

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, research question, hypothesis, objective of the research, scope of the research, significances of the research, definition of the key term, and organization of the paper

1) Background of the Research

Education is also related to the curriculum where each learning for the sake of informing the curriculum to achieve a goal in a national it education in accordance with the function and purpose of education is to develop students' potential so the students are able to compete in the global era. It is supported by English Curriculum (2006) as cited in (Argawati, 2014), the importance of the curriculum is that the students are able to communicate in English by mastering the whole skills. However, it is not easy to master all skills. There are so many difficulties in mastering each skill. English as a foreign language, the most difficult thing for the students to expand is speaking.

One of them English is required by every citizen as a means of communication, both in education/employment purposes outside the country as well as in the necessity of facing or serving foreign tourists to visit Indonesia. It can be said the English briefly became one of the important preconditions in entering the era of globalization. Speaking is a skill that have to be mastered. Brown (2007:4)

defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the meaning the instrument. Boonkit (2010) as cited in (Suryani, 2018), speaking is one of four macro skills to be developed as means of effective communication in both first and second language contexts. According to Brown (2008) speaking skills and communication are closely intertwined and strengthen each other. It means In speaking, students must be able to use confident to speak, otherwise it will be very difficult for listeners to understand

Based on explanation this research implemented two approaches, they are communicative approach with snowball throwing and problem based learning. Communicative approach based on the idea that learning successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural knowledge will be used, and this will allow them to learn to use the language. This approach is commonly used in many schools in Indonesia; this approach is considered to improve students' abilities easily for students to understand the material to be taught. Communicative is defined as the ability to communicate well (Collins, 2015).

This research focuses on snowball throwing. Akhiriyah (2011) says snowball throwing teaching model helps children learn to follow The rules, making questions, waiting for a turn, answering questions, learn to adapt to a group. I Snowball Throwing Learning Model creates an atmosphere in the class, fun in

the learning process and inspire student motivation in Learn. Students will be easy-carrying basic and more ideas much and better by giving a question to each other.

In this problem based learning approach emphasis students to dig deeper into freely the problem given. When a student has time to dig and struggling with the area where there is a major problem, then they will recognize a lot of problems other than the problem with such students will be motivated "Gage and Berliner, (1998) say: Problem-Based Learning (PBL) is a pedagogical approach and curriculum design methodology often used in higher education Problem Based Learning is a learning situation in which the existence of the problem of encouraging learning. Before students get knowledge (learning), they were given a problem. The problem is related to everyday life. The problem is given such that students are able to determine where the knowledge that needs to be mastered in order to find a resolution"

Based on the background of the problems that have been raised above, the researcher interested in conducting a research study with the title "Teaching speaking skill by using problem based learning approach and communicative approach". Speaking skill is one of the important for student, unfortunately, some of student still have difficulties in speaking. The student still have a gap between the method used the abilities achieved. Thus, researcher believes that one of two method applied can overcomes the speaking difficulties of the student.

B. Research Questions and Hypothesis

1). Research Questions

Based on the background of the research above, the research question can be formulated as follows:

- a. Is there any significance difference between in communicative approach and problem based learning in speaking skill conversation ?
- b. How is the implementation of using a communicative approach (Snowball Throwing) ?
- c. What are the student's difficulties in learning speaking using problem based learning and communicative approach ?

2). Hypothesis

Hypothesis is a process which involves several logical steps for conducting statistical analysis of quantitative research. The hypothesis could be established into two types, which are the null hypothesis and alternative hypothesis (Martin & Bridgeman, 2012). In this research, the writer formulates the hypothesis as follow:

Null hypothesis: Hypothesis of this research include:

- 1). There is no differences between a Communicative Approach (Experimental Class) and Problem Based Learning (Control class) on teaching student speaking ability.

C. Objectives of the Research

The objectives of this research focus to find out:

1. To figure out the different significance problem based learning and communicative in speaking skill
2. To find out the implementation of using a communicative learning approach
3. To know the difficulties in speaking skill using a problem based learning and communicative approach

D. The Scope of the Research

In the method (snowball throwing) teacher tries to give an opportunity to the student to develop skills to conclude the content of news or information that they obtain in the context of a real and complex situation. The teacher also gives experience to a student through integrated learning by using processes that are inter-related in the situation and the context of the natural social good communication, science, matter and environment association. Formed a group that represented the chairman of the group to get an assignment from the teacher then each student answered a question from a ball obtained.

E. Significances of the Research

1. Pedagogically

Hopefully, the teacher can be a good speaker model for their student especially using snowball throwing in speaking skill

2. Theoretical

Hopefully, the teacher will be given information about speaking ability to the student.

3. Practically

The student can speak with other people -The student can more understand about speaking skill in conversation

F. Definition of Key Terms

1. Speaking Skill

Speaking skill in this research focuses on conveying or expressing ideas, thoughts, and feelings. In the classroom, speaking can be used by the student to retell their experience.

2. Problem Based Learning

That engages students to solve problems through scientific methods so that students can learn knowledge related to the problem and simultaneously has skills to solve problems.

3. Communicative Approach

Communicative approach in the teaching of foreign languages that emphasizes interaction, both in the process as well as the goal of the learning process. That reason the author use the snowball method to support communicative approach.

4. Snowball Throwing

Snowball Throwing to be used by the English teacher of the school to assist her students in improving their speaking skill.

5. Organization of the Research

This research paper is organized into five chapters as follows:

Chapter I: Introduction

This chapter presents a general description of the area investigation. It consists of a background of the research, research question, hypothesis, objective of the research, scope of the research, significances of the research, definition of the key term, and organization of the paper.

Chapter II: Literature Review

In this chapter deals with the theoretical framework that is relevant to the study. In this chapter, the writer provides some theories to the research. The research explains the definition of speaking, the aspect of speaking, scientific approach, cooperative approach, teaching the definition of three-step interview and review of the previous study.

Chapter III: Research Methodology

In this chapter the writer, analyses of methodology cover research design, research method, population, sample, and instrument used for collecting data, research data analyses and research procedure.

Chapter IV: Result and discussion

This chapter provides the result of the study and discussion of the research finding. It is going to display the textual evidence then interpret the findings based on the research.

Chapter V: Conclusions and Suggestion

This chapter consists of two subchapters, which are present the conclusions and suggestion.

