CHAPTER I
INTRODUCTION

A. Background of the Research

English as a foreign language plays an important role in Indonesia’s Education. English becomes compulsory subject to learn from Junior High School to University. There were four major skills that must be learnt in English teaching and learning process: Those were listening and reading and productive skills including speaking and writing.

One of the productive skills which had high influence in social interaction was speaking. Speaking involved verbal communication which enables someone to convey his/her meaning without any accompanying speech. For that reason, speaking was important for students to master. By mastering speaking, students could share their ideas with well pronunciation.

Furthermore, mastering speaking was not easy. In fact, the students had many problems dealing with speaking. According to Brown (2001:270) there are some features that make speaking a difficult language skill. The features cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Based on the observation that was done by the researcher in Grade VII B at Junior high school 3 Purwokerto, there were some problems that happened during English teaching and learning process dealing with
speaking. The problem was the students’ desired to speak in English was very low since they preferred to speak in Indonesian than to speak in English during the teaching and learning process.

Moreover, students also had lack of confidence in speaking English. It happened in the class since the students were participated passively in teaching and learning process of speaking. According to the results of the interview with the students of Grade VII B, the students had some difficulties in generating ideas and being afraid of mistakes in speaking activities. Therefore the students were not used to participating actively in the teaching and learning process. To know the result of pre observation could be seen that the students showed 3.03% or one student asked question, 6.06% or two students in answering question, 6.06% or two students in speaking English by himself, 9.09% or three students in feeling enthusiastic, 15.15% or five students in understanding how to speak based on situation, 9.09% or three students in using the opportunities to express their idea, 12.12% or four students in using English correctly and 9.09% or three students in getting actively in pair and feel motivated in doing the activities. The average of the result of pre-test was 40.43. It indicated that they were not interested in following the speaking class because most students did not give their attention in speaking class and the students’ still have low score in speaking class.

Additionally, the students had less motivated in learning speaking because the monotonous classroom activities and there were no media in the teaching and learning process. During the teaching and learning process the
English teacher only used students’ worksheet (*Lembar Kerja Siswa*) in delivering the materials. Moreover, most of the time the students focused on reading dialogs, whereas teaching and learning process of speaking should give priority to students’ to participate actively in speaking.

Regarding the problems above, the researcher desired to overcome the problems and improved the speaking skills of Grade VII B students of junior high school 3 Purwokerto through pair practice technique by using cue cards. It was because cue cards were believed to be able to stimulate and guide students to speak. As stated by Cambridge English Language Assessment (2015), cue card is defined as a carbon which there is/are (a) word(s) or (a) picture(s) to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill. Teachers can use the cue cards in many techniques or activities in order to meet the goal of speaking class. Therefore, it was believed that cue cards were media that could be used to overcome the problems and to help the students to improve their speaking skill.

Pair practice was the technique which suitable in speaking activity beside think pair share. In pair practice technique, students respond the pair by doing the combination of cue cards through pair practice technique, students may speak and respond in different way. Through this research, the researcher expects for the media and technique can be a combination to improve students’ speaking skill.
B. Reason For Choosing The Topic

Based on the interview and preliminary observation with English teachers and students junior high school 3 Purwokerto there were two major problems in teaching and learning. The problems were the used of media and the students’ motivation. The used of media was the first problem. The absence of the teaching media in the speaking class made the students less interested in the lesson. The materials were only form *Lembar Kerja Siswa (LKS)*, in challenging task to improve the students speaking skill. The second problem was the students’ motivation. There were no media in teaching and learning process and monotonous classroom activities. It made the students’ was not used to practicing to speak in English. Consequently, the students were not confident in speaking English and afraid of making mistakes thus they were not capable to speak in English spontaneously.

C. Problem of the Research

The problem of this research can be formulated as follow:

Did the use of pair practice technique by using of cue cards able to improve students’ speaking skill in VII B students at junior high school 3 Purwokerto in 2017/2018 academic year?

D. Aim of the Research

The purpose of the research was to overcome the problem faced by the students at junior high school 3 Purwokerto in improving their speaking skill.
Cue Cards offered as the solution to overcome the problem by the students doing the pair practice.

E. Contribution of the Research

In general, it was expected that the result of the research could give some contribution to the teaching and learning process and that the result can be useful, especially to the following parties:

1. Theoretical Significance

Theoretically, the result of this action research study provides beneficial and referential contribution in giving general knowledge of the way to improve the students’ speaking skill through pair practice by using cue cards.

2. Practical Significances

a. The English teacher, this research can deepen their understanding of teaching speaking communicatively by using cue cards media.

b. The researcher herself. The research can be a valuable experience how to conduct an action research study, especially in English teaching and learning process. Various cue cards media to help them improved their speaking motivation.