

CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Speaking is one of the central elements of communication that must be mastered by every language learners. Speaking is someone's ability to communicate with other individuals or group orally. Speaking also can define as a productive oral skill. It consists of producing systematic verbal utterances to convey meaning. It means that when someone speaks with the other directly, she or he does verbal interactions that produce word to convey opinions, ideas, feeling and information. In short, when people speak, they are producing words that have meaning to the listener or audience.

Speaking is a language skill that demands someone to be able to communicate orally in the real life. To make someone able to communicate orally in the real life, becomes the reason why speaking is a crucial part of second language teaching and learning. As a result, learning speaking in English as a foreign language is very important to enable learners to interact with others communicatively.

According to curriculum, students are expected to be able to apply what they have learn in speaking class. Ideally in speaking ability, student should be able to : first, participate in speaking activity, such as do the conversation in front of the class. Second, student should be brave in taking part to express their opinion, ideas or suggestion orally. Third, the students should be able to use appropriate vocabularies

and correct grammar based on the conversation's context. The last, student should be able to speak English fluently with a clear pronunciation.

Based on the observation which had been done by the researcher and also experiences while being an English training teacher at SMP Juara Pekanbaru, the researcher found some students' problem in speaking class, they are ; first, students do not know how to pronounce some words correctly. Second, students cannot produce some words or sentences because of lack of vocabulary. Third, students use incorrect grammar in speaking.

From teacher's side, the researcher also found some problems in teaching speaking. They are , teacher tend to use traditional technique which teacher ask the student to read dialogue in front of the class without memorize it . Another problem is sometimes teacher choose difficult topic as teaching material for the student. Because the ability of the student are not in the same level, so the teacher should be able to choose appropriate material to be discuss in teaching learning process. Those problems, of course not good for reaching the teaching learning target.

Considering problem, relating to speaking activities in class and helping students to improve their speaking skill was part of the teacher's job. It is important that each teacher should find out the solution. One of the solution is teacher should consider the techniques that can be use toward students' speaking ability. The use of appropriate technique can be helpful in making student more interested in speaking activity and also help them to understand the lesson easily. In addition, the responsibility of the teachers is to look for interesting activities that can persuade, and

change the attitude of the students, so, they will feel totally motivated and interested in learning speaking.

One of the technique is dialogue memorization. Dialogue memorization is a technique of teaching English in which students are required to memorize dialogue then practice it orally. This technique is useful for student in increasing their vocabulary mastery. By using this technique the reseacher expect the student will learn better and faster, instead of only read aloud the books, or doing the same daily and habitual activities.

Based on the explanation above, the researcher is interested in carrying out the research entitled “THE EFFECT OF DIALOGUE MEMORIZATION TOWARD STUDENTS’ SPEAKING ABILITY OF THE SECOND GRADE OF SMP JUARA PEKANBARU”

1.2 Setting of the Problem

From the background above, the researcher found students problems. First, students do not know how to pronounce some words correctly. Second, students cannot produce some words or sentences because of lack of vocabulary. Third, students use incorrect grammar in speaking.

1.3 Limitation of the Problem

To limit the problem in this research, the researcher only discuss about components of speaking skill that consist of : pronunciation, grammar and vocabulary.

1.4 Formulation of the Problem

Based on the limitation of the problem explained above, the researcher formulates the problem of the research as follow.

- 1.4.1** Is there any significant effect of students' speaking ability by using short dialogue memorization at the Second Year Student at SMP Juara Pekanbaru ?

1.5. Hypothesis

There are two hypothesis in this research, they are :

1.5.1 Null Hypothesis (Ho)

There is no significant effect of short dialogue memorization technique toward students' speaking ability of the second year student at SMP Juara Pekanbaru.

1.5.2 Alternative Hypothesis (Ha)

There is significant effect of short dialogue memorization technique toward students' speaking ability of the second year student at SMP Juara Pekanbaru.

1.6 Objective of the Research

The general objective of the research is whether there is significant effect of dialogue memorization technique toward students' speaking ability at the Second Year Student of SMP Juara Pekanbaru.

1.7 Needs of the Research

This research will be hopefully useful for the teacher, students, other researcher and readers. Some of those areas as following:

- 1.7.1** This research is expected to help the process of teaching learning English, especially in speaking skill.
- 1.7.2** This research is expected to provide the readers and teachers information about dialogue memorization technique and speaking skill.
- 1.7.3** This research is expected to motivate the students to improve their speaking skill.

1.8 Definition of Key Term

In order to avoid misunderstand and misinterpretation about the title of this research, would be better for the writer to define a number of terms used in the research.

1.8.1 Dialogue Memorizing Technique

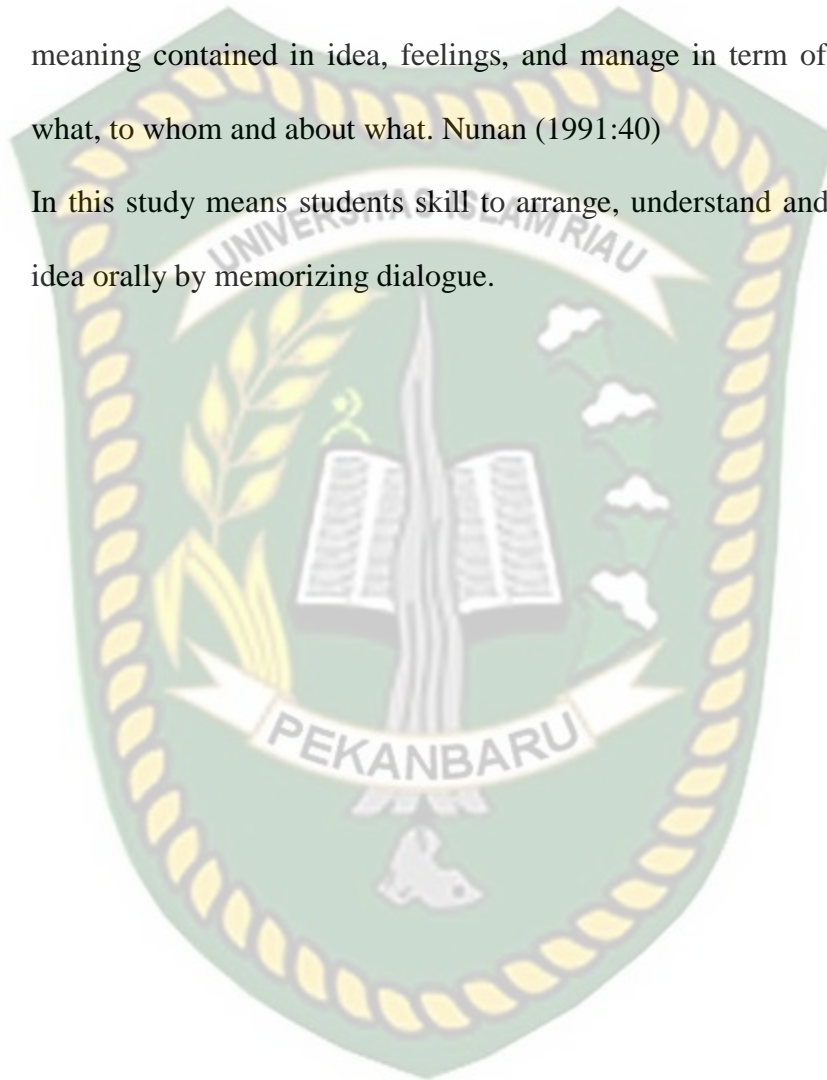
Dialogue memorization technique is a kind of technique that encourage students to speak by providing them short conversation between two people. To complete the activity, they should memorize the dialogue throuh mimicry and they also memorize their partner's line. So, in this research, the term of short dialogue memorizing technique refers to the activity that is done by the students in improving their speaking skill at the second grade students of SMP Juara Pekanbaru. Larsen (2000:47)

1.8.2 Speaking Ability

Based on Oxford, Speaking is defined as to be able use a language.

Speaking is oral interaction where the participants need to negotiate the meaning contained in idea, feelings, and manage in term of who is to say what, to whom and about what. Nunan (1991:40)

In this study means students skill to arrange, understand and show up their idea orally by memorizing dialogue.





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