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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Speaking is the ability to speak, express and exchange languages and ideas. “Speech is a productive skill and consists of generating systematic utterances to convey its meaning”. If someone speaks the language, the art of speech is accepted and then needs to be understood. You need to keep in mind to say something. In addition, speech is an interactive process in the construction of meaning building that involves the generation, transmission, and processing of information. According to Brown and Yule, (2000, p. 1) speaking depends on the complexity of the audio information transmitted. Therefore, speaking not only conveys the idea of in our minds, but also expresses new information and conveys it to others. Speaking performance is the ability of students to tell a story, such as expressing ideas and content, to organizing them properly, using the right language, and expressing them in a language that works well.

Speaking is one of the language skills that students must acquire. For example, in the 2013 curriculum states that English is included in the local content, so enabling students to communicate in English is very influential. This is to allow students to speak a foreign language. In fact, most teachers still exclude speaking from teaching and learning. This issue can be caused by several factors, including: technique the teaching method used by the teacher, the teaching material, the students situation and the teacher’s teaching method still monotonous, from the

problems above, this research aims to improve speaking performance of high school students, especially class tenth with using Sit Up, Lean Forward, Active Your Thinking, Name key Information and Track the Talker (SLANT) Strategy.

SLANT strategy is a learning strategy that can make students become active and participate discussions to order to establish relationship good social relations with others. In other words, SLANT strategy can also be interpreted as a learning strategy that focuses on students' readiness to acquire lesson. According to Boyle and Scanlon, (2010, p. 184) there are five stages in the SLANT strategy, namely: sitting right (Sit up straight), foresight (Lean forward), activate the mind (Activate your thinking), make notes (Name key information), and convey to the speaker (Track the talker). SLANT good strategy used in teaching speaking. This is because by looking listening, and practicing directly, then students get used to speaking more quickly.

Based on the results of preliminary observations conducted at SMA Kemala Bhayangkari on March 26th, 2022. It was investigated that the tenth grade students consisted of class X IPA 2 as a control class and X IPA 3 as an experimental class. Researchers received test results from students in class X IPA 3 who have inadequate speaking performance. As follows:

TABLE 1
THE RESULT OF PRE-OBSERVATION DATA ON MARCH 26TH, 2022

NO	Interval Score	Class		Total	Percentage
		X IPA 2	X IPA 3		
1	51 – 60	0	3	3	5,4%
2	61 – 70	3	15	18	32,7%
3	71 – 80	24	9	33	60%
	Σ	27	28	55	100%

Source : English Teacher of SMA KEMALA BHAYANGKARI 2022

From table 1, it was investigated that students' speaking performance score is categorised into a low level. There are 3 students who have the lowest score, 15 students who have quite low score, and 9 students who have high score. Various problems faced by these students, lack of vocabulary mastery is a classical factor that influences students. Not only vocabulary but also students find difficulties for words. That previous problems also influence them to develop their minds. Factors that influence the low grades of students, as follows: 1) The students have inadequate vocabulary mastery, therefore students aren't good at composing sentences when speaking with a lack of vocabulary. 2) The students find it difficult to pronounce the sentence well, because of a lack of self-confidence usually it often happens when students are doing speaking in front of the class. 3) The students have problems exploring their minds, that's why they find it difficult to translate what other people say. 4) The students have inadequate speaking performance so that it makes them feel difficult.

One of the efforts to conquer the college students' troubles in talking is with the aid of using imposing the precise coaching approach. SLANT is a approach for talking overall performance. SLANT strategy is a starter strategy for class participation is designed to enable students to participate in class in appropriate and productive ways. Students learn how to use appropriate posture, follow speakers, activate their thinking, and contribute information. The relationship between strategy SLANT and speaking is very close because it can help students speaking performances, and make it easier for students will become more active and understand the speaker easily. Miranti research (2013) with the title (Teaching Listening Combining SLANT and Tqlr Strategies, to Improve Students Listening

Ability at Senior High School). To establish SLANT strategies, these strategies can be applied to the classroom to make the learning process more effective and efficient. This is important because the strategy is effective in achieving learning. The college students use their concept to divide the statistics relying on the subject that has been given with the aid of using the researcher. It is an easy approach to inspire and remind college students of paying attention and energetic in class. SLANT has many benefits, every element of the SLANT strategy contributes to developing green newbies and enhancing their overall performance.

It is apparent that the researcher desires to understand whether or not the SLANT strategy utilized in coaching talking competencies of the tenth grade students of SMA Kemala Bhayangkari can improve their speaking performance and their studying activity. Thus, the researcher chooses this title “The Influence of Using Sit Up, Lean Forward, Active Your Thinking, Name key Information and Track the Talker (SLANT) Strategy Toward Students’ Speaking Performance In Tenth Grade at SMA Kemala Bhayangkari Academic Year 2022/2023)”.

1.2 Identification of the Problems

Based on the above background, the researcher identified the problem, as follows:

1. The students have inadequate vocabulary mastery.
2. The students’ difficulties to pronounce the sentence well.
3. The students have problems exploring their minds.
4. The students have inadequate speaking performance.

1.3 Limitation of the Problem

Based on the problem identification above, the researcher focuses on, “The Influence Of Using Sit Up, Lean Forward, Ask And Answers Questions, Nod Your Head And Track The Speaker (SLANT) Strategy Toward Students’ Speaking Performance In Tenth Grade At SMA Kemala Bhayangkari Academic Year 2022/2023”.

1.4 Formulation of the Problem

In line with the Limitation of the Problem above, the researcher formulates the problems as follows:

“Is there significant influence of SLANT strategy toward the students’ speaking performance at the Tenth grade of SMA Kemala Bhayangkari in the Academic Year 2022/2023?”

1.5 Objective of the Research

The objective of the research is:

To find out significant influence of SLANT strategy toward the students’ speaking performance at the Tenth grade of SMA Kemala Bhayangkari in the Academic Year 2022/2023

1.6 Uses of the Research

The researcher hopes that research findings will give both theoretical and practical benefits.

1.6.1 Theoretically

Theoretically, the use of researcher is giving information and knowledge about the use of Sit Up, Lean Forward, Active Your Thinking, Name key Information and Track the Talker (SLANT) Strategy toward students' speaking performance.

1.6.2 Practically

This research is hoped to be useful for following:

a. For Teacher

To give information for teacher about the speaking performance by using Sit Up, Lean Forward, Active Your Thinking, Name key Information and Track the Talker (SLANT) Strategy. The result of this study can make teachers more creative in the teaching and learning process in the classroom.

b. For Students

The results of this study as a prefer to increase students' interest in learning and speaking performance so that they can enjoy this method without getting bored.

c. For the next Researcher

The results of this study may serve as an effectiveness of classroom educational activities for English lessons and other lesson.