

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language as a tool expresses feelings and ideas through sounds, signs, and spoken or written words. Language has certain functions used as a communication tool according to a person's needs: interacting with others, managing and adapting to social integration in the environment or conditions, and social control. Through language, humans also show their understanding of the matter, perspective, level of education, character, and even the nation's origin (Rabiah, 2018). In other words, language was how people expressed their feelings and desires to interact with others.

The common language in this world was English, as it was widely used by people worldwide. Ilyosovna (2020), defined English serve as important communication that plays role in education, social, politic, and culture. As an education, according to Tillayeva (2020), there were several reasons why it was important to know English in an academic environment; this could help to get internships, student exchanges, international cooperation abroad, and almost every major library has books in English.

English has been implemented as a foreign language and as a compulsive subject to all senior high school students in Indonesia. As teachers, need to emphasize four key skills in learning English: listening, writing, speaking, and reading. These four abilities helped us to master English easily (Handini, 2021). According to Sari (2020), among the four skills, speaking was one the most complex skill, particularly in students of foreign languages. It was due to fact that

students must consider various linguistic concerns such as; grammar and vocabulary.

The researcher observed there were students who still quite far away from speaking English fluently and accurately due to limit on vocabulary, lack of self-confidence, and fear of making mistakes based on preliminary observation of teaching-learning activities in speaking skill at eleventh grade of SMAN 2 Tanjungpinang. So that, students should improve their speaking skill. The percentage of students who scored ≥ 75 on these problems was 41%. As a result, the researcher found a solution to this difficulty by using a talk show technique. So that students might improve their skills in speaking.

Considering these problems, the researcher proposed using the talk show technique at eleventh grade of SMAN 2 Tanjungpinang students, to provide students with opportunities to speak and interact with other students who are experiencing difficulty speaking. The researcher assumed that the talk show technique was appropriate for implementation.

Eisner (2004) stated that talk shows became a compelling and exciting learning tool. Due to Wisudawaty (2014), students can play a various of roles using talk show technique. Includes the host, guest stars, and audiences. There was a moment interview with the hosts and the guests, as well as a discussion segment when the audiences replied to the guest questions about the issue. Students were able to express themselves through talk show technique. In interview and discussion sessions, the students practiced their public speaking skills. They used numerous terms to build dialogues during these sessions. They ask and

answer questions, admit and deny facts, and agree and disagree with other people's viewpoints. They also acted as hosts, co-hosts, and guest stars. The guests took on various roles, such as doctors, students, teachers, writers.

The researcher has also read some related references and conducted research to support this research. One of them was the research conducted by Anggraeni (2013), who proved that the talk show in speaking improved speaking skill and increased the students' confidence. Another research also has found by Nafisy (2018) stated that class talk shows could make it easier for students to express ideas, motivating them to speak at every opportunity.

Based on the description beforehand, the researcher was going to be used classroom action research and conducted research titled "Improving Students' Speaking Skill Through the Talk Show Technique at Eleventh Grade of SMAN 2 Tanjungpinang".

1.2. Identification of the Problem

Based on preliminary research conducted at the eleventh grade of SMA Negeri 2 Tanjungpinang, the researcher found a problem: The students' speaking skill was poor.

1.3. Limitation of the Problem

Based on the identification above, the researcher focused on improving the students' transactional text speaking skill using the talk show technique during a classroom action research conducted at eleventh-grade of SMAN 2 Tanjungpinang.

1.4. Research Question

The research questions formulated as follows: How can students' speaking skill be improved through the talk show technique at eleventh grade of SMA Negeri 2 Tanjungpinang?

1.5. The Objective of the Study

Through the talk show technique, this research aimed to improve the speaking skills of eleventh grade students at SMAN 2 Tanjungpinang.

1.6. The Significance of the Study

There were two significances of this research:

1. Theoretically

The findings of this research hoped to contribute a significantly to English language teaching, particularly to the enrichment of the teachers' teaching technique for helping students in improve their speaking skills.

2. The practically

The results of this research hoped to have a practical effect on teachers, students, and researchers.

a. For the students

This research was designed to help students improve their speaking skills by giving them with new experiences and knowledge that could improve their speaking performance and increase their learning process using the talk show technique.

b. For the English teachers

The findings of this research provided them with an alternative technique for teaching speaking. It was also supposed to inspire the teachers became more creative, so the students would be more excited about studying English subject.

c. For Other researchers

The researcher hoped that the research would be helpful for future large-scale research in similar fields. Furthermore, the researcher believed that this research would be useful in the future for resolving similar challenges in the same field.

1.7. Definition of the Keywords

1. Transactional text

Transactional text is structured communication with a clear purpose, where participants interact to achieve specific goals such as obtaining or providing information, making requests, giving instructions, and conducting business transactions.

2. Speaking

Speaking is the skill that students should master to communicate in English, have a meaningful conversation, and deliver meaning clearly and understandably.

3. Talk Show

The talk show technique that often involves team work and collaboration among students. They could work collaborate on planning, researching, scriptwriting, and hosting the show, developing important collaboration and communication skills.