

CHAPTER I INTRODUCTION

This chapter presented an introduction that concern with the background of the study, limitation of the study, statement of the problem, purpose of the study, significance of the study.

A. Background of the Study

Studying English is not easy to learn for many Indonesian students, because it is a foreigner language. Although English is a foreigner language but it is very important subject. It is one of the requirements for Indonesian student to graduate from junior and senior high school. Therefore, in the processed of teaching the teacher must have a good way of teaching, from teaching the teacher will help students understand the English.

According to Brown (2000:7) “Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”. It means that the process of teaching can help students to learn new knowledge like learning foreigner language. In addition, the success of teaching and learning process is influenced by some components namely the teachers, students, methods, facilities and environment. According to Cahyono (2010:1) “There are four language skills in English that should be mastered by students who are studying English: Listening, speaking, reading, and writing”. All of them must be supported by other elements of language, namely: vocabulary, grammar, and pronunciation. From the four language skills mentioned above, the learning skill of speaking is one of the basic skills which is acquired in educational institution.

Speaking is one of an important and essential skills that must be practiced communicating orally. According to Widyawan and Hartati (2016) same of the students were to still shy or even discourage to speak in English because they did not have enough idea of what to speak. The problem of the students for this skill they have lack of vocabulary for speaking orally. One of the causes they less understanding about the topic that have been listen. According to Honglu (2018) state that the perspective of program content, talk show

divide into news talk, entertainment talk, major social events talk, and sales talk all the content can give some information to the audience.

The reason why the researcher chose listening talk show as the media for teaching speaking because the talk show it can help the students to increase the speaking with listening the conversation between host and guest. The students can get new vocabulary that have been listen. The solution of this problem the teacher should become listening talk show to be habits for teaching process, to make the students more accustomed to speaking after they listened. According to Wilson (2008:9) “listening is indispensable in daily life to broaden insight, knowledge or just for fun”.

There are some researchers that study on the same field has been done by Richards (2008) and Nurhayati (2011). The first has been done by Richards (2008) with the title: *Teaching Listening and Speaking from Theory to Practice*, from New York Cambridge University with the result that, a speaking activity that requires talk as performance (e.g., a mini-lecture) would require very different assessment criteria. These might include: Clarity of presentation: i.e., the extent to which the speaker organizes information in an easily comprehensible order. Use of discourse markers, repetition, and stress to emphasize important points and to make the lecture structure more salient to the listeners. The second has been done by Nurhayati (2011) with the title: *Correlation Between Listening Comprehension and Speaking Ability*, from program academic Year 2008/2009 Institut Manajemen Telkom with the result that, the listening comprehension and speaking English ability show the positive correlation. It means that if the listening comprehension increases, the speaking English ability will increase too. In both studies, each also uses the same object, namely listening and speaking.

Wibowo, (2007: 67), stated that “the talk show can be interesting and weighty, the interview must explore the problem areas being discussed at the talk show”. From the talk show it can make the student easier to understand about the topic and students more focused to collect the important things in the talk show.

There are some differences from the research above, the first by Richard (2008) theory with the title: *Teaching Listening and Speaking from Theory to Practice*, from New York Cambridge University

discuss understanding about teaching speaking and listening process and the second by Nurhayati (2008) theory with the title: *Correlation Between Listening Comprehension and Speaking Ability*, from program academic Year 2008/2009 Institut Manajemen Telkom focused on the correlation listening and speaking. The current research with the title “*The Effect of Listening Talk Show Media on Students` Speaking Achievement for 10th Grade of SMAN 1 Menganti Gresik*” focus on the vocabulary to get the students` speaking achievement from they listen the talk show media, to needs to be explore uses both theories.

Instead of doing listening talk show media in the classroom, the students should also practice their listening talk show media in the classroom. In order it can make the students more interest also encourage the students to learned more about vocabulary to increase their speaking. Based on the paragraph above, that listening talk show is very influential in teaching speaking, because it makes the student more interesting, knowledgeable and enjoy to learning.

B. Scope and Limitation of the Study

This study discussed the effect of listening talk show “how to make classroom conducive” media on students` speaking achievement. In order to get clear describing about this, this study is limited only on:

1. Scope

The scope of this research is teaching speaking by using listening talk show media for speaking achievement.

2. Limitation of the study

The limitation of this research is the researcher teach giving opinion focused on the students 10th grade of SMAN 1 Menganti Gresik by using listening talk show media for speaking achievements.

C. Statement of the Problem

To do the right research and make clearly what ever that appears in listening talk show “how to make classroom conducive” on

students` speaking achievement, here is that main problem of the study:

Is there any effect of listening talk show media on students` speaking achievement for 10th grade of SMAN 1 Menganti Gresik?

D. Purpose of the Study

Considering the problem of the study above, the researcher was oriented toward the following purpose:

To know the effect of listening talk show media on students` speaking achievement for 10th grade of SMAN 1 Menganti Gresik

E. Significance of the Study

The benefit from the research was to describe the usefulness of the results of a study. The result of this study could give advantage for:

1. The teacher
 - a. teachers can get reference about appropriate technique which can be used in teaching listening news.
 - b. the teacher can be more creative and profesional in teaching process and teacher can to find out the quality of teaching speaking.
2. The student
 - a. Students will be familiar with the use of listening talk show in the class, it can help the student increase concentration in listening talk show by the audio.
 - b. Student can improve their speaking with good pronunciation and add many vocabulary.
3. The researcher
 - a. The researcher could dig deeper into data, information and benefits of using listening talk show on the teaching speaking.
 - b. Get many experiences and knowledge to doing this research for the teaching of speaking using listening talk show.
4. The readers in general
 - a. The result of this study was expected to inspire for another study research.

- b. The result of this study was expected to bring suggestion for the progress of, especially in the field of English language teaching.