

## **I. INTRODUCTION**

This chapter describes several points i.e. introduction that deals with background of the problem, which includes the reason for conducting the research, the problems in teaching speaking skill, and the suitable teaching method which is suitable in increasing students' speaking ability. This chapter also describes: (1.) the formulation of the problem, (2.) objective of the research, (3.) uses of the research, (4.) scope of the research, and (5.) definition of terms.

### **1.1 Background of Problem**

Naturally speaking is unit of communication skill between at least two people and it is a way to express someone's idea orally. In fact, in teaching learning process the teachers do not have the good technique for teaching speaking. Thus, there is no improvement in students' speaking ability. This is the chance for the teachers to overcome this problem by providing some creative activities in the classroom. However, today's world requires that goal of teaching speaking should improve students' communicative skill because only on that way students' can express themselves by their argument and opinion, and learn how to follow social and cultural rules appropriately in each communicative circumstance.

Commonly, learning English deals mainly with skills, they are: (1.) listening, (2.) speaking, (3.) reading, and (4.) writing. Among those skills, speaking skills are naturally difficult to be mastered by the students starting from elementary school. This is true because speaking skills include many complex aspects, such as (1.) fluency, (2.) pronunciation, (3.) grammar, (4.) vocabulary, (5.) comprehension.

Unfortunately, during the observer's observation in SMA 8 Bandar Lampung during finished this research, the observer has found that there were many students show up in the classroom without having developed a confident to speaking in English.

In fact, some senior high school students found also some difficulties to speak in English. To be more concrete, Nugraha's research (2010). In his research it was found that some students were not able to communicate orally well because they were lack of vocabulary and not confident while speaking in English, and also they needed more practice. Relating to the problems faced by the students above, they have to be taught to speak English to overcome those problems.

Generally, most teachers teach speaking skills by using book as the media and it is known as non-authentic material. Since, the students usually use the book as media to teach, the students turn too bored because they just see the written form without looking at the real meaning of what is said in the text. To solve this problem, the teachers should find the other ways to teach speaking to make the students interested. One of them is by using authentic material. This is due to reason that authentic material can make the students interested and the students can get the point of the

topic early by using this material. Authentic material is a text or non-text that is not specifically designed for language teaching and contain example of real language in ways it would be used for communicative needs, such as: video, picture, magazine etc. (Martinez: 2002).

Referring to the problem above , the observer intend to apply authentic material to teach speaking to the students to know that which of both media can increase students' speaking ability. Additionally, the observer would also teach speaking by using non authentic material and compare the result of score students' speaking ability that had been taught by using authentic material and non-authentic material.

## **1.2 Research Questions**

In general, the research questions in this study are:

1. Is there any significant difference in students' speaking achievement between those who are taught by using authentic material and non authentic material?
2. Which aspects of speaking will be mostly increased between those who are taught through authentic material and non authentic material in terms in micro skills?

### 1.3 Objectives

The objectives of the research are:

1. To find out where there any significant difference in students' speaking achievement between those who are taught by using authentic material and non-authentic material.
2. To find out which aspects of speaking will be mostly increased between those who are taught through authentic material and non-authentic material.

### 1.4 Uses

It is expected that uses of this research would result the following points:

1. Theoretically, the result of this research used as a contribution for educational research especially the one concerning teaching of speaking.
2. Practically, the result of this research used as information sharing for English Teacher in Senior High School that this media was applicable or not.

### 1.5 Scope

In this research, experimental class was for the students who taught by using authentic material and control class was for the students who taught by using non authentic material. The learners based on the curriculum have already studied: (1). *Vocabulary*, (2). *Grammar*, (3). *Tenses*, and (4) *Structure*. In previous semester, furthermore, all of the students it is assumed that in the second grade's of SMAN 8 Bandar Lampung have the same ability in English.

The elements of speaking skills include: (1) pronunciation, (2) fluency, (3) comprehension. The topic of authentic material was about procedure text, that are, the use instant coffee packages and instant fried noodle packages as the authentic printed material, videos as the authentic listening viewing and the topic of non authentic material would be given from students' handbook based on curriculum used.

### **1.6 Definition of Terms**

Same definitions used in this study are needed in order to have the same perception crucial the ideas of the terms and to avoid ambiguity.

#### **Speaking skills**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information which linguistically includes: (1.) vocabulary, (2.) pronunciation, (3.) grammar, (4) fluency, and (5) comprehension.

#### **Teaching Speaking Skills**

Interaction can be marked to the routine of oral, which is in a conventional manner in presenting information or interaction can focus on information. This routine information structure containing the types of information that often arose whether they are ekspositori such as: (1.) narrative, (2.) description, (3.) instruction , and (4.) comparative or evaluative sense such as: (1.) justification , (2.) prediction , and (3.)

decision. A routine interaction it might be a service, for example a job interview or social such as dinner party. The difference between a routine information and the interaction of this reflects the difference between the function of language transaksasional and interaksional or interpersonal. According to Bygate, another feature of the interaction of oral are a participant need to negotiate the meaning continuously and in general continues to regulating the interaction of in terms of who should say what, to whom, when, and about what. ( Bygate : 1987 )

### **Authentic Material**

Taken from Peacock (1997: 22), the definition of authentic materials is the materials that have been produced to fulfill some social purpose in the language community. Jacobson (2003: 2) mentions that authentic materials can be defined as a text or non-text that are not specifically designed for language teaching and contain example of real language in ways it would be used for communicative needs.

### **Non Authentic Material**

Non authentic material as we know that existing material is materials used by teachers or learners to facilitate the learning of a language. Obviously, include photocopies, workbooks, grammar books, and dictionaries.

## **Procedure Text**

Procedure text is text that explains how something works or how to use instruction or operation manuals.