CHAPTER I

INTRODUCTION

A. **Baground of Study**

English is the vital language in the world because English is a global language which used by people around the world. It has been called as the international language. In formal teaching of English has four basic language skills (listening, speaking, reading and writing), speaking is as the most major skill to master because speaking is direct skill to communicate. As what Pinter states that speaking fluently and accurately is the hardest thing to do by the students because they should think and speak at the same time. This skill is important as a sender of message to other people orally. Conversation which occurs among two people (the speaker and interlocutor) will occur if they have the capability in speaking skill. All activities in the classroom must be in one goal that is to gain the competency in using languange for communication.[1]

Mastering English would help the students to compete with people around the world in globalization era in the future. English is taught in national curriculum with a specific purpose and different goals. This means that teaching and learning of English process are depend on the education institution purpose. In curriculum 2013 is applied the critical thinking for students to compete with others and solving some daily activities issue well.

Teaching English for some English teachers has similarities with Bahasa Indonesia because it is taught four skill such as listening, speaking, reading and writing too. The challenge of English teachers is teaching speaking

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[1] Satria Adi Pratama, "The Use of Videocast in Improving the Speaking Skill Abilty Integrated in a Drama Class", *Jurnal Tadris Bahasa Inggris,* 9, No. 2 (2016): 2, t.doi.

because some students do not know what to saybecause it is not their first language and second language. Other challenge in teaching speaking English is need much time to practice while the time provided is limited. Some students were also afraid of making mistakes and nervous while speaking English class. Otherstudent's difficulties are mis-pronouncing the word, lack of vocabularies, grammatical pattern and nervous when they are in speaking.

According to Brown, there are 8 things which make speaking difficult such as clustering, redundancy, reduced forms, performance variables, colloquial variables, rate of delivery, stress, rhythm, intonation, and interaction. He also said that there are six of oral productions in which students are expected to carry out in the classroom, such as imitative, intensive, responsive, transactional, interpersonal, and extensive. The student need to communicate each other to know speaking because speaking is the foremost skill for the effectiveness of communication.[2]However, it is considered that teaching young learners in Indonesia to speak English is a difficult undertaking because English is a foreign language that is not used in daily activities. The researcher conducted a study at SMP Al-Basthi in Pamekasan to investigate the proficiency of young learners in speaking. The teacher had used some techniques to help the kids enhance their speaking abilities.

The majority of activities in the prior teaching technique were traditional, such as reading certain dialogues, taking a grammar test, and conducting writing exercises with limited words. Almost all key exams did not have an

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[2]Welli Septia Dionar and Aryuliva Adnan, "Improving Speaking Ability of Senior High School Student by Using Truth or Dare Game", *Journal of English Language Teaching,* 7, No. 2 (2018):1.

oral component, causing both teachers and students to overlook oral English. Students were asked to perform expression-based dialogues in pairs with other students, with the teacher oblivious to the students' mistakes while collecting data. Sometimes the teacher would ask the student to look up the definition of a difficult word on their own. The teacher did not provide comments on the students' learning. This situation created the class atmosphere was not encouraging. The teaching and learning activities were not sufficient in improving students' speaking skills.Some students were not able to speak fluently and autonomously becauseteaching and learning process are not designed well. As the result, the activities were not meaningful and not effective to create the class which is improving students' speaking skill.

The researcher discovered that the kids had a variety of difficulties speaking English. In the classroom, teachers face these issues. Reluctance to speak, shyness, fear of making an oral error, inadequate vocabularies, and a lack of social circle with which to connect and practice speaking are some of the issues that students face when speaking English. Variations in teaching speaking are required by looking at the challenges that pupils confront. In order to strengthen students' speaking skills and encourage them to speak, the teacher requires more ways and media to communicate the meaning to them.

To improve student speaking skill, we can use persuasive method or humanistic method. It is very significant, learning with method will deliver student successed in learning because they can express themselves.[3] Humanistic education emphasizes learners' dignity, autonomy, independence,

[3]Wardono at all, "The Realistic Scientific Humanist Learning with Character Education to Improve Mathematic Literacy Based on PISA", *International Journal of Education and Research,* 3, No. 1 (January, 2015): 351.

integrity, well-being, equity, and potential.[4] By using that method the students are hoped to improve their speaking ability in coversation. Persuasion is a communicative process that involves the conscious and unconscious use of words and nonverbal cues to influence another's views, attitudes, intentions, or conduct. Persuasive speech, on the other hand, is used to persuade individuals and groups to accept a particular stance or belief, and it necessitates a thorough grasp of the audience or listener. Conversation actually refers to casual communication that usually happened in dail life.[5] Communication activity actually refers to the listening and speaking which is happened in social interaction. In designing of teaching and learning speaking English need interaction between students and teacher to communicate each other. The teacher need to communicate intensively to create student critical thinking and building some stimulus to communicate each other between students and teacher.

According to Lubis, controlling student-teacher interaction will assist kids in moving away from pseudo-communication. However, before starting the talk, the teacher should check to see if the students are familiar with some grammar patterns and vocabulary phrases. In some classrooms, teachers do not use English. It could be the reason why students are unable to talk despite their other abilities. Some teachers claim that they are scared that their students will not understand what they are saying since they are poor achievers.

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[4]Peng Chen and Carsten Schmidtke, "Humanistic Elements in the Educational Practice at a United States Sub-Baccalaureate Technical College", 4, No. 2 (August, 2017):118.
[5]Nurin Afifah, "Designing "Good at English" as an English Conversation Book for Speaking Activities Outside the Classroom for Grade VIII student of Junior High School" (Thesis, Yogyakarta State University, 2016), 2.

To solve the problem in teaching speaking, the researcher is interested in conducting researchabout"**The Use of Persuasive Method on Teaching English to Improve Speaking Skill at SMP Al-BASTHI in Pamekasan**."

B. Problem of Study

Research problem is an attempt to expressly state the questions for which the answer will be sought. The formulation of the problem is a complete and detailed statement regarding the scope of the problem to be researched.[6]

Based on the background of the study as explained above, the researcher can formulated the following problem "**How does the persuasive method to improve the speaking skillof the students of SMP Islam Al-Basthiin Pamekasan?**"

C. Objective of The Study

Research aims to solve problems. Therefore, this section contains a description of what objectives to be achieved in the research. Its content is closely related to the research problems that have been formulated.[7] The function of the giving research objective is to know problem solving in research. That would be the answer to the question of research problem.

Based on the research problem above, the researcher can determine the research objective of study is to find out whether the use of persuasive method on teaching English for improving speaking skill at SMP Al Basthi in Pamekasan.

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[6]Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, Pedoman Penulisan Karya Tulis Ilmiyah, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), 38.
[7]Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, Pedoman Penulisan Karya Tulis Ilmiyah, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), 38.

D. The Significsnt of The Study

The research result is expected to be able to give some benefits for:

1. The teacher

   He can get a description about how to use persuasive method in teaching English to improve speaking skill to SMP Al Basthi in Pamekasan.

2. The students

   They can provide a more comforting and interest situation in the classroom so that they are more interested in learning speaking.

3. The readers

   The research could be used as additional reference for those who want to conduct research an English teaching process, especially in improving students' English speaking skill.

E. Hypothesis

According to Cresswell, Hypothesis are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.[8]The hypothesis in this research is:

1. H0 : There is no any differences in speaking skill at SMP Al Basthi Pamekasan using persuasive method in teaching English.

2. Ha : There is differences in speaking skill at SMP Al Basthi Pamekasan using persuasive method in teaching English

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[8]John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed, (Boston: Pearson, 2012) 111.

F. The Scope and Limitation of Study

Scope and limitation is a limit of the variables studied, the population or research subjects, and the location of the research.[9]

The scope of this study focusses on the use of persuasive communication method in teaching English. The limitation of this study is the use of persuasive method at 9[th]garde students of SMP Al BasthiPamekasan. There is one class for 9th grade where the researcher chooses the class as the subject of the study. This class consist of 19students.

G. Definition of Key Terms

Key term is suggested in research by narrow our topic to a few terms suing one or two words or short phrases for initially locating literature in a library or internet search. So, the researcher give some definition of key terms, as follows:

1. Persuasive method

   Persuasion is a communicative process of altering the beliefs, attitudes, intentions, or behaviour of another by the conscious and unconscious use of words and nonverbal message.[10]

2. Speaking skill

   speaking is the action in conveying information and expressing the feeling.[11]

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[9]Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, *Pedoman Penulisan Karya Tulis Ilmiyah*, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), 19.

[10]Hahn, A. H. (2016). Teaching persuasion through personal advocacy. *Communication Teacher*, *30*(1), 33-38.

[11]Rizkiah, I. (2014). Improving students" Speaking Ability by Using Direct Method. Unpublish Research

H. Previous Studies

There are several difficulties in teaching persuasive communication that educators should reconsider, and some outstanding strategies to increase and improve students' persuasiveness are discussed in the 16 papers included. This study's most appropriate and feasible solution appears to be.[12]

Identifying ideas in persuasive speech texts at school can increase students' creativity in the learning process. Through the activity of identifying persuasive speech text ideas students can find ideas, information, and ideas in a written form that readers can read, understand, and understand. By frequently identifying, students will get used to finding ideas / information, increase knowledge and become more skilled in analyzing information in persuasive speech texts.[13]

Persuasion is an attempt to change attitudes through the use of messages, focusing primarily on the characteristics of communicators and listeners. So the more persuasive communication is the communication that seeks to change the receiver's attitude through the use of the message the sender does.[14]

Based on previous related research finding, there are similarities and differentiate of this research. The similarity of this study is using

[12]Derin, Tatum at all, "Persuasive communication: What do existing literature tells us aboutpersuasive communication among stidents", *The journal of Ultimate Research and Trends in Education,* 2, No. 1 (March, 2020): 12-18

[13]Waruwu, Agusman, "Efforts to improve student's ability to identify persuasive speech ideas to use learning methods in classroom teachers IX SMP Negeri 4 LolofituMoi Study year 2020/2021", IJEMS: Indonesian Journal of Education and Mathematical Science, X, No. 1 (2021)

[14]Purnamasari, Oktaviana, "Persuasive Communication Pattern of Public Service Announcement, A Highlight of Cancer Education by Indonesia Government in Television", Malaysian Journal of Social Science and Humanities, 3, 1, (2018) p. 52-61

persuasive communication as method. While, the differentiate is the location and situation of this study.