

I. INTRODUCTION

This chapter discusses about background, formulation, objectives, uses, scope and definition of terms.

1.1 Background

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Students can deliver their ideas by speaking. There are three kinds of speaking situations in which we find ourselves. First, interactive, second, partially interactive, and last, non-interactive. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. The students have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill (Munjayanah, 2004: 17) :

a) Inhibition

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

b) Nothing to say

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c) Low or uneven participation

Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not a tall.

d) Mother tongue use

It is easier for the student to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

There are two ways to encourage students to overcome their problem. The first one is a way for the teacher to do. It is considered necessary for the teacher to force the students only to speak English during the class. The teacher may fine the students every time they speak their native language. The teacher himself must be able to convince his students to be brave to speak English, does not matter if they have very bad grammar. Just say whatever the students want to say. And the teacher must convince his students that making errors is a normal thing in learning. This way will raise students' confidence to try to speak English. It will be better if the teacher does not give correction every time his students make errors, and he should give feedback and give explanation for every error after the students finish their speech.

The second solution is for the students themselves. They can have an English conversation club that consists of their own classmates. They can share and talk about anything in English during that time. In this club, they can learn together. Students can correct each other without feeling embarrassed. English will become students' routine by doing that activity (Hetrakul, 1995).

Every problem can be solved, likewise the problem to speak English fluently that senior high school students have. Even though the problem seems as students' problem, but in fact teachers also play an important role in solving this problem. Students' difficulties to communicate in English must be solved as soon as possible considering their needs in facing the working world. In short, this research focus on particular problem or a group of students and aims at helping

the researcher reflect and solve the problems in finding an appropriate technique in teaching.

In this research, the researcher compared two methods in two classes to find out the most effective method in increasing speaking skill because the students' speaking ability is too low. The problem is not only from themselves, but also from how teacher teaches them. There is no time for student to say or ask a question in English class because there is no appropriate method used by the teacher in learning process. From this reasons, the researcher conducted Power Teaching and Contextual Teaching and Learning (CTL) as a method for increasing their participation in speaking class. Power Teaching is a method that can increase students' speaking skill in learning English. This method is more effective to increase students' participation in speaking, because this method uses some steps to increase their self confident to speak English. While CTL is also a method that can increase students' speaking skill. Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires." (Berns, 2001). The differences both methods are just from the steps that will use in learning process. By conducting this research, the researcher hopes to make an effective method that can be used by the teacher in order to help students increase their speaking ability in the class.

1. 2. Research Questions

Based on the background above, the problem is formulated as follows:

1. Is there any significant differences in students' speaking achievement taught by using Power Teaching and CTL?
2. What aspects of speaking do the two techniques mostly affect?

1. 3. Objectives

In relation to the formulation of the problem above, the objectives of the action research as reflective practice are to improve:

1. To find out whether there is significant differences in students' speaking achievement who are taught by using Power Teaching and CTL.
2. To find out whether there is aspect of two techniques mostly affect.

1. 4. Uses of the Research

This research will be hopefully useful both theoretically and practically:

1. Theoritically, this research will be useful for supporting the theory about the implementation of Power Teaching and CTL.
2. Practically, this research will be used for English teacher to implement this method in the class and to find the most effective method for the students.

1. 5. Scope

This research was conducted at the second grade of SMAN 10 Bandar Lampung, semester seven with two classes as subject of the research. The researcher took two classes from eight classes as a sample of the research. This research was focused on teaching speaking. The researcher gave a speaking test before a treatment. The researcher used Power Teaching as the method in experimental class to investigate the effect of using Power Teaching on students' speaking ability. In experimental class two, the researcher used CTL method. The materials used were based on the English curriculum in SMAN 10 Bandar Lampung.

1. 6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

1. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. (Brown, 1994; Burns & Joyce, 1997).

2. Teaching Speaking

Teaching speaking means teaching how to use the language for communication, for transferring ideas, thought or even feeling to other people. The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication, Burkart (1998: 240).

3. Power Teaching

The findings of the study showed that the use of Power Teaching in speaking class was able to improve students' speaking skill. Besides showing to the speaking achievement, there was also an improvement of class climate at the end of research. It could be seen from the improvement of the students' involvement, the improvement of the atmosphere in speaking class, and the improvement of the interaction between the teacher and the students.

Therefore, it is recommended that English teachers apply Power Teaching in speaking class, to be more creative and innovative in using various kinds of interesting teaching methods which accompany the materials.

4. Contextual Teaching and Learning (CTL)

Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situations; and motivates students to make connections between knowledge and its

applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.” (Berns, 2001).