CHAPTER I

INTRODUCTION

A. Background

Human is a social being who always need each other’s help and company in his life. People should have good competence in spoken language to interact with others to understand the information perfectly. With language, man can express his idea and wishes to other people such as when he needs their help (Ramelan 1992: 7). So in order to fulfill their necessities of life, human beings need communication which is called Language. It is a tool to express an idea, thinking, opinion and feeling to communicate.

In spite of this, every community have their language which is used to communicate by the same member in the community. We need an effective and efficient communication has now developed to the need of using a certain language to bridge difference. English becomes international language that appears to play very important role in the daily lives if people who live in town. It can be seen in the mass media, in certain work places, in business, and other places.

Some may consider English a primary need to enter the world communication. This fact shows that people in the world should be able to speak English if they do not want to be left behind in information. Then, internet as source to get information is dominant written in English. Many scientific books and literature are also written in English. In learning English,
we usually deal with four basic skill. The four basic skills are reading, listening, speaking and writing.

Speaking is one of basic skills that should be master by the students. Because speaking is linked to success in life, as it important position both individually and socially. But, there are many problems by some people especially students when they want to explore their idea orally. They difficult to express their capability in English skill since the position of English is taught as foreign language in our country. Many of students did not want to speak up during teaching learning process. There are many possible reasons of this action. May be they do not understand about the teacher’s explanation so they still keep quite when the teacher asks question. Another possibilities are shyness, lacking of vocabulary and uninteresting technique are most common. In fact, the students are unresponsive and avoid to interaction with the teacher.

Based on ppl period during 3 months, the writer noted some problems that were faced in speaking activity in the classroom in XI IPS 4 The problem are:

1. Students faced difficulties in speaking such as pronounciation, grammar, fluency, content and vocabulary.
2. The students also had difficulties in delivering their speech because of their lack of confidence. Sometime they want to deliver their idea, but can not because they feel not confidence with their speech and they feel afraid of making any mistakes.
3. The students are still difficulty to express their idea orally.
To solve the problems above, the writer will use Classroom Action Research. The researcher tries to discuss with collaborator to find out the best solution. One of alternatives is by implementing a certain technique. It is aimed to improve speaking competence by reducing the problem above by using “Situational Dialogues”. This technique is important for the students who learn English and a dialogue is well suited for practicing language in real-life communication. It is also stimulate students more active in speaking lesson.

There are previous research about this technique that shown success in improving speaking competence; one of them is Eva’s research (2010) stated that The students' speaking performance improved from 41.7% of all students who could reach at least good level at the first cycle to 66.7% of all students in the second cycle. Furthermore, Admin (2012) also had done CAR using this technique. The research findings include:

(1) dialogue can improve the students’ speaking skill, in the terms of: (a) improving the students’ accuracy, (b) improving the students’ fluency, and (c) improving the students’ vocabulary. (2) dialogue can improve the teaching learning process, in the terms of: (a) improving the classroom atmosphere, (b) improving the students’ involvement, (c) improving the students’ self-confidence, (d) improving the students’ ability in solving the problems, and (e) improving the students’ motivation and interest.

So The writer wants to implemented this technique to solve the problem in that school.
B. Reason for Choosing the Topic

In writing this thesis the writer wants to know the speaking competence of the second grade of students SMA Negeri 5 Purwokerto. The researcher is interested choosing this title because the writer has some reasons as follow:

1. Spoken language is the effective tool for communication.
2. The students were passive. They did not use English in speaking because lack of confidence, felling doubtful to make english sentence.
3. Dialogue is very important technique that helps the students practice in real life speech, pronounciation, and also improve vocabulary.

C. Problem of the Research

Based on the background of the research, the problem of the research is “Can situational dialogues improve students’ speaking competence?”

D. Aim of the Research

The aim of the research is to find out whether or not situational dialogues can improve the students’ speaking competence.

E. Clarification of the Term

The title of this research is “Improving Students’ Speaking Competence by Using Situational Dialogues” (A Classroom Action Research to the Second Grade Students of SMA Negeri 5 Purwokerto in the Academic Year 2013-2014). To make it clear, the writer wants to clarify the key terms as follows:
1. Improve

Improve is become or make better (Oxford Advanced learners Dictionary).

2. Speaking Competence

Speaking competence is an ability to say or produce words and sounds articulation to express feeling, thought and idea (Tarigan, 1981: 15).

3. Situational Dialogue

Situational dialogue is kind of a classroom technique that promotes a communication between two students or more with the appropriate situation in their environment or provide the students with social context to practice their new language.

F. Contribution of the Research

Contribution of this research as follows:

1. Teacher

The teacher can use the result of this research to be a reference in teaching speaking. They can apply this technique in teaching learning process.

2. The institution

The institution can use the result of this research in order to develop different technique that can be applied in teaching learning process, especially in teaching speaking.
3. Other Researcher

This research can be used by another researcher to be reference in conducting a research. It can be developed by another researcher in classroom action research.