

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language, people in some parts of the world use English to communicate with other people in other country, include in Indonesia. Indonesia use English as a foreign language. Indonesian learn English at schools to communicate with foreign people. The government in Indonesia make an adjustment for the society to learn English and be able to speak English. People learn English from Elementary school to University.

Learning English is not difficult but not easy too. People must have the strategy and learn all of the aspects to can speak English fluently. There are four skills in the English language skill, namely: Listening, Speaking, Reading and Writing. Every aspect of language skill has different difficulties. Belonging to speaking must be practiced as often as possible. Different with other language skill such as writing or reading, speaking must be practiced directly with full expression.

Speaking is one of the four skills of the English skill. Speaking is the hardest skill that practiced by people and cannot be master easily. Speaking is the most important aspect in order to speak fluently and communicatively. Speaking skill can be affected by some components like pronounciatiton, vocabulary, grammar and etc. According Fauziati (2010: 15) Mastering the art of speaking is the single most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language.

Brown (1995: 254-255) states four parts to learning speaking English of oral communication skill the place of the teaching, accuracy and fluency, affective factors, and the interaction affect. Thus people who conduct communication can be said successful if they can convey their speaking like water flows in a river. Thronbury (2005:1) states that speaking is interactive and requaires the ability to

cooperate in the management is speaking terms. Having few the vocabulary is one of the cause students difficult to speaking, especially speaking in English. All of the aspect of speaking skill can make people speak communicatively. That means, communicative is the significant effect in teaching learning process to get the purpose of learning. Fluency and accuracy are included in make a good communication with English.

Fauziati (2010:15) explain, the goal of teaching speaking skills, the goal of teaching speaking skill is communicative efficiency. This means that all learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication.

English teacher in Junior High School especially SMP Muhammadiyah 4 Surakarta has different way to make their students study or get more understanding to improve their ability especially English subject. English becomes the favorite subject in SMP Muhammadiyah 4 Surakarta also it has different program to provide the students English ability. In this program SMP Muhammadiyah 4 Surakarta make the different class, it called Excellent class. Excellent class consist of some students that have more ability about English. There are three classes in Excellent class such 7A, 8A, and 9A. The purpose of Excellent class is all of the students get opportunity to learn English more, such as three times in a week they get extra English class. The students improve and study about English include learning all of the language skill, and the favorite section in teaching English is Speaking. With the Excellent class at SMP Muhammadiyah 4 Surakarta, it provides many benefits for students in learning English. Then the students can be more confident and motivated in using the English vocabulary in Conversation. Moreover, the students also have the awareness to be able to speak and understand in English.

Most of the students are very glad when getting the opportunity to speak in front of their friends, they can convey their argument, ideas and opinion directly. Then, teacher of speaking in SMP Muhammadiyah 4 Surakarta has variety

technique in order to make the students more interested and active in the classroom. The process of teaching speaking is created to be effective and efficient. Teacher implemented the various techniques in teaching speaking process in order to make the students feel happy and comfort in learning English. And the students themselves, have a good ability in speaking skill. The teaching learning process becomes effective because the students readiness to study English and want to maximize their speaking ability.

Speaking is one of the subjects which is attractive to observe, as the important aspect in language learning process. Teaching speaking has different manner to make the students speak clearly especially in Junior High School. It has interesting technique to be implemented in the classroom, including the strategies or the procedures can influence to improve students speaking ability. Technique used in teaching speaking at Junior High School must be appropriate with the method. It should be congruenced with the approach as well. The technique includes the actual moment to moment practices and behaviors that operate in teaching speaking according to a particular method. If the technique and method are suitable with the situation can make the students can enjoy their learning process.

The variety or content of instructional design of teaching speaking has its own purpose in teaching learning activity, especially teaching speaking. However the instructional design of teaching speaking in every school has different way to deliver. Teaching speaking activity in SMP Muhammadiyah 4 Surakarta has different technique and manner in their teaching learning activity. The teacher uses various of techniques to make students included in speaking section of English class. The researcher necessity to conduct such a research in order to know whether the instructional design in teaching speaking activity at SMP Muhammadiyah 4 Surakarta.

Based on the case above, the researcher tries to conduct research which is related to instructional design in teaching English speaking at eight grade students

in SMP Muhammadiyah 4 Surakarta entitled **INSTRUCTIONAL DESIGN FOR TEACHING OF SPEAKING SKILL TO THE EIGHT GRADE STUDENTS OF SMP MUHAMMADIYAH 4 SURAKARTA IN 2015/2016 ACADEMIC YEAR: A NATURALISTIC STUDY.**

B. Problem Statement

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

How is the Instructional Design for the teaching of speaking skill at SMP Muhammadiyah 4 Surakarta 2014/2015 academic year?

1. What are the learning objectives of teaching speaking?
2. What are the classroom procedures used by teacher in teaching speaking?
3. What are the classroom technique used by teacher in teaching speaking?
4. What are the roles of instructional materils used by the teacher in teaching speaking.
5. What are the media used by the teacher in teaching speaking?
6. What are the teacher roles in teaching speaking?
7. What are the students roles in teaching speaking?
8. What are the assessment used by the teacher in teaching speaking?

C. Limitation of the Study

This research has more scope and it is impossible for the researcher to handle all problems. Therefore, the researcher limits the scope of the research. This research is only focused on instructional design for teaching speaking skill to the eight grade students of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year.

D. Objective of the Study

This research is intended to describe the teaching speaking process based on instructional design at SMP Muhammadiyah 4 Surakarta.

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

E. Significance of the Study

There are two advantages in this research, namely practical and theoretical benefit.

1. Practical Significance
 - a. The teacher

This result of the research can be useful for teaching English who wants to use the same technique especially in teaching speaking skill.

2. Theoretical Significance

This researcher be able to 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.

F. Research Paper Organization

This research paper consist of five chapter.

Chapter I is Introduction. This chapter consist of 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 that deals with previous study, the notion of instructional design and component of instructional design (learning

objectives, classroom procedure, classroom technique, the role of instructional materials, teacher roles, students roles).

Chapter III is research method presenting type of the research, subject of the research, setting, data and source data, method of collecting data, technique for analyzing data.

Chapter IV 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.

Chapter V presents conclusion and suggestion