

I. INTRODUCTION

1.1 Background of the Research

English as an international language is very important to be learned. By learning English, the students can help themselves to face their future because English is one of the language in the world that master in many various field globally. It is also a top requirement of those seeking for job because applicants who master either active or passive English are more favourable than those who do not have it. This reason is appropriate also for the students in vocational school in which they are prepared for that condition. Hence, from the facts given, it is obvious for the students to pay more attention in learning English.

In learning English, there are four basic language skills namely speaking, reading, listening, and writing that must be mastered by the students. One of the skills that have to be mastered well by the students is speaking because it is seen as the most crucial skill to be mastered by the students. As according to Setiyadi (2006: 61), speaking ability is the most difficult phase of a foreign language to teach and acquire. For most people, the success in learning a language can be seen from how far the students can speak and communicate in the language learning. But in fact, speaking is often neglected in the classroom.

Speaking is an important part of the learning teaching process of English as a foreign language. For many years, teaching speaking has been undervalued because the English teachers continually teach speaking just as a repetition of drills or memorization of dialogue and we know that it is not appropriate with the aims of speaking as means of communication,

because as Johnson (1968) states in Setiyadi (2006: 57), “one can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language”.

Since speaking skill is expected to become a priority in teaching language learning process, especially as a foreign language, most of schools in Indonesia, not excepted in Bandar Lampung, has emphasized an oral or communicative competence as a primary goal of teaching English in which this main purpose is appropriate with Standard Content of National Standard Education (BSNP). By making communicative competence as a primary goal in teaching English, it means that the school has given the opportunity to the students to get accustomed with English spoken because the ability to communicate or share the students' ideas in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

SMKN 3 Bandar Lampung as an International Standard School, also become as one of a school which emphasize the English learning in communicative competence. It assumes that by mastering communicative language, the students is hoped be able to share their thought or ideas in English spoken. Unfortunately, based on the researcher's pre-observation, the most of the students still got difficulties in learning English speaking. The researcher has done the pre-observation at the second semester of first year of Tourism Guide Class when the researcher was still became the English course teacher in that school. The researcher chooses the class because the researcher knows more about the students' ability, attitudes, and also the student's characteristic. Moreover, based on the researcher's observation that the speaking ability of the most students in the class is still low, especially in delivering their speech or sharing their ideas. In that pre-observation, the researcher has conducted a speaking test to see the students' ability to speak by using picture. However, the students' achievement is

still very far from the expectation. The students got difficult in sharing their ideas to others. They also got difficult to comprehend each other.

The researcher also have seen that the teacher' teaching seems not good enough especially when the teacher teach speaking. For a little example, in teaching speaking, the teacher asked the students to read aloud together to practice their pronunciation without modeling at the beginning. And it was not appropriate with the aim of the teaching English as means of communication. Hence, because of the problem faced above, the researcher decided to do a research in that school.

The researcher knows that it is not an easy thing for teaching English subject to the students, especially to make the students able to communicate or share their ideas in English orally (delivering speech). Therefore, it is important to make the students enjoy studying English by making an interesting condition in the class. So that, the researcher as an observer which is helped by the teacher should be able to decide the appropriate technique with appropriate teaching media of teaching speaking which can make the students easy to receive the materials and develop their ability in speaking.

Considering to the statement above, the researcher, then is interested to use an enjoyable media and technique that can motivate and give students the opportunity to speak or share their ideas in learning speaking. Hence, the researcher has chosen the chart to be used as the media and also a technique in this research. The researcher has chosen this media since the material that will be taught is appropriate with the syllabus.

Chart is known as one of the visual aids that can be used in teaching learning process. It is one of the visual aids that used to resume, compare, and against the reality. Chart is

information in the form of diagrams, lists or drawings and often displayed the relationship between numbers or amounts for the students to refer to. Chart also can be used to illustrate many types of data. It is also usually called by diagram. Since the material that will be taught is about expressing the facts and figures, the researcher assumed that chart could become the appropriate media to be used.

So that, by using chart not only as media but also as a technique, the researcher hoped can conduct the speaking class effectively. Moreover, the researcher also can find out whether chart can be used in teaching and improving the students' speaking ability and helping the students' learning activities in learning speaking.

1.2 Formulation of the Research

Based on the background discussed above, the writer would like to take the main problem as follow:

1. How can chart be used in teaching and improving the students' speaking ability at the second year of SMKN 3 Bandar Lampung?
2. How can chart be used in helping the students' learning activities in learning speaking at the second year of SMKN 3 Bandar Lampung?

1.3 Objectives of the Research

Based on the problem above, the objectives of this research are as follows:

- To know how chart can be used in teaching and improving the student's speaking ability
- To know how chart can be used in helping the students' learning activities in learning speaking

1.4 Uses of the Research

This research will be useful both practically and theoretically.

1. Practically

Hopefully, this research will be useful for the English teacher, students, and also school.

a. The teacher

Through this research, the English teacher can use the chart as the media and also as a technique in teaching speaking because by using it, the teacher can help the students to stimulate and construct the students' minds in order to make some spoken form in the target language. The teacher also can improve his or her teaching performance.

b. The students

The using of chart in this research will make the students to get accustomed to use English as the target language. So that, by using chart, the students can be helped to improve their speaking ability and also their learning activities during the teaching learning process.

c. The school

The result of this research can be used as a consideration for the school in order to use chart as the media and also a technique in teaching speaking. Although this media can be used only for a specific lesson but it can be used for all levels, not excepted for intermediate level.

2. Theoretically

The result of this research will support the theory about how to use chart effectively in teaching learning process, especially in conducting the speaking class.

1.5 Scope of the Research

This research was conducted in SMKN 3 Bandar Lampung. Based on the teacher's information and the data get from the writer's pre-observation, the class that become the subject of the research is the second year of Tourism Guide Class at first semester. The researcher asked the teacher to use the chart in this teaching learning process in order to help the students in teaching and improving their speaking ability and also helping the students' learning activities effectively.

The material was taken from any sources which are contained by chart such as from The Center of Data Statistic (PDS). The material is about charts which deliver the facts and information about some data. In addition, to know how chart can be used in teaching and improving the students' speaking ability, the researcher and the teacher conducted speaking test for them. The speaking test was about describing chart and it evaluated in terms of pronunciation, fluency, and comprehensibility.

In this Classroom Action Research, the researcher was conducted two cycles. The first cycle done based on the problems of the research and the next cycle done based on the result of the analysis and reflection from the first cycle.

The research was focused on the speaking skill in making some spoken language that based on the chart given. Besides the students' speaking ability, the researcher also focuses the research on the students' learning activities covers to their activities on pre-activities, while-activities, and also post-activities.

1.6 Definition of Terms

a. Teaching Speaking

Teaching speaking means the process of giving knowledge, or skill to others, which the goal is emphasized to improve communication skill in order to make the they are able to communicate especially in sharing their ideas or delivering their speech.

b. Students' Ability

Ability means skill or power that someone or something has. Students' ability itself means skill or ability that students have, in this case, ability to speak.

c. Students' learning activities

Students learning activities are the activities done by the students during the teaching learning process. There are so many activities that can be done by the students in the teaching learning process, such a visual activities, oral activities, listening activities, and so on.

d. Chart

A chart is a drawing that shows the relationship changing things. Chart is one of visual aids that used to resume, compare, and against the reality. It also usually called by diagram.