

CHAPTER I

INTRODUCTION

A. Background the Problem

Speaking is one of the important English skills that should be mastered by the students at State Islamic Junior High School. By speaking, the students can get much information and increase their knowledge through the interaction with other people orally. Speaking is the central element of communication. In English language teaching, it is an aspect that needs special attention and instruction. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Speaking is a skill that is required by students to be able to communicate in a language learning. A person who learns a foreign language should be able to speak that language actively and fluently.

According to Brown (2007:6) language the systematic instrument of communicating ideas or feelings by using sounds, gestures, or signs agreed. The primary function of languages is for interaction and communication. English as one of the international languages in the world should be mastered by people from many countries in the world to communicate with each other. They may know and understand what they speak communicatively because of English. Because of the reason, English becomes the first foreign language that is taught in Indonesia from elementary school up to college.

Speaking is one of important skills in English lesson. In speaking, someone needs to communicate orally to other individual or group. Speaking is one of English skills that very essential among listening, reading and writing the students should behave. Speaking is one communication tools that people use to express their thoughts and feelings to others. Speaking is also the process of revealing something fundamental about the mind and how it deals with perception, feeling and intention. Thus, the students should speak fluently. The main purpose of learning speaking is to lead students to be able to speak English well. Speaking is one of the important skill that must be mastered by the students. By having this skill they can perform their competence in English. For example, the students can share their knowledge, value and attitude with others through speaking (Habibi:2016:2).

The weaknesses of Know Want Learn strategy are: (1) Difficult for students with no prior knowledge, student have a problem to listing in “K” column and hard for them a general idea of the topic. (2) Take time to complete, students have to draw the framework and use a lot of time to think about what to list in each column, not appropriate to use in exams because the time is limited. (3) Not effective for reading fiction materials, readers do not have any idea about the story or novel. So, this strategy is not suitable. (4) Not proper for readers without active thinking, this strategy serves as a model for active thinking during the reading process. Therefore, it is not suitable for readers with low thinking level and poor memory skill because they will not be able to expand their ideas beyond the text. (5) Students will give up and get

bored easily, when students fail to make a critical thinking by filling in the three column, they would give up and refuse to complete the framework.

In Curriculum of 13 (K13) the students should be more active in many aspects, because curriculum of 13 use a scientific approach, where the students will through on organization of learning adventure such as observing, questioning, exploring, associating and communicating.

To gain the purpose above, an English teacher should consider several important matters in teaching. First, a teacher should use the various techniques or strategies for teaching English which appropriate to the skill of English. There are many techniques and strategies can be used by the teacher the learning and teaching process, namely Role play, Think Pair Share, Jigsaw, Simulation, Information Gap, Talk Show, etc. Second, a teacher should use media the learning process. The role of media as a tool learning is the delivery of teaching materials as well as clarify the actual content of teaching materials used. The students can motivate to study with media. The advantages of Know Want Learn strategy can help the students to participate and become active for speaking about what they know from the topic. And the strength the Know Want Learn strategy are: (1) Elicits students' prior knowledge, students have to brainstorm their ideas and try to listing everything they know about the topic. (2) Easy to use and organize. Students could divide the important and not so important points by dividing them into the appropriate column, they could see clearly the points in order to answer the comprehension question. (3) Set a purpose for reading. Readers have the

idea about the text before reading the whole text, readers are more focus to find the important points while reading. (4) Encourage students to make a critical thinking. Students have to think hardly about what they want to know more about the topic by formulating questions to fill the “W” column, students need to fill in the “L” column by thinking what they had learned after reading the text. (5) Helps students to monitor their comprehension and knowledge. Students know their vocabulary level and understanding ability, students learn new topic and put an effort to study more about the topic in order to update their knowledge.

Based on the interview that the researcher did with the English teacher, we can see on table below:

Table 1.1
The Result Interview Researcher with the Teacher

Researcher	Teacher
Question	Answer
How do you teach of recount text in the class?	The researcher found that it happened because usually they telling past experience (recount text) especially about experience by the teacher, then they will ask about the text and they will ask to identify the social function, generic structure, and the language use of the text. Sometimes they will also asked to answer some question about the text.

From the table above we knew the English teacher did not give opportunity for the students to speak, the opportunity from the teacher itself. Literally, recount means "to tell" so recount text can be interpreted as "text that tells". Recount text is a text that tells the reader about one story, action or activity. The purpose of recount text is to list and describe past experience by retelling events in the order in which they happened. Recounts are written to retell events with the purpose of either informing or entertaining their audience. In a simple word the purpose of recount text is to retell past experience. The researcher found some weaknesses in the speaking process that will be used by the teacher. First the teacher did not motivate the students to create the same texts and the teacher did not explain how to start speaking to the students.

Unfortunately, there are so many factors as handicaps of how people can master speaking skill successfully, such as never practicing to speak English with their friends formally or informally, afraid of making mistakes, or afraid to be laughed by others and do not feel confident, or sometime they seem do not have ideas in their mind if they asked to practice their speaking. In speaking activity, students usually are shy and lazy to speak in English because they have low abilities and motivation in speaking, the students did not have background knowledge, the students find it difficult to pronounce the words, the students do not have the motivation to speak, the motivation comes from teacher as motivator and from students themselves. The students did not know

what will speak, and if the teacher asked to the students, the students kept silent.

Based on the problem above the researcher wants to find out why the students lack of ability in pronunciation, grammar, vocabulary, fluency and comprehension. The students also had a lack of ideas to be shared and their willingness to study English. This matter also affect on students' speaking skill. It can be seen from the grade that they were taken from as the table follow.

Table 1.2 The Score of Students' Speaking in Recount text at Class VIII in First Semester on Academic Year 2017/2018.

Table 1.2
The Score of Students' Speaking in Recount text

No	Name of students	P (4)	G (36)	V (24)	F (12)	C (24)	Total
1	HP	2	12	8	6	8	36
2	JM	3	12	16	8	8	47
3	II	3	18	16	8	12	57
4	KN	3	12	12	8	8	43
5	SS	3	12	16	10	12	53
6	DDD	2	8	8	8	8	34
7	VA	2	12	8	6	8	36
8	DW	2	12	8	6	8	36
9	RH	3	18	12	8	12	53
10	MH	2	12	12	6	8	40
11	SA	3	12	12	8	8	43
12	DN	2	8	12	6	8	36
13	FP	3	12	12	8	8	43
14	RD	2	8	12	6	8	36
15	PA	2	8	8	6	8	32
	Sum	37	176	172	108	132	625
	Mean	2,46	11,7	11,4	7,2	8,8	41,7

Source: English Teacher of Class VIII SMPN 4 PARIAMAN

Note: A= Accent G= Grammar V= Vocabulary
F= Fluency C= Comprehension KKM=76

The table shows the data on students' speaking ability in retelling past experience (recount text), 15 student of class VIII get low score in speaking it can be seen after assessed by using Hughes's speaking criteria (1989:131-132). In general the students got a poor score in their speaking components such as accent (pronunciation), grammar, vocabulary, fluency and comprehension whereas the mean a score of students speaking test was (41,7). Specifically, the mean score of students' accent (pronunciation) was (2,46) while the perfect score was (4). The mean score of students' grammar was (11,7), while was the perfect score was (36). The mean of students' vocabulary was (11,4), while the perfect score was (24). The mean score of students' fluency was (7,2), while the perfect score was (12) and the mean score of students' comprehension was (8,8) while the perfect score was(23). In short, the students did not master speaking skill that fact prove and show of the data above. In fact, the students cannot present the component of speaking in good score because they did not have good speaking ability to make a perfect score in component of speaking such as accent (pronunciation), grammar, vocabulary and fluency.

The grammar of retelling past experience (recount text) is the language feature, they are past tense and past continuous tense. In fact the students could not generate their idea in a good structure, they did not understand about the structure. The last problem was the fluently. Students got difficulty in

fluently because in recount text we use simple past tense. Most of the students did not understand how to construct a simple past tense sentence, also they did not understand where to use the V2, conjunctions, modals, chronological orders, and so on in recount text.

To overcome used Know Want Learn Strategy, in using this strategy, the teacher first leads the group through discussion with asking and giving the question. And then, turns the process of the students to individually write their own idea and make the question on personal worksheet (Ogle:1987). Know want learn strategy help students interest as they think about what want to know and they have to learn and asking giving question stage. Besides, the know want learn help students become better in speaking and the students are encouraged to communicate with English and their daily life. The know want learn strategy can make students more active in the classroom, because the teacher motivate and encourage the student to speak and do not feel shy in expressing their opinion. Through asking, giving the question, and retell their work in front class, the teacher easy to correct the students capability in speaking skill. Know Want Learn strategy helps students make connections between their knowledge or initial understandings new information they will be learning. It allows students to generate questions that interest them within the boundaries and dictated by the curriculum and teacher. Know want learn strategy lets students talk and speak to build students' prior knowledge. The teachers encourage the students speak and give feedback to correct aspect of

students speaking skill including pronunciation, grammatical, vocabulary, fluency and comprehension.

It indicates that most the students have lack ideas. Thus, to increase the students score teacher should choose the appropriate technique. the English teacher doesn't use the Know, Want, Learn strategy in teaching speaking yet. The technique or strategy that used by the teacher in the classroom is unable yet to encourage the students' speaking skill and their motivation. There are only a few students who can follow the speaking class material given by the teacher. It creates a problem in developing the skill, particularly speaking skills. This can occur as the students are not confident as well as not having motivation in every speaking activity that has done in each class.

Based on problems and weakness of students in retelling past experience above, in this research Know, Want, Learn strategy will be implemented. This strategy facilitates activation of background knowledge and provides important information to the teacher about what students know or don't know about the topic to be studied and share what they have learned. This strategy also helps students organize their thoughts prior knowledge or building background knowledge of the topic (Ogle, 1986:64).

We have named this three steps procedure the Know Want Learn for the three basic cognitive steps required: accessing what I Know, determining what I Want to learn, and recalling what I did Learn as a result of reading. Step K- What I Know. This opening step has two levels of accessing prior knowledge. (1) The first is a straightforward brainstorming of what the group knows about

the topic for reading. During this step, the teacher's role is to record whatever the students volunteer about the topic on the board or an overhead projector. The critical component here is to select a key concept for the brainstorming that is specific enough to generate the kinds of information that will be pertinent to the reading. (2) The second part of the brainstorming (or eliciting what is already known) that will be useful to students in reading involves them in thinking of the more general categories of information likely to be encountered when the read.

Step W- What do I want to learn? As students take time to think about what they already know about the topic and the general categories of information that should be anticipated, questions emerge. Not all students agree on the same pieces of information. some information is conflicting, some of the categories have no particular information provided. Step L- What I learned. The students to write down what they learned from reading (Ogle,1986:565-567).

Before the students start to speak the students doing the steps. (1) See, that means to turn your eyes in a particular direction, to try to find something. (2) Listen, that means pay attention to something that you can hear, listen to a conversation that you are not supposed to hear. After the students see and hear , the students repeat what they see and what they hear. (3) Repeat, that means to say or write something again or more than once. (4) Say or Speak, that means to speak or tell something using words, give an opinion on something, suggest or give something as an example or a possibility, make something

clear by words, gestures and give particular information. From the KWL the students give information because the students read a topic, from the topic the students get a knowledge.

The purpose of Know, Want, Learn Strategy (Ogle, 1986) is to actively before teaching and learning process. This activity builds upon prior knowledge and understanding and develops teamwork skills. If the Know-Want-Learn is carried out in groups, it may consolidate communication skills and teamwork. Know Want Learn belongs to problem solving with its communicative approach. In Know Want Learn strategy, the students learn about how to prior knowledge and understanding. Besides, it gives chances and practices for the students to speak.

Based on the facts above, the researcher intended to conduct the research on The effect of Know Want Learn Strategy towards Students' Speaking skill at class VIII of Junior High School 4 Pariaman.

B. Identification of the Problem

There were some problems happened in teaching and learning process of English in Junior High School Pariaman at class VIII, they were identified as follow:

First, although the teacher has tried to perform a good teaching and learning process of speaking skill, unfortunately, it still did not provide the significant effect on students' speaking skill. As the result, the students had low of speaking skill, such as wrong pronunciation, ungrammatically sentences, and limited vocabulary, not fluently in speaking and difficult to understand.

Second, the students had a lack of ideas to share and , when they were asked why they kept silent they answered that they did not know any word for to speak. *Third*, the students had low of motivation in speaking activity. It makes them to be shy to express something. *Finally*.The English teacher doesn't use the Know Want Learn strategy in teaching speaking yet. Actually, namely Role play, Think Pair Share, Jigsaw, Simulation, Information Gap, Talk Show that can help the students to solve their problem in speaking. One of the strategies can be used is Know Want Learn Strategy which that strategy can help the students in speaking skill.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher needs to limit the problems that will solve in this research. this research is focused This research focus on effect the Know Want Learn in learning English speaking skill. The researcher will conduct the research at class VIII of Junior High School 4 Pariaman.

D. Formulation of the problem

Based on the limitation of the problem above, the problem of the research is formulated as follows: Is there any difference of students speaking skill between those who are taught by using Know Want Learn Strategy and those who are taught by using the conventional technique at Junior High School 4 Pariaman?

E. Purpose of the Research

The purpose of this research is to prove whether or not Know Want Learn Strategy give significant effect on students' speaking skill in recount text.

F. Significant of the Research

This research is expected to solve the teacher's problem through using Know Want Learn strategy. This research can be as an alternative teaching speaking technique on students' speaking skill. It is useful for the teacher to create a good teaching and learning atmosphere.

In addition, the result of this research is expected to benefits for, *first*, Researcher as a future teacher. It hoped the researcher can teach better than before. *Second*, The teacher at the school. It is hoped that the teacher will know the students ability in speaking because the uses of group work can be used to determine the students' progress in learning process of speaking. *At last*, In Speaking students are expected to be more active, brave and creative to express their idea, opinion and suggestion by using sentence in English.

G. Definition of Key Term

In this research, the researcher used several terms. To avoid misunderstanding of the terms used in this research, the researcher defined them as follows:

1. Know Want Learn Strategy is to activate background knowledge before teaching and learning process (Ogle:1986:64)
2. There are varieties of Know Want Learn strategies for helping students to activate prior knowledge: (1) prior knowledge activation through reflection

and recording, (2) prior knowledge activation through interactive discussion, (3) prior knowledge activation through answering questions, (4) computer-assisted activation of prior knowledge, and (5) prior knowledge activation through interpretation of topic-related pictures. The first two steps of Know Want Learn, students, and the teacher engage in oral discussion.

3. Speaking is one of the important skills that must be mastered by the students. By having this skill they can perform their competence in English. For example, the students can share their knowledge, value, with attitude to others through speaking (Habibi:2016:2)



UIN IMAM BONJOL
PADANG