

CHAPTER I

INTRODUCTION

In this chapter, the writer conducted and chose the title of this research. This section contains research background, questions, objectives, significance, limitations, and terminology.

A. Research Background

In learning English, there are four skills that students should focus. There are listening, speaking, writing, and reading. Each of these skills is a very important aspect in learning English. Speaking is an important skill because it allows students to communicate effectively and express their ideas. It is the primary means of oral communication, allowing students to interact directly with others. Through speaking, students not only improve their language skills, such as grammar, vocabulary, and pronunciation, but also develop confidence in using English in real-life situations. Speaking provides opportunities for real interaction, where students can receive direct feedback to improve their skills.

Speaking is one of the fundamental skills in English learning, essential for effective communication and interaction. It allows learners to express their thoughts and feelings verbally, contributing to their confidence and language development. However, many students face challenges in mastering this skill, particularly in areas such as pronunciation, vocabulary, and fluency. They often struggle with self-confidence and motivation, which hampers their ability to engage in

meaningful speaking activities. Speaking is an important skill in learning English, but many students find it hard to improve due to several challenges. One common problem is a small vocabulary, which makes it difficult for students to form sentences and share their ideas clearly. Pronunciation is another issue, as students often find it hard to say words correctly, making their speech hard to understand. Fluency is also a concern, as students often pause or hesitate, which breaks the flow of their speaking. Besides these language problems, students often feel shy or afraid of making mistakes, so they avoid speaking activities like discussions or presentations. These challenges show the need for creative and supportive teaching technique to help students improve their speaking skills and gain confidence.

These common issues highlight the need for innovative techniques to support and improve speaking skills, especially in a supportive and engaging learning environment. Speaking is aspect of English that must be mastered by students especially Seventh Grade students at the junior high school level, which they are required to be able to communicate effectively in various situations. SMP Nusantara Indah Sintang has implemented kurikulum merdeka, emphasizes speaking as a crucial skill for effective communication in various contexts. Students are expected to actively participate in discussions, presentations, and other speaking activities to use English as a practical tool for expressing ideas and interacting with others. Through fostering meaningful communication and

reflecting real-life situations, the curriculum aims to build students' confidence and competence in using English effectively. Speaking ability is crucial because this curriculum emphasizes student-centred learning. In this research, the students are encouraged to actively speak, interact, and participate in discussions and presentations.

Based on the results of pre-observation conducted by the writer with students at seventh grade SMP Nusantara Indah Sintang, there are several things that found that should be improved. Firstly, students indicated the need to increase their motivation. Many students are less enthusiastic about participating in speaking activities, showing little effort to engage in class discussions or practice speaking. This is often caused by under developed self-confidence, which makes them reluctant to actively practice their speaking skills. Secondly, student participation in the learning process tends to be passive. Even when opportunities arise, students rarely take the initiative, often remaining silent or reluctant to participate. This passive attitude indicates a fear, which then affects their overall speaking development. Apart from that, students' passive research habits are often disrupted by things that focus their attention or distractions around them. Some students seem to be easily distracted by the voices or movements of their classmates, so their concentration on the learning material is often broken. Furthermore, students need to improve their vocabulary and pronunciation to communicate effectively. Limited

vocabulary often causes hesitation and fear during speaking tasks, while difficulties in pronouncing words correctly further reduce their confidence.

To address these issues, the tree diagram technique is proposed as a solution. This technique focuses on teaching students to describe a place using a visual diagram that represents relationships. Through using the tree diagram technique, students can connect the language-learning process to familiar and relatable topics, such as places they encounter in their daily lives. This method encourages students to describe places in English, providing relevant characteristics and details.

The tree diagram technique offers several benefits. It actively engages students by connecting learning materials to familiar places in their environment, which improves their internal motivation to participate. By discussing familiar topics that are known to them, students will be more likely to participate and learn how to converse in English. Additionally, the visual structure of the tree diagram provides a clear framework for organizing their ideas, making speaking tasks easier and more systematic. Through this technique, students improve their vocabulary, pronunciation, and sentence structure, while repeated practice and interaction in class improve their fluency and overall speaking performance. The technique also allows for immediate feedback from both teachers and peers, which aids in refining their speaking performance. Overall, the tree diagram technique creates an engaging and supportive learning environment that motivates students, fosters active participation,

and improves their speaking skills. Based on the explanation above, the writer propose to improve students learning motivation, students participation, also students speaking ability through the implementation of tree diagram technique.

B. Research Questions

Based on the research background above the writer formulated some research question as follow:

1. What is the impact of the tree diagram technique on students' speaking performance when describing place in English?
2. How does the implementation of the tree diagram technique influence students' participation during speaking activities in the classroom?

C. Research Purposes

In accordance with the problem form in research question that writer mention previously, the purpose of this research is as follow:

1. To describe the impact of the tree diagram technique on speaking performance in describing place.
2. To examine the influence of the tree diagram technique on improving students active participation during speaking activities.

D. Significance of the Research

1. Theoretically Benefits

With regard to improving students' speaking skills through the application of the tree diagram technique, this research provides theoretical contributions to the field of English language teaching. This

research aims to solve the issues of inactive participation and limited speaking proficiency by offering valuable perspectives on how contextualized and individualized learning can improve language acquisition. The research theoretically expands and improves current conceptions of task-based language instruction and student-centered learning. By focusing on a familiar and personal topic like home, this research illustrates how engaging students in real-life and relatable circumstances can drive them to speak more confidently and participate more actively in class. Furthermore, it adds to the body of research on communicative language education, focusing on the ways in which interaction focused approaches can improve pronunciation, vocabulary, and speaking fluency. This research therefore contributes to our understanding of how meaningful involvement in familiar environments helps students overcome their speech fear and increases active language use.

2. Practically Significances

The finding of this research are expected to provide benefits to several parties, such as :

a. Teachers

This research offers English teachers an innovative and structured technique to improve students' speaking skills. The tree diagram technique provides a clear framework for organizing students' ideas, enabling them to describe places effectively and

systematically. By implementing this approach, teachers can create engaging, student-centered learning experiences that encourage participation and interaction. Moreover, the technique supports differentiated instruction, allowing teachers to accommodate students with varying levels of proficiency. It also fosters a communicative classroom environment where students feel more comfortable expressing their ideas. Ultimately, this research serves as a resource for educators seeking to implement effective speaking activities that improves students' fluency, pronunciation, and confidence in English communication.

b. Students

This research directly benefits students by providing them with a learning approach that encourages active participation and builds confidence in speaking English. The tree diagram technique allows students to practice speaking in a familiar context, making it easier for them to express themselves and engage in classroom activities. By focusing on a personal topic like a place, students feel more comfortable using English, which increases their motivation to participate in discussions and practice their speaking skills. The technique also helps students improve their vocabulary and pronunciation, as they use real-life examples and familiar terms. This not only improves their ability to communicate in

English but also boosts their self-confidence in speaking in front of others, ultimately leading to better results.

c. Other Researchers

This research serves as a valuable reference for future studies in the field of language education, particularly in developing effective techniques for teaching speaking skills. By examining the impact of the tree diagram technique on students' participation and fluency, this study provides empirical data that can be used for further research on communicative teaching strategies.

Additionally, future writers can build upon this study by exploring its application in different educational contexts, student proficiency levels, or other language skills. This research also opens avenues for further investigation into how structured visual aids, such as tree diagrams, contribute to language learning effectiveness. Ultimately, it serves as a foundation for advancing pedagogical approaches in English language teaching.

E. Limitation of the Research

This research addresses the challenges faced by students in improving their speaking skills, as outlined in the background section. The research will focus on investigating the participation and speaking skill at seventh grade (VII) students in SMP Nusantara Indah Sintang, through the role of tree diagram technique in describing place. While the research aims

to explore how the tree diagram technique can improve these areas, the findings will be limited to this specific group of students.

F. Terminology

In order to avoid the reader's understanding in reading this proposal, the writer provides some terminology as follows :

1. Tree Diagram Technique

The Tree Diagram Technique is a visual organizational tool that displays information in a branching structure, resembling a tree. Each branch represents a subcategory, allowing users to break down complex information hierarchically. In language teaching, this technique helps students organize and present their ideas systematically, especially in descriptive tasks. For this research, the Tree Diagram is used as a tool to help students organize and present information about places they describe, such as schools or public areas, in a clear and structured way. This technique is intended to improve students' coherence, expand their vocabulary related to describing places, and improve their speaking skill .

2. The Role

The term 'role' describes the specific function, contribution or responsibility that a tool or technique plays in facilitating learning outcomes within a process. The application of the Tree Diagram Technique involves structuring all activities in accordance with the steps outlined in the diagram. This means that each task or exercise is

organized to follow a systematic sequence, where students progressively build upon each stage of the diagram to improve their understanding and speaking performance. By aligning the activities with the tree diagram structure, students can clearly visualize and follow the logical flow of information, making the learning process more coherent and effective.

3. Teaching

Teaching is the process of facilitating knowledge, skills, values, or attitudes in learners through instruction, guidance, and practice. It involves various strategies, methods, and techniques to engage students actively in learning. In this research, teaching refers specifically to activities designed to help junior high school students develop their English speaking skills, particularly in describing place.

4. Describing Place

Describing place refers to the ability to convey detailed information about a specific location, including its physical features, atmosphere, and specific characteristics, using appropriate descriptive language. This skill is important in language learning because it combines various language components such as vocabulary, grammar, and speaking fluency. In this study, describing a place focuses on students' ability to speak accurately and fluently about various places, such as school, home, park, and public areas, by providing details

related to size, color, structure, and the overall environment of the place.

5. Seventh Grade

This term identifies the educational level of the target participants in the research, namely seventh-grade students who are generally 12-13 years old. At this stage, students in Indonesia, and particularly those at SMP Nusantara Indah Sintang, are expected to acquire foundational speaking and communication skills in English. Their developing language skills make this age group suitable for interactive techniques like the tree diagram technique, which encourages language use through relatable topics such as place.