

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language which is very important to be mastered well. Everybody may speak English everytime and everywhere. To communicate with foreigners, 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.

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 foreign language, moreover for the professional English teacher or candidate of teacher. Speaking has become more important skill to overview ability in foreign language. Thus foreign language learners must have good competence in spoken language to understand the information perfectly.

As human being, we always need communication to express our idea to do everything, what's more as students or learners they have to speak with their teacher as long as in learning process to express their idea. Richards and Renandya (2002: 204) say that

“Communication in the classroom is embedded in focused meaningactivity. This requires teachers to tailor their instruction carefully to the needs of learners and teach them how to listen to others, how to talk with others, and how to negotiate meaning in a shared context. Out of interaction, learners will learn how to communicate verbally and nonverbally as their language store and language skills develop. Consequently, the give and take exchanges of messages will enable them to create discourse that conveys their intention in real life communication”

Bailey and Savage (1994: vii) in (Fauziati, 2002:15) state that “speaking in a second or foreign language has often be viewed as the most demanding of the four skills”. By speaking, we can convey information and ideas, and maintain social relationship by communicating with other people.

The teaching of speaking skill should be figured as central in foreign language pedagogy. The goal of teaching speaking skill is communicative efficiency. This means that the learners should be able to make themselves understood.

In this case, teaching English must be conducted in every education field in Indonesia. Teaching speaking is an important aspect in language learning and process, this is a crucial part of foreign 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 on the social context. It is essential that language teachers pay great attention to teaching speaking.

Talking about teaching strategies, teacher can use many strategies in classroom when teaching-learning process, which are suitable for large groups, small groups, and for individual of course. A teacher can use most of these strategies in all three situations. According to Reece and Wlaker (1997: 136) teaching strategies are important that you are familiar with each and know where they might be used.

In SMP Muhammadiyah 7 Surakarta, English becomes a favorite subject, especially for the eight grade students. The students are glad to study English because it is pleasing and interesting. The part which they like is speaking section. For them, speaking is the most favorite part when they learn English because they can reveal the opinion or state something directly. Then, teaching speaking in SMP Muhammadiyah 7 Surakarta has various techniques in order to make the students more interested and delightful 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 techniques in teaching speaking activity in order to make the students feel comfortable in learning English. In other view, the students have a good ability in speaking skill. The teaching-learning process becomes effective because the student has a willingness to study English and want to maximize their speaking ability.

The 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 7 Surakarta also has a different way and technique in their teaching-learning process. The teacher uses several techniques to make students engaged in speaking section of English class. There the researcher needs to conduct such a research in order to know the instructional design in teaching speaking activity at SMP Muhammadiyah 7 Surakarta.

Based on the phenomena above, the researcher tries to conduct a research which is related to the instructional design in teaching English speaking at eight grade students in SMP Muhammadiyah 7 Surakarta entitled **INSTRUCTIONAL DESIGN FOR THE TEACHING OF SPEAKING SKILL AT SMP MUHAMMADIYAH 7 SURAKARTA: A NATURALISTIC STUDY.**

B. Problem Statement

Based on the background study, the general question is: what is the Instructional Design for the teaching of speaking skill at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year?

And then the specific question is divided into the following subsidiary research question. There are:

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

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

C. Objective of the Study

This research is intended to describe instructional design for the teaching speaking process at SMP Muhammadiyah 7 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's role in teaching speaking.
6. The student's role in teaching speaking.
7. The media used by teacher in teaching speaking.
8. The evaluation model 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 as follows:

1. Object

The object of this research is only focused on instructional design for teaching speaking skill at the eight grade students of SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year. The instructional design for the teaching speaking skill is 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's role
- f. The student's 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 7 Surakarta in 2014/2015 academic year.

E. Significance of the Study

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

1. Theoretical Significance

This research would help readers to understand the instructional design for teaching speaking especially at the eight grade of Junior High School. The finding of this research also will enrich the teaching theory of speaking skill.

2. Practical Significance

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 research 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, significance of the study, and research paper organization.

The second chapter is review of related literature. It consists of previous study, 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 the research, subject of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

The fourth chapter is research 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, pedagogical implication, and suggestion.