

## **I. INTRODUCTION**

This chapter discusses the introduction of the research that used in this study such as background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background of the Problem**

English serves as lingua franca in many parts of the world. As Harmer (2003) states that lingua franca is a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both are using it as a second language. English as an international language plays an important role for communication. In English teaching, the English teachers are insisted to be creative to design many communicative activities in the classroom that motivate students to use the language actively and productively.

The objective of English teaching is developing the students' communicative competence covering the four language skills i.e listening, speaking, writing, and reading through the mastery of the language components such as vocabulary, grammar, and pronunciation. Later, the skills should be taught better to master the language because each skill has general or specific function in communication. One of the skills that has 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. We could not deny that speaking is the most important one for asking information and conversely for delivering information, speaking is the direct system of communication. Speaking is the main skill in communication (Welty:1976).

Based on the researcher's teaching training experience held on 9<sup>th</sup> July until 23<sup>rd</sup> September 2012 in SMA N 2 Punduh Pedada, there were many students' problems in Speaking English. In practicing dialogue, students found some difficulties if they were asked by the teacher to come in front of the class. The problems in speaking were caused by a number of factors such as limited number of vocabulary, grammar, pronunciation, and fluency. In student's speaking performance, they tried to express their ideas in different way. Some of them tried to keep their interlocutor understand about the conversation. They used mimic, body language, or sentences as the feed back to their interlocutor like saying "what", "pardon", "emmm" in the conversation. The ways the students made to avoid misunderstanding are examples of negotiation of meaning in speaking.

Negotiation of meaning is regarded to be more effective in order to avoid misunderstanding in the interaction. Negotiation of meaning also functioned as an indication of communication pursuit. The more participants negotiate, the more interaction occurs. It occurs when 2 or more participants involve in oral interaction and they find a potential for the communication breakdown.

The researcher considers that while the students were speaking in front of the class, they had their own style in expressing what they wanted to say to the

interlocutors. It is seen as an effort to keep the conversation in one direction so the listeners could understand what the speaker has said before. There are many components of negotiation of meaning that could appear during process of interaction.

In addition, the learning material and teacher's media have an important role in teaching speaking. Wilkins (1983) states that the student's learning depends on the effectiveness of the teacher's technique. The teacher is required to select the right materials which have to be pertinent to the students' needs. If the teaching media are not clear, the students cannot understand the material given by the teacher. It would be easy for the students to learn the course by seeing the object directly. The shape, form, taste, smell, and colour of something can be known by them. That's why the researcher chooses realia (real object) as the media of teaching speaking.

In the TEFL classroom, realia is defined as objects and teaching props from the world outside the classroom that are used for teaching and learning (Nunan, 1999). Furthermore, realia is everyday object that surround us by which the students can use to communicate in the classroom. Realia will also make teaching learning process fun. Realia can be used in teaching especially in speaking. Many activities in the classroom can be directed in teaching-learning English. For example, the teacher can ask the students to describe the object in their own words to see how far the student's speaking ability.

Based on the explanation above, the researcher was interested to analyze the student's speaking performance in dialogue by using realia based on negotiation of meaning study.

## **1.2. Formulation of the Problems**

Referring to the background of the problem above, the researcher would like to formulate the research problems as follows:

1. What types of negotiation of meaning are used by the students in performing dialogue by using realia?
2. Which component of negotiation of meaning is mostly used and least used by the students in performing dialogue by using realia?
3. What difficulties do students encounter while speaking by using realia?
4. How is the students' speaking performance in dialogue by using realia?

## **1.3. Objectives of the Research**

Concerning to the problem above, the objectives of this research were:

1. To find out the types of negotiation of meaning used by the student in performing dialogue by using realia.
2. To find out which component in negotiation of meaning that mostly used and least used by the students in performing dialogue by using realia.
3. To find out the difficulties that student encounter while speaking by using realia.

4. To find out how the students' speaking performance in dialogue by using realia.

#### **1.4. Uses of the Research**

This research was formulated as an effort of finding some uses. The uses of this research were:

##### **a) Theoretically**

1. To verify previous theories dealing with the theories in this research.
2. To be used as a reference for those who will conduct further research.

##### **b) Practically**

1. The result of this research might become new information for the teachers about how the students' speaking performance in dialogue by using realia at the second grade in SMAN 1 Kalianda based on Negotiation of Meaning study.
2. This research hopefully could be the consideration in teaching speaking and could inform the teacher about the process and benefit of using realia as the media.

#### **1.5 . Scope of the Research**

In order to focus the research, the researcher limited the scope of the research. The subject of this research was one class chosen randomly as sample of the research. The chosen class was XI Social 4 at SMAN 1 Kalianda consisted of 37 students. The research focused on analysing the students' speaking performance in dialogue

form by using realia. The researcher tried to analyze the negotiation of meaning of the students as a part of classroom interaction.

This research was qualitative and quantitative research. In collecting the data, the researcher conducted speaking test to the students to see the negotiation of meaning used in their dialogue by using realia. To score students' dialogue performance, the researcher asked the English teacher as the inter rater. The interview was also applied to find the difficulties that students encountered in their dialogue by using realia.

### **1.6. Definition of the Terms**

There were some terms used by the researcher and to make it clear, the researcher gave some definitions as follows:

- **Speaking**

Speaking is the ability to express oneself in life situation, or the ability to converse, or the ability to report acts or situation in precise words or the ability to express a sequence of idea fluently.

- **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 they are able to communicate especially in sharing their ideas or delivering their speech.

- **Student's Speaking Performance**

Student's speaking performance is how well the students speak in front of the class based on the negotiation of meaning theory.

- Negotiation of Meaning

Negotiation of meaning is defined as a series of exchanges conducted by addressors and addressees to help themselves understand and be understood by their interlocutors.

- Dialogue

Dialogue is a conversation between two or more persons; an exchange of ideas and opinions.

- Visual media

Visual media is picture, map, and realia used in which concern with the learners' sight sense and can be seen by the students.

- Realia

Realia in EFL terms refers to any real objects we use in the classroom to bring the class to life. Realia is a term loosely used to cover real object and materials used for instructional purposes.