

CHAPTER I

INTRODUCTION

A. Background of the Study

Language and human being are two unseparated components. Language is urgently needed by every human being in the world to communicate with each other. Finnochiaro (in Srijono 2001:7) states that, "Language is used to express one's emotions, needs, thoughts, ideas, attitudes, etc." Similarly, Wardaugh (1972:8) remarks that, "Language allows people to say things to each other and express their communicative needs." There are many languages used by people to communicate, for example: French, English, India, Japanese, and Indonesia. Among them, English is the language considered as an international language, because it is used widely by people all over the world. It is considered as a bridge of communication among people from different countries including Indonesia. It is used in most fields such as in economics, politics, tourism, education, etc.

According to Anthony (1963:94) in Fauziati (2014:11) "three levels of conceptualization and organization of teaching English as foreign language which are terms as approach, method, and technique." The first level of conceptualization and organization is approach. Anthony (1963:94) in Fauziati, 2014:11) views approach as "A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic." The second level is method. Anthony (1963:95) in Fauziati, 2014:12) defines method as "An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. A method is procedural." The third level is technique. It is "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" (Fauziati, 2014:13).

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 learners should be able to make themselves understood. Teaching speaking is an important aspect in language learning and process, this is crucial step of foreign language learning and teaching. In Indonesian, the context of teaching speaking has been undervalued and English teachers have continued to teach speaking as a repetition of drills or memorization of dialogues.

Teaching speaking has its own ways to make students engaged especially in Junior High School. It is necessary to conduct an interesting technique in teaching speaking activity. The implementation of technique actually takes place in a classroom. It is a particular 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 their situation.

In SMP Muhammadiyah 10 Surakarta, English becomes a compulsory extracurricular organized by the school especially on speaking. The students have fun to study English for many reasons: it is an interesting subject, and their desire to speak English fluently. For them, speaking is the most favourite part when they learn English because the students can express their opinion or state something directly. The teacher used various techniques in teaching speaking activity in order to make the students feel comfortable in teaching and learning extracurricular of English. Similarly, 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. However, the teaching learning process of speaking in every school has different ways to deliver. In SMP Muhammadiyah 10 Surakarta, the teaching speaking has a different way and techniques in their teaching learning process especially for extracurricular of speaking. Therefore, the researcher needs to conduct such a research in order to

know how the teaching learning process of extracurricular speaking activity in SMP Muhammadiyah 10 Surakarta.

To this end, the researcher conducted a research entitled **Teaching Learning Process of Extracurricular Speaking Class at SMP Muhammadiyah 10 Surakarta in 2015/2016 Academic Year: A Naturalistic Study.**

B. Problem Statement

Based on the background of study, the problem statement in this study is formulated as follow:

How is the teaching learning process extracurricular of speaking class at SMP Muhammadiyah 10 Surakarta in 2015/2016 Academic Year? The specific questions as follows:

1. What are the learning objective of extracurricular speaking class?
2. What are the types of classroom techniques and classroom procedure used by the teacher?
3. What are the types of classroom interaction?
4. What are the teacher roles?
5. What are the student roles?
6. What are the media used by the teacher?
7. What are the assessment used by the teacher?

C. Objective of the Study

Based on the research problems, the objective of current study is formulated as follows:

1. To describe the learning objectives used in teaching learning process of extracurricular speaking class at SMP Muhammadiyah 10 Surakarta.
2. To describe the types of classroom techniques and classroom procedure used in teaching speaking class at SMP Muhammadiyah 10 Surakarta.
3. To describe the types of classroom interaction in teaching learning process of extracurricular speaking class at SMP Muhammadiyah 10 Surakarta.

4. To describe the teacher's roles in teaching learning process of extracurricular speaking class at SMP Muhammadiyah 10 Surakarta
5. To describe the student's roles teaching learning process of extracurricular speaking class at SMP Muhammadiyah 10 Surakarta
6. To describe the media used by the teacher in teaching learning process of extracurricular speaking class at SMP Muhammadiyah 10 Surakarta.
7. To describe the assessment used by the teacher in teaching learning process of extracurricular speaking class at SMP Muhammadiyah 10 Surakarta.

D. Significance of the Study

These are two types of significance of this study, theoretical and practical significance.

1. Theoretical Significance

It can add to the body of knowledge particularly in the field of Teaching English as a Foreign Language (TEFL).

2. Practical Significance

1. For students, it will give an experience and clear explanation how the teaching learning process of extracurricular speaking at SMP Muhammadiyah 10 Surakarta. It can give information and motivation to learn English.

2. For the teachers, it will give information on how English teaching and learning process conducted in extracurricular speaking class.

E. Research Paper Organization

This research paper is organized into five chapters.

Chapter I is introduction. It includes of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It discusses previous study, and underlying theories which covers notion of teaching and learning, the components of teaching and learning, notion of teaching speaking, notion of speaking, classroom techniques of speaking, and notion of classroom interaction.

Chapter III is research method. It consists of type of the research, research site, participant of the research, object of the research, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is research finding and discussion. This chapter describes the teaching learning process of extracurricular speaking class at SMP Muhammadiyah 10 Surakarta.

Chapter V is the last chapter. It consists of conclusion and suggestion.