**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statement, objective, significance and scope of the research.

1. Background

Speaking is productive language skill in which demands some components of language. Such as vocabulary, intonation, stressing, grammar, pronunciation and the one who wants to speak must construct his/her ideas. What to say and how to say are considered as difficult, especially for second language learners.

In 2006 (Kurikulum Tingkat Satuan Pendidikan) and 2013 curriculum, speaking skill is encountered as the second skill to master. Speaking consists of two standards of competence (SK) in KTSP 2006 curriculum which is implemented in most of secondary schools. There are two basic competences (KD) of each. Speaking in secondary level as personal and social skill. Every standard of competence emphasizes the students to communicate and interact properly with their surroundings.

Learning speaking should be continuously and regularly to accommodate fluency and accuracy. Therefore, giving students as many opportunities as possible to speak in a supportive environment is necessary in learning-teaching process. The teacher is needed as facilitator to set up learning activities that enhance students’ self-involvement within learning. Due to speaking requires an idea to express then the learners need sometimes either external or internal stimulus. Regarding to it, creating supportive environment and appropriate activities become crucial in learning speaking.

Speaking is generally thought to be the most important of the four skills. Due to speaking is frequently used to communicate comparing with other language skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. This problem becomes a responsibility to the all of English teachers to find out the resolution of it. Hence, the academic researchers especially who splash around English language education are emphasized to research the effective technique, method, strategy to apply in teaching speaking.

The students have to be stimulated to speak English in order to build up their speaking habits. Many English teachers or English facilitators make some efforts to make their class interesting with various approaches, methods, techniques, materials and instruments to make learn about language skill more effectively and creatively.

In learning speaking, the occurrence of problems can’t be denied. Based on the researcher’s teaching experience on the teaching-learning process in secondary school either junior or senior high school, the researcher found that there are some problems that arise in students’ engagement and achievement. Relating to the students’ engagement, some of them are passive, less attention and doing other things within learning. Whereas their low achievement can be analyzed through the result of the test ofter learning in a period of time. Their speaking score can’t achieve standard score or KKM (Kriteria Ketuntasan Minimal). Therefore, speaking is assumed as difficult language skill to master. Bueno, Madrid and Mclaren (2006) state that speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition.

Students’ achievement and engagement within learning process should be considered as the main priority. Learning process is expected to provide deep meaning towards learners for increasing their knowledge, insight and critical thinking in order to they are able to implement what they have learned in real life situation.

In the daily classroom activities, the students have difficulties when the teacher has them to express their ideas. The result of the teaching speaking in the school is not satisfactory yet.

The unsatisfactory result can be affected by several factors. It can be affected by teachers, students, teaching materials, and language teaching approaches or methods applied by the teachers as Skehan(1989) points out that learning and achievement can be influenced by the teaching, the learner, and the context. Each variable with its own elements can be put in a category. In the category of teaching, there are several elements such as materials, syllabus, methodology, and resources that should be taken into account by teachers because they can influence the language learning process and its outcome. In the category of the learner, elements such as age, intelligence, aptitude, motivation, attitude, personality, cognitive style and engagement tend to be different for each learner. Regarding to it, the teacher is demanded to facilitate these differences. At least, the teacher is able to decrease the problem occur within learning process. Therefore, overcoming the obstacles which are encountered in learning speaking is a must. Learning speaking emphasizes practice, concrete experience and focus on students’ interaction. Broom(1968) states that to increase students’ speaking mastery the teacher must concern with the student to student interaction.

The previous research which has been conducted by Vicka Sari (2008) shows that the students have chance to be active and cooperative in speaking activity. The great part of time in the process of learning speaking is dominated by students to foster learner’s achievement. Due to most of English learners consider speaking skill is their top priority. There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for directions, in shops, meetings or chatting with their friends, to name a few. People spend great deal of their time interacting with more people and, each of these situations requires a different register according to the formality of the moment.

Considering the fact above and the importance of students’ achievement and engagement some efforts are needed to construct in order to overcome the learning speaking problems. The researcher intends to conduct the research related to learning speaking skill. Concrete experience which was developed by David Kolb around 1980 is recommended solution in this case. The researcher believes that this strategy disserves essential contribution in learning speaking skill. Due to this method encourages and inspires the learners to construct their ideas to express. The students will not only learn theoretically but also concretely. Hence, they will achieve deep understanding toward their learning material. As Confucius’ quote “I hear and I forgot. I see and I remember. I do and I understand”.

Concrete experience was developed by David Kolb in 1984. Kolb developed learning style model and published his learning style model in 1984. Kolb (1984) in Ellis (1997) distinguishes between four stages in a learning cycle that he calls “experiential learning”. The stages are concrete experience, reflective observation, abstract conceptualisation and active experimentation. One of the stages above is suitable to foster students’ achievement in learning, it is Concrete Experience.

In concrete experience, personal involvement is emphasised. The learners tend to rely more on feelings than more systematic approaches to problem and situation. “During this stage the learners would fall back on the ability to be open-minded and to change” (Cassidy, 2004: ). The students construct their knowledge through their prior experience to accomplish their understanding of the lesson. Concrete experience is where the learner actively experiences an activity such as field work.

Based on the reasons, the researcher decided to put the objectives of this study is to find and analyse the use of concrete experience to stimulate students’ engagement and achievement in learning speaking and how do the students perceive the use of concrete experience in learning speaking.

1. Problem Statement

In accordance with the problem above the researcher formulates the research question as follow:

1. Does the use of Concrete Experience stimulate students’ engagement in learning speaking?
2. Does the use of Concrete Experience stimulate students’ achievement in learning speaking?
3. How do the students perceive the use of concrete experience in learning speaking?
4. Objective of the Research

Relating to the problem statement above, the objective of this research are:

1. To find out whether or not the use of concrete experience stimulatestudents’ engagement in learning speaking.
2. To find out whether or not the use of ConcreteExperience stimulate students’ achievement in learning speaking.
3. To find out the students’ perception towards the using of concrete experience in learning speaking.
4. Significance of the Research

The findings of this research are likely to be beneficial theoretically and practically to the field of foreign language learning and teaching, particularly in teaching and learning speaking. Theoretically, the findings of the research are expected to enrich the theory of teaching and learning, especially speaking.

Practically, the findings of the research are expected to serve a reliable reference for the teachers or lecturers of English who want to apply concrete experience as strategy in teaching speaking. As for the students, they can meet the natural use of speaking in all kinds of activities in the classroom. Hence, speaking teaching and learning is expected to be more effective, interesting, and enthusiastic.

1. Scope of the Research

The scope of this research is viewed from three different aspects: discipline, content, and activity. By discipline, this research is under the study of applied linguistics. Speaking skill becomes the chosen skill in this research. Researcher will measure the students’ engagement and achievement toward learning speaking. By content, this research is limited to the use of concrete experience in speaking. This method is applied to secondary level in which consists of two classes; class X, XI. By activity, this research would be conducted in four meetings of each class. It is involving individual and group work. All activities applied within learning-teaching process are based on the concrete experience form, such as showing picture, outdoor learning, sociodrama and simulation.