

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is identified to be difficult to learn, where as speaking is very important in human life . By speaking, people can communication with other someone usually face some troubles in social interaction like he or she cannot produce his ideas, arguments and feeling communicatively. One sometimes can understand what others say but he or she not able to communicate it. This may happen because of low pratice, low motivation, less of communication competence and also self confidence. Ideally, if one could understand an expression, should be able to produce it.

As a professional teacher in language teaching, they are especially teaching the English method to improve students' English acquisition by designing and implementing materials, tests, and practice. Teachers are responsible for educating students with little or no knowledge in a fully English-speaking environment. Most teaching in recent decades shows that teachers tend to carry out the classroom teaching process by applying traditional, monolingual teaching methods in an unsatisfactory way. This shows that teachers have enriched themselves with appropriate methods of teaching atmosphere, in teaching English as a first language, by applying new and improved methods to achieve the best

results. The teaching process contributes further to achieving satisfactory learning outcomes. Recently, people around the world have been promoting English as a target or second language, based on global interaction and communication, which plays a dominant role in every aspect of people's lives. English is most widely used in teaching-learning processes in formal, wider educational opportunities or settings.

It cannot be denied that English is programmed as a first or second foreign language in many countries around the world, and even more so in the current era of globalization. Therefore, a team of language teaching experts must be invented in today's English teaching and learning environment. Glenn Fulcher, (2003: 310), *Second Language Teaching, New York: Pearson-Longman*.

As one of the basic skills of English, speaking plays an important role in the language-learning process. According to Fulcher, speaking is the use of verbal language to communicate with others, Maxom said that speaking is the most important skill to master in school in teaching English. By speaking, students express their ideas, feelings, and desires to others. At school, students learn to speak English more easily because some teachers and friends can be guides and pairs for them to practice

English. So, speaking is the ability of a person to communicate with others using spoken language.

In this case, students must study hard to master it and teachers must create a happy atmosphere in class. However, this contrasts with the actual classroom situation. Speaking activities are not effective in the classroom because many factors prevent students from speaking English with their friends. They fear confidence in their abilities. Students also believe that learning English is not interesting because the method or strategy used is less about attacking the student's learning and more about focusing on the teacher and emphasizing the listener. Nurokhma, (2009: 87), *Elicitation techniques used in teaching speaking*, Yogyakarta.

Speaking is an activity used by a person to communicate with others. It happens everywhere and has become a part of our daily activities. When someone speaks, they interact and use language to express their ideas, feelings, and thoughts. They also share information with others through communication in some situations, speaking is used to give instructions or get things done, for example describing things or someone, complaining about people's behavior, requesting and providing services, etc. During the teaching and learning process, teachers pay little attention to speaking. Therefore, if

students do not learn to speak or do not have the opportunity to express themselves during language lessons, they can quickly lose interest in learning. Students who do not develop good speaking skills during this time will have difficulty standing in front of their peers in the following years. Depending on the characteristics of the problem, they can be solved using appropriate techniques. The researcher offers a solution to apply this technique to English expression, specifically an action learning strategy. Action learning is a process of bringing together a group of people with different skill levels and experience to analyze a real life workplace problem and develop an action plan.

Action learning strives to achieve this integration by creating rigor and rhythm in the learning cycle and using the positive power of small groups to maintain this discipline and rhythm. ³ The team continues to engage with each other as actions are taken, learning from experience. Make and adjust mid-course. Action learning is a form of learning through practice. Learning takes place in groups, where each group is presented with student action and dialogue, with particular attention to pronunciation, vocabulary, accuracy, and fluency. This is done to improve student's English skills in daily life. Mike

Pedler. (2011: 23). *Action Learning in Practice*, UK: Gower Publishing Limited.

Exposure indicators of student's speaking skills in English lesson include participation in discussions, presentations, pronunciation accuracy, fluency, and vocabulary usage. Additionally, evaluating their ability to express ideas clearly, engage in role-plays, and respond effectively to questions can provide insight into their speaking proficiency.

High school students' difficulties in learning English speaking skills can specifically be caused by several factors, including; Lack of opportunities to practice speaking English outside the classroom, especially if their surrounding environment does not support the use of the language. Anxiety or lack of confidence in speaking English due to lack of experience or habit of speaking in front of other people in that language. Limitations in understanding grammar and vocabulary that affect their ability to construct sentences correctly and express ideas effectively. Limitations in listening and understanding different accents or speaking styles, especially when interacting with native English speakers. Lack of opportunities to practice speaking skills through activities that are interesting and relevant to learning, such as role playing or simulating communicative situations. By being

aware of these factors, teachers can design learning that is more supportive and provides opportunities for students to overcome their difficulties in learning English speaking skills.

Learning conversational skills turned out to receive less attention from teachers. Through observation at SMAN 6 BENGKULU TENGAH, researchers found data that speaking English skills provided by teachers are dominant by using grammar that makes students know only the form of language tenses, without allowing students to practice phrases. This affects those who are not skilled enough to communicate in English, which can be seen from the inability of students to answer questions raised by teachers in English-speaking students and test results that show only 10 of the 50 students who scored highly skilled students speak English while the other 40 students scored below the value of skilled individuals.

To overcome this problem, the researcher tried to use the action learning strategy to improve student's speaking skills. Based on the descriptions above, the title of the research study conducted was "Improving students speaking skills in English by using action learning strategy."

A. Identification of the Problem

Students' speaking and media skills are still low.

B. Research Question

How to improve students' speaking skills in English lessons with an action learning strategy at second grade SMAN 6 BENTENG?

C. Objective of the Study

The objective of this research is to improve students' speaking skills in English Lessons by using the Action Learning strategy at SMAN 6 BENGKULU TENGAH.

D. The Significances of the Study

1. Theoretically

For English teachers, the result of this research is expected to provide them with an alternative technique to teach speaking. It is also expected to motivate the teachers to be more creative so the students will be more enthusiastic in learning English in the class.

2. Practically

For the students, the result of this research is expected to give them new experience in English learning, especially in learning speaking so they can be more motivated to develop their abilities.

3. Further researcher

the result of this research can develop her experience related to her knowledge in research on education and English teaching, especially for speaking.

E. Limitation of the Study

The researcher must limit the research. The goal was to avoid a major problem and help him focus on his studies. About the context of the problem and problem identification;

1. This study will focus on improving students' speaking skills in English lessons using action learning strategies. Cause researcher chose it because it is fun to do and allows the learners to contribute actively even the quiet ones.
2. The researcher believes that it would give them more opportunities to practice speaking in class. In light of this view, the study is conducted by focusing on improving the speaking ability of second grade students of SMA NEGERI 6 BENGKULU TENGAH by using the Action Learning strategy.