they had heard their own voice in English recorded and played for the first time in their lives. It was also concluded that they must be observant in choosing articles. They agreed that reading various texts before choosing the right one really helped complete a successful task. In addition, students say that the text should have been read several times and the meaning and pronunciation of uncertain words must be examined before the actual recording task (Nikolić, 2019).

Based on the theory above, that's assume the speaking is more effective by using audio recorder because the students who using audio recorder get more significant in improve speaking skill, so the student's ability to communicate opinions and ideas is conveyed fluently. To be exact, the effect in speaking learning process gives the learners affective side.

F. Hypothesis

A hypothesis in research is toward research problem that the research. The existence of hypothesis in research indicates that research is quantitative methodology. Moreover, the hypothesis can make a clear question that will be

researched. This research has two variables; the first is the use audio recorder as the “X” independent and the second is students’ speaking skill as the “Y” dependent variable. The relation of the hypothesis is proposed as follow:”Improving Students’ speaking skill by Using Audio Recorder for Self-assessment Correction”. The hypothesis in this study is an alternative hypothesis (H_a) and the null hypothesis (H_0). The formulated hypothesis described by following:

H_0 : There is a significant difference in students’ speaking skill before and after using audio recorder.

H_a : There is no significant difference in students’ speaking skill before and after using audio recorder.

G. Previous Research

The first research was conducted by Milena (Sinerja University, 2019). She conducted a research entitled “*The Use Audio Recordings in English Language Teaching*”. In which discusses about building links between literacy reading and writing skills of online newspaper. Moreover, involving students moving to new activity, linking learning foreign languages with students’ real experience and learning non-verbal communication, and presents ways in which literacy texts that are not accessible tending to be likely and can be access through digital devices, English as foreign language (EFL) learning speaking ability. Therefore, this research aimed to provide material that the readers interest, such as intensive performance activities, imitation, responsive, transactional dialogue, and interpersonal dialogue to improve their speaking abilities. In addition, EFL learners can stimulus their speaking skills by utilizing various instruments such as video digital, graphic, role play, and flash card. Furthermore, this research takes into account key components and keys to improve speaking competence accurately and fluently (Derakshan Ali, 2016). The research entitled “*Digital Storytelling: Using Different Technology for EFL*”. The research introduce digital storytelling (DST), a form of digital literacy practice that can empower EFL students to develop their language and literacy skills needed to successfully in communication with native and non-native English speakers across all digital and non-digital platforms. With the technology globalization, the notion of traditional literacy has been transformed

into a new literacy practice, known as digital literacy, and many people are simultaneously using different resources, or modes, to consume and produce the information (audio, visual, and gesture mode including textual) (Cristiansen Sidury, 2016).

