

# CHAPTER I

## INTRODUCTION

### A. Background

Speaking is frequently one of the hardest things students to master when studying English. Many students struggle to communicate verbally because they lack practice, confidence, and language. As a result, a teaching strategy that prioritizes theoretical knowledge while also giving students opportunities for actual speaking practice is required. The recitation method is one approach thought to be able to handle this difficulty. This research aims to find out how students perception on learning English speaking with the method of recitating descriptive texts. Many students find it difficult to learn English, particularly when it comes to speaking. Low self-esteem and difficulties actively using English in everyday discussions are two of the biggest challenges. As a result, a teaching strategy that emphasizes both the theoretical and the practical development of speaking abilities is required. The recitation approach is one efficient way to accomplish that aim. By requiring students to learn and present materials orally, the recitation approach enhances vocabulary, increases speaking fluency, and boosts students' self-confidence when speaking English. Recitation is the way to present tasks by presenting the learning materials in which teachers provide learners with specific tasks to do learning activities and provide a report as due to the task (Supriatna 2007: 200) as cited in (Pratama, 2018). When learning English, the recitation method has been shown to be successful in enhancing pupils' speaking abilities. According to research by Sukma and Budiman (2021), using the recitation approach to teach English can help students learn the language more effectively. They discovered that students who participated in the recitation process showed improved comprehension of the subject matter and more assured and fluid speaking skills. Theory and grammatical knowledge are simply one aspect of effective English learning strategies but speaking also important as the ability to communicate practically. Giving students the chance to practice speaking actively and in a controlled way is one method to help them become better speakers. In this instance, students can repeatedly practice speaking by using the recitation approach with descriptive texts. By using this

technique, students learn the material before they are recite it aloud, which boosts their self-esteem and communication abilities. This conclusion is further supported by research by Kholifah (2021), which demonstrates that the recitation approach can raise students' motivation for learning English. According to Kholifah, students who actively engage in recitation exercises typically exhibit higher levels of motivation and excitement for their studies. All things considered, using the recitation technique to teach English improves students' motivation to learn and their speaking abilities.

In English, speaking is one of the skills that students must learn in learning a language. Speaking is the verbal use of language to communicate with others. One of the key components of learning English is speaking, which is crucial for oral communication in daily life. This skill encompasses mastery of language elements like pronunciation, fluency, vocabulary, grammar, and comprehensibility in addition to a person's capacity to pronounce words. Speaking is frequently seen as the most difficult ability in the context of learning a foreign language since it requires rapid thinking, organizing ideas, and responding to the other person right away. Fulcher (2003: 23) in (Anwar, 2017) Sometimes students can speak in front of the class. However, they tend to have no confidence because sometimes students think they lack the vocabulary or they scared they might mispronouncing some words. Because teaching techniques tend to focus more on passive abilities like reading and writing, speaking frequently receives insufficient emphasis in schools. Because of this, a lot of students comprehend sentence structures in theory but find it difficult to articulate them verbally. by knowing this teacher should know how to find and use some method that will be effective and suitable when the students' learning is speaking. Understandable pronunciation is the basic requirement of learners and the essential feature of language instruction because if the poor pronunciation will have difficulties in language learning Gilakjani (2012). Furthermore, English speaking abilities are a crucial component of language acquisition that help pupils communicate successfully and actively. Pronouncing words or phrases correctly is only one aspect of speaking; other skills include building sentences, expressing ideas, reacting to conversation partners, and interacting in a variety of social settings. Speaking becomes the primary measure of success in the foreign language learning process since it demonstrates how well students can utilize the language in everyday

situations. But in reality, a lot of students struggle with issues like restricted speaking opportunities in class, a lack of vocabulary, and a fear of making mistakes. There are many research on learning speaking using various methods but, not many researchers examining how the process of learning speaking from the perception of students', whether the use of the method can help students speaking ability in class or Whether this method can increase confidence in their speaking. therefore this research will be conducted at SMAN 1 Jatinangor. This research explores how the use of the method in learning speaking using recitation method by reciting descriptive text according to the students' perception.

There are some studies related to learning English speaking with the method of reciting descriptive text. First, the research from Wibowo, Friana, and Pelipa (2018) focuses on examining the effect of using recitation method on students' learning interest and their outcomes, and the result show improvement in the students' learning interests and the learning outcomes. The second research from Prasetyo & Anwar this research explores how the process of teaching speaking using descriptive text, and it shows that the students' have a good response in learning speaking using descriptive text. The third research by Manurung & Pohan (2019) focuses on students' perception in teaching speaking using a video dubbing project. The result also positive because students' feel better in speaking performance after using video dubbing. Meanwhile, the previous researcher used different media, methods and also different focuses. From this present research focuses on exploring students' perception on learning speaking with the method of reciting descriptive texts.

## **B. Research Question**

According to the background of this study, the problem of this research formulated as follows:

1. What are the students' perception toward the method of learning speaking by reciting descriptive text?
2. What are the students' perception about their achievement toward learning speaking by reciting descriptive text?

### **C. Research Purposes**

This research purpose is:

1. To find out the students' perception toward the method of learning speaking by reciting descriptive text.
2. To find out the students' perception of their achievement toward learning speaking by reciting descriptive text.

### **D. The Significance of The Research**

This research aims to provide information about learning English speaking by reciting descriptive text according to students' perception. Theoretically, this research can be helpful in both teaching and learning English speaking. It will help teacher to find out the students' perception and the achievement of the use of recitation method.

Practically this research give significance to teachers. Teacher will know whether the use of the learning method help students' speaking skill or not according to their students' perception and teachers can improve their teaching in a better way.

### **E. Rationale**

Speaking becomes an important aspect of learning English. It is the second fundamental skill to achieve a language. Along with reading, writing, and listening, speaking is a fundamental skill that is crucial for fluency. When learning English, one might acquire a variety of speaking styles, such as Interactive Speaking which involves a real-time conversation with another person, Transactional Speaking which focuses on exchanging information to get something done, Extensive Speaking which the person speaks for a longer time, usually in a more structured or formal way, Responsive Speaking which more likely a brief or quick replies or even a short interaction that don't require a long responses, Imitative Speaking when someone try to mimicking or repeating of what someone else said which usually it is good type of speaking for the beginners. Speaking is an ability to express opinion or ideas into words. According to Harmer (2007:384), speaking is an ability to speak fluently and

also the ability to process information on the spot. Also, Brown (2004) in (Susana, 2020) stated that speaking is a productive skill that can be directly and empirically observed. Tarigan (1990) in (Wiwin Wamnebo, 2018), speaking is the capability of pronouncing sound or word to express an idea, feeling, or opinion. When teaching English speaking, the teacher must have several methods or techniques in order students can participate well in the learning process and also to improve their speaking ability.

Speaking is a sophisticated and crucial language learning ability that involves a number of important elements that come together to create a meaningful and successful communication. Gower, Philip, & Walter (1995) as cited in (Ali Derakhshan, 2016) stated that speaking included two main categories that are accuracy and fluency. Accuracy consists of vocabulary, grammar, and pronunciation while doing some activities, and fluency is the ability to speak spontaneously. Students' should be able to active in the classroom when learning speaking. There are various significant components that must be addressed when trying to learn a language, as noted in prior to remark that these factors can aid facilitate communication and can be easily comprehended. These elements such as pronunciation, the proper articulation of sounds, word stress, intonation, and rhythm are all components of pronunciation, which enhances understanding and intelligibility. As important as pronunciation, vocabulary is an important thing to learn in speaking since it is the way of speaker's use of words and expression dictates how accurately and imaginatively they can convey ideas. Another essential component of speaking is grammar, which offers the framework for creating proper, cohesive sentences that make the speaker's point clear and reasonable. A speaker's comfort and ease in using the language in real time can be seen in their fluency, which is sometimes defined as their ability to speak naturally and without awkward pauses. Coherence and cohesiveness also make a speaking more interesting and understandable by assisting a speaker in logically organizing their ideas and connecting them with linking phrases and suitable transition. Speaking and listening are closely related due to a good communication requires comprehending others in order to reply correctly, carry on a discussion, and

establish rapport. Another important elements is confidence, the confidence of a learner's can affected a learner's ability to communicate fluently, willingness to participate in class debates, and ability to accept failure. Lastly, natural two-way interactions require interaction skills including body language, asking follow-up questions, and taking turns. All things considered, speaking is more than just uttering words, it involves utilizing a variety of abilities in unison to successfully communicate ideas, feelings, and facts. In this case, students who learn speaking in English in school usually can be assessed Either they can answer the teacher question or asking a short question. Moreover, students' can imitate what they teacher said and practice repeating the word in several time. Meanwhile, the teacher could also give students some text so the students will try to retell the story in their own word, and then teacher can evaluate their accuracy and fluency in speaking.

A technique or learning method that can be used in learning English is recitation. Recitation technique is a method where the students are required to make their resume in their own word. Soekartawi (1995: 19) in (Pratama, 2018) said that recitation is a way of presenting lesson material by assigning tasks to learners to learn and presenting in front of the class. Meanwhile Mansyur (1996: 110) as cited in (Pratama, 2018), said that recitation method that is applied by the teacher that can provide assignment in particular to the learning activity of the students' and they must be responsible for it, this method can be performed in pairs, group or independently. Recitation method is one methodology that has been developed to overcome the speaking difficulty. The application of recitation method on speaking is giving task to students in order to develop their interest and encourage them to speak. It is a good method for controlling the classroom, focusing students' attention pushing the student participation in learning speaking in class.

Perception according to Bulut & Üğüten (2003) teachers, lecturers, and instructors need to consider the students' perception according to the material provided by the teacher. The teacher needs students' perception so they can decide whether the method gives them good result or bad result. If the students have a good perception, it can lead them to the better learning material and



develop their skill especially in speaking ability. Students perception are important, according to (Pohan, 2019), said that doing some research on students' perspective of the teaching method will help teacher see the method's appropriateness from students' point of view. In the context of English speaking, students' perception are required to determine whether the use of recitation method in English speaking class is still effective or not.

## **F. Previous Study**

There are some previous studies related to this research. First, research by Wiwin Wamnebo, Hanapi, Riki B, and Nanik Handayani shows improvement and also students' interest in learning speaking skill in oral descriptive text using video. While the previous video focuses on students' interest in learning speaking skill in oral descriptive text using video, this research focuses on students' perception of speaking using the recitation method by reciting descriptive text. Second, a research by Sulastri Manurung and Albert Efendi Pohan revealed that students' give a positive perception toward the implementation of video dubbing in speaking. Students' also performed a better skill in speaking after using the implementation of video dubbing. While the previous research focuses on students' perception on learning English speaking using video dubbing as media, this research focus on students' perception of learning speaking with the method of recitating descriptive text. Third, research by (Phuong, 2018) shows that students' really enjoyed each process when learning speaking using descriptive texts. This research shows that teaching speaking using descriptive text can be useful to improve students self confidence in speaking English. While the previous research focus on the process of using descriptive text in speaking English, this research focuses on exploring students perception in learning speaking by using the method of recitating descriptive text. Fourth, Bui Hue Phuong research in An Khanh High School in Vietnam shows a positive effect on improving students' coherence in speaking and showing a positive attitude using the implementation of picture description in English speaking session. While the previous study focuses on improving students' speaking skill using picture description, this research focuses on using recitation method in learning speaking by recitating description and how students' perception toward this method. The

fifth research by Zhipeng Liu in Taishan University China shows that recitation in English learning has a positive role in improving their English level. Students' stated that recitation must consider the material based on the text content, and the teacher should regularly check the students' recitation, which can promote their English learning.

