

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Indonesia as one of developing countries in the world has to prepare its generation to master English in order to face the global era. Indonesia itself puts English as one of the main lessons in the school. Fauziati (2008: 163) states that “Based on the government’s planning to the nine year basic education, English teaching at Elementary school students as a local content”. It means that elementary school may add any subject that is not contradicted the national educational goal and additional subject should be in line with the need of local community.

Children are enthusiastic and lively as learners. Children are often seemed less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native-like accent. Unfortunately, they lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Brown (1994: 51) states that “to successfully teach children a fourth language requires specific skill and intuition that are different from teaching adults”. The difference between children and adults (that is, persons beyond the age of puberty) lies primarily on the contrast between the child’s spontaneous, peripheral attention to language forms and the adult’s overt, focal awareness of and attention those form.

By speaking with other, people are able to know what kinds of situation are in the world. People know that language is habit. Language is not only taught and learnt but it is used as habit. So, people must be able to speak English well because other people identify the English mastery with their English well. The writer can draw conclusion that people who have ability in speaking will be better in receiving information.

As one of the language skills, speaking is always taught in most English course. People who conduct a communication can be said successful if they can convey their speaking like water flows in a river. There are no spaces during the speaking process. In addition the component of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension are clear. This means the speaker can arrange the sentence correctly and relevantly. To reach a successful communication, a speaker needs two aspects that should be fulfilled. The first is correctness and relevancy of message. It means that a speaker knows the content of what he is saying. The fourth aspect is self-management. This aspect deals with the arrangement of ideas in appropriate and effective way then present to the listeners or the hearers.

Rivers (1987: 161) state:

The early introduction of the speaking of the language is also important for reasons of motivation. The child who comes home from his first lesson able to say something useful in the foreign languages, no matter how simple it may be, feels a great sense of satisfaction and his attitude toward language learning becomes much more favorable.

Speaking is learned by the students for improving their skill. By speaking, the students are able to know what kinds of situation are in the world.

For those, they need someone who has ability in teaching speaking, namely an English teacher. According to Fauziati (2008: 121) “teaching speaking is the one important aspect of learning foreign language, and the success is a main factor of the ability to carry out a conversation in the language”. In teaching speaking, teachers have to be able to make materials interesting for students in the process of teaching and they have to know how to play it. For supporting the materials that will be taught, the teachers should know the way of teaching.

The way of teaching is related to class condition because the condition directs the teachers how to teach speaking in any situation. Furthermore, it also relates to the process of teaching speaking because in this way, we know how the teacher adopts the appropriate approach and suitable techniques, to select relevant material and to choose appropriate media to get good result in solving on teaching speaking for intermediate class.

Based on that reason, teachers must be creative in teaching speaking. Teacher should make the students able to express their idea naturally and create a relaxed situation for them. Moreover, the motivation and support given by teachers will help students to practice in speaking through their ideas.

In this research, the writer is interested in observing a descriptive study on the techniques used in teaching speaking at *SD N 05 Kuto Kerjo Karanganyar*. Because from it, the writer will know the activity in teaching learning speaking in the classroom and the way the teacher teaches speaking in the class naturally. In addition, the writer also studies the techniques used by

the teacher and the difficulties faced by the teacher and students in teaching learning speaking.

The writer's reason in choosing *SD N 05 KutoKerjo Karanganyar* is because *SD N 05 Kuto Kerjo Karanganyar* has been holding English teaching program. English is the new lesson for the students. So, it is a challenge for the teacher in teaching English. The teacher must have a strategy in teaching English in order to the students can understood with the lesson who given by the teacher. There are some techniques that the teacher uses, especially in teaching speaking. Because English is a new lesson for them, so they get difficulties in speak English. It is the jobs for the teacher how to teach English well, especially in teaching speaking. Because of that, the writer is interested to observe the teaching speaking in that school. The observation is about the techniques that the teacher uses in teaching speaking.

Based on the background above the writer decides to carry out a research entitled *The Teacher's Techniques in Teaching Speaking at SD N 05 Kuto Kerjo Karanganyar Academic Year 2010/2011*.

## **B. Problem of the Study**

Based on the background of the study, the writer formulates the problems of the study as follows:

1. What are the teacher's techniques used in teaching speaking English to the students of elementary school at *SD N 05 Kuto Kerjo Karanganyar*?

2. What are the problems faced by the teacher and students in teaching Speaking at the *SD N 05 Kuto Kerjo Karanganyar*?
3. What are the problems solving used by the teacher to overcome the problem faced by the students in learning speaking?

### **C. Objective of the study**

Based on the problem of study mentioned above, the writer formulates some objective s of the study as follows.

1. To describe the teacher's techniques in teaching speaking English at *SD N 05 Kuto Kerjo Karanganyar*.
2. To classify the problems faced by the teacher and students in teaching speaking at *SD N 05 Kuto Kerjo Karanganyar*.
3. To describe the ways of problem solving used by the teacher to overcome the problem faced by the students in learning speaking.

### **D. Limitation of the Study**

In conducting this research, the writer limits the problems that are going to be discussed. In this research, the writer focuses on technique applied in teaching Speaking at *SD N 05 Kuto Kerjo Karanganyar*. The limitation is done to get the actual result about the techniques implemented by the teacher in teaching speaking, the problems faced by the teacher and students in teaching-learning speaking and the problem solving to overcome the problems faced by the students.

## **E. Benefit of the Study**

By doing this research, many benefits can be gained. These benefits included practical and theoretical benefits.

### **1. Practical Benefits**

There are some practical benefits:

#### **a. For the writer herself**

She can get larger knowledge about descriptive study of English speaking teaching and learning process.

#### **b. For the readers**

They get larger knowledge and information about a descriptive study of English speaking teaching and learning process.

#### **c. For the teacher and the learners**

The result of the study can help the English teachers and the learners to solve the problem in teaching and learning English especially in teaching and learning speaking.

### **2. Theoretical Benefit**

a. The result of the research can be useful for the English teacher in giving additional input in English speaking class.

b. The writer hopes that this research is done of references for other researcher who conducts the same object with different perspectives.

## **F. Research Paper Organization**

Research paper organization is arranged in order to make the reader easier in understanding the research paper. This research paper is divided into five chapters as follows:

Chapter I is introduction, which consists of background of the study, problem of the study, objective of the study, limitation of the study, the benefit of the study, and research paper organization.

Chapter II is underlying theory. It covers notion of speaking, notion of teaching speaking, component of speaking, elements of speaking, techniques of teaching speaking, the characteristic of young learners, and principles teaching English to children.

Chapter III is the research method. It presents type of research, subject of the study, object of the study, data and data source, technique of collecting data, and technique of analyzing data.

Chapter IV is data Analysis and discussion. It deals with the analysis and discussion of the teacher's techniques in teaching speaking English at *SD N 05 Kuto Kerjo Karanganyar*, the problems faced by the teacher and students in teaching speaking and the problem solving used by the teacher to overcome the problem faced by the students in learning speaking.

Chapter V is conclusion and suggestion.