

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language which is very important to be mastered well. Everybody may speak English every time and everywhere. To communicate with foreigner, it is impossible to use Indonesian language. We must use English for communication with them. Therefore English is an international language used to communicate with people from other countries. So, that is why people have to learn English moreover to speak out.

One of language skill is speaking. Speaking is the most effective and common way, used by people when they want to interact with others. Speaking is the key of active communication. Speaking is used by the general people to measure how well someone's ability in acquiring second language, moreover for the professional English teacher or candidate of teacher, speaking has become more important skill to overview ability in second language. Thus foreign language learners must have good competence in spoken language to understand the information perfectly. It is supported by Finochiaro (1974:5), he says that "communication through spoken language means understanding and reacting to what someone says may be a statement, to ask question, to agree, or to negative with a long answer or with short answer".

Mastering English well in speaking skill is very useful. As we know, speaking is the indicator of mastering the language. It means that people need such kind of teaching speaking activities to be able to speak up well. The activities of teaching speaking can give the influence for our speaking because indirectly it makes us practice more often than before.

According to Stevick (Fauziati, 2002: 126) speaking refers to the gap between linguistic expertise and teaching methodology. Teaching speaking is not like listening, reading and writing. It needs habit formation because it is a

real communication. Speaking needs practicing as often as possible. It is not writing or reading but it must be practiced directly in full expression.

In this case, teaching English must be conducted in every education field in Indonesia. As teaching speaking is important aspect in language learning and process, this is a crucial part of second language learning and teaching. For many years, teaching speaking in Indonesian context has been undervalued and English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues. However, today's education world requires that the goal of teaching speaking should improve students' communicative skills. Only in this way, the students can express themselves depend on the social context. It is essential that language teachers pay great attention to teaching speaking.

Teaching speaking has its own ways to make students engaged especially in Junior High School. Its necessary to conduct an interesting technique in teaching speaking activity. The implementation of technique actually takes place in a classroom. It is a particularly trick, strategy, or contrivance used to accomplish the problem when teaching speaking is running. Technique used in teaching speaking at Junior High School must be consistent with a method and therefore in harmony with an approach as well. Technique encompasses the actual moment to moment practices and behaviors that operate in teaching speaking according to a particular method. Then, the students can enjoy their learning process if the technique and method are suitable with the situation.

In SMP Muhammadiyah 10 Surakarta, English becomes a favorite subject, especially for the eight grade students. The students have fun to study English because it is pleasing and interesting. The section which they like is speaking section. For them, speaking is the most favorite part when they learn English because they can give the opinion or state something directly. Then, teaching speaking in SMP Muhammadiyah 10 Surakarta has various techniques in order to make the students more interested and attractive in the classroom. The process of teaching speaking is created to be effective and

efficient. The various learning theories and concepts are used to make the students familiar with speaking English. Teacher used various of techniques in teaching speaking activity in order to make the students feel comfortable in learning English. On the other hand, the students have a good ability in speaking skill. The teaching learning process becomes effective because the students have a willingness to study English and want to maximize their speaking ability.

The variety or content of instructional design of teaching speaking has its own purpose in teaching learning program, especially teaching speaking. However the instructional design of teaching speaking in every school has a different way to deliver. Teaching speaking activity in SMP Muhammadiyah 10 Surakarta also has a different way and technique in their teaching learning process. The teacher uses variation of technique to make students engaged in speaking section of English class. Therefore, the researcher needs to conduct such a research in order to know whether the instructional design in teaching speaking activity at SMP Muhammadiyah 10 Surakarta.

Based on the phenomena above, the researcher tries to conduct research which is related to the instructional design in teaching English speaking at eight grade students in SMP Muhammadiyah 10 Surakarta entitled **INSTRUCTIONAL DESIGN FOR THE TEACHING OF SPEAKING SKILL AT SMP MUHAMMADIYAH 10 SURAKARTA: A NATURALISTIC STUDY.**

B. Problem Statement

Based on the background study, the general question is specified into the following subsidiary research question. The general question is:

How is the Instructional Design for the teaching of speaking skill at SMP Muhammadiyah 10 Surakarta in 2014/2015 Academic Year?

The specific questions are:

1. What are the learning objectives of teaching speaking?
2. What are the classroom procedures of teaching speaking used by teacher?

3. What are the classroom techniques used by teacher in teaching speaking?
4. What are the roles of instructional material used by teacher in teaching speaking?
5. What are the teacher roles in teaching speaking?
6. What are the student roles in teaching speaking?
7. What are the media used by teacher in teaching speaking?

C. Objective of the Study

This research is intended to describe the teaching speaking process based on instructional design at SMP Muhammadiyah 10 Surakarta. It is to describe:

1. The learning objectives of teaching speaking.
2. The classroom procedures of teaching speaking.
3. The classroom technique used by teacher in teaching speaking.
4. The role of instructional materials used by teacher in teaching speaking.
5. The teacher role in teaching speaking.
6. The student role in teaching speaking.
7. The media used by teacher in teaching speaking.

D. Limitation of the Study

This research has broader scope and it is impossible for the researcher to handle all problems. Therefore, the researcher limits the scope of the research. The researcher limits the object and subject of this research are as follows:

1. Object

The object of this research is only focused on instructional design for the teaching speaking skill at eight grade students of SMP Muhammadiyah 10 Surakarta in 2014/2015 academic year. The instructional design for the teaching speaking skill are as follows:

- a. The learning objectives
- b. The classroom procedures

- c. The classroom technique used by teacher
 - d. The role of instructional materials used by teacher
 - e. The teacher role
 - f. The student role
 - g. The media used by teacher
2. Subject

The subject of the research is limited to English teacher and the eight grade students of SMP Muhammadiyah 10 Surakarta in 2014/2015 academic year.

E. Significance of the Study

There are two significances of the study from theoretical and practical advantages, as follows:

1. Theoretical Significance

This research would help readers to understand the instructional design for teaching speaking especially at eight grade of junior high school. The finding of this research also will enrich the teaching theory of students speaking mastery.

2. Practical Significance

a. Teacher

This study could give contribution to the development of teaching speaking. This result of the study can be additional information for the other teacher who wants to use the same technique.

F. Research Paper Organization

The researcher organizes this paper in order to make it easier to understand. The following shows the content of this research paper. The first chapter is introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

The second chapter is review of related literature. It consists of previous study and theoretical review. In this chapter, theoretical review consists of the notion of instructional design, characteristic of instructional design and components of instructional design (learning objectives, classroom procedure, classroom technique, the role of instructional materials, teacher roles, student roles and the use of media).

The third chapter is research method. It consists of type of research, setting, data and data source, method of collecting data and technique for analyzing data.

The fourth chapter is finding and discussion. It consists of the learning objectives of teaching speaking, classroom procedure of teaching speaking, classroom technique used by teacher for teaching speaking, the role of instructional materials, teacher roles, student roles in teaching speaking and the use of media in teaching speaking.

The fifth chapter is conclusion and suggestion.