

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Technique for teaching English is the ways of presenting the language to the students. Teaching technique is needed to achieve the teaching-learning purposes, because teaching will be successful if the teacher implements the appropriate technique in the class.

Technique became the third level of trio terms approach after Approach and Method. Technique is the implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well “ (Anthony (1963: 96) in Fauziati (2009: 17). Thus technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom activities that integrates into lesson and is used on as the basis for teaching and learning.

Teaching speaking is a simple process commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

Based on the joining in the English classroom activity that has been seen by the writer in English Departement of Muhammadiyah University of Surakarta the phenomenon is found that the students in the English classroom activity, they have average proficiency in learning English. English language is just a little ability to communicate effectively with the teacher or lecturer and each other in the English classroom activity.

The teacher has used many techniques to teach the students in the English classroom activity, but the problem is how the teacher selects or chooses the best or good technique, then applies in the English classroom by optimum activity and get the best result or goals in English teaching learning process especially in English Departement of Muhammadiyah University of Surakarta.

So, the writer choose the research in English Departement of Muhammadiyah University of Surakarta, because the writer wants to know the technique used by the teacher when teaching English language especially to the students English Departement of Muhammadiyah University of Surakarta.

Based on the previous reason, teachers must be creative in english teaching learning process in the classroom at English Departement of Muhammadiyah University of Surakarta. 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. So the writer decides to carry out a

the reasearch entitled **TECHNIQUE FOR TEACHING SPEAKING AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA, IN 2011/2012 ACADEMIC YEAR : A MICRO ETNOGRAPHY STUDY.**

## **B. Problem Statement**

From the background of the study above, the writer formulates the problems as follows. What are the techniques for teaching speaking at English Department of Muhammadiyah University of Surakarta? The investigation includes :

1. What are teacher`s techniques used in teaching speaking to the students at English Department of Muhammadiyah University of Surakarta?
2. What are the problems faced by the teacher and students in teaching speaking at English Department of Muhammadiyah University of Surakarta?
3. What are the problems solving used by the teacher to overcome the problem faced by the students in learning speaking at English Department of Muhammadiyah University of Surakarta?

## **C. Limitation of the Study**

In this research, the reseacher limits the research of the techniques of teaching learning process on speaking skill and the native english teacher only, in the second semester of English department of Muhammadiyah

University of Surakarta. Because, the reseacher wants to know whether the techniques used by the teacher are able to achieve the goals and successful or not in teaching learning process especially on speaking skill at English departement of Muhammadiyah University of Surakarta.

#### **D. Objective of the Study**

Based on the problems statement, this study is conducted to:

1. describe the teacher`s techniques in teaching speaking at English Department of Muhammadiyah University of Surakarta.
2. classify the problems faced by the teachers and students in teaching speaking at English Department of Muhammadiyah University of Surakarta.
3. describe the ways of problem solving used by the teacher to overcome the problem faced by the students in learning at English Department of Muhammadiyah University of Surakarta.

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

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

1. Practical benefit

The practical benefits are follows :

a. For the readers

They get more knowledge and information about teaching learning process on speaking skill.

b. For the teacher and learners

1) The result of the research can be useful for additional information to find out the appropriate techniques used in the English language lesson to adult learners.

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

c. For the other reseachers

The result is useful for the other researcher as a reference to conduct future researches dealing with similar problem by using another research design or model.

2. Theoretical benefit

a. The result of the research can be useful in the teaching speaking, especially in English Department.

b. The result of the research as the information to show several feedbacks in the hope that English then taught better in the future.

## **F. Research Paper Organization**

The researcher is divided this research paper into 5 chapters in order to make it easily understand. Each of them is concerned with different issues but related to each other.

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

Chapter II is review of related literature. It deals with previous study, speaking skill, notion of speaking, notion of teaching speaking, component of speaking, principle of teaching speaking, techniques for teaching speaking .

Chapter III is research method that consists of type of the research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion