

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language has a central role in the development of intellectual, social, and emotional learners and is supporting the success in studying all fields of study. Language learning is expected to help learners recognize themselves. Languages learning also helps learners are able to express ideas and feelings, participate in the community, and even find and use analytical and imaginative abilities. English is international language that it is used by all people of the world to communicate with other people in different countries. It makes English an important tool that everyone should master, making it one important school subjects in most schools in the world.

In Indonesia English is learned by students from Elementary School, Junior High School, Senior High School until a higher of education, but now English is also learned by Kindergarten's students. The goal of teaching English in Indonesia is the student's ability to use English for communication through four language skills, i.e. listening, speaking, reading, and writing. Another language skills, mastery speaking which is the basic means of human communication and English speaking which has become the most important skills. But learning foreign language is more difficult rather than to learn national language or mother language.

In Indonesia is still lack of stimulation given in a classroom in formal school. It is observed from the fact that classroom tend to be quiet and learners are less motivated to speak. So must used a many kinds of technique in classroom process to develop the student's english speaking skill.

In teaching classroom, the method and techniques are different. As Antony in Fauziati (2014: 12) stated 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. An approach is axiomatic whereas a method is procedural”. While technique 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” (Antony 1963: 96).

In teaching speaking has a classroom technique. While classroom technique is similar with classroom activities. According to Endang Fauziati (2010: 18) “the teacher must concern with the development of student to student interaction. The techniques also aim to stimulate discussion and information trading transaction. The classroom technique which bear these criteria are role playing, games, problem-solving, discussion, songs, etc”.

The teaching of speaking skill has become central in foreign language classrooms. As Bailey and Savage (1994: vii) state that “speaking in a second or foreign language has often been viewed as the most demanding of the four skills”.

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that “*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*”. It means that speaking as the way of communication influences our individual life strongly.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. The goal of teaching speaking skills is

communicative efficiency. 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 situation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

The aspects that must be assessed in speaking, among which are found: grammar, pronunciation, fluency, content, organization, and vocabulary. First aspect is Grammar, it aspect consist range and accuracy. Second is vocabularry, it aspect consist range and accuracy. Third is pronunciation, it aspect consists Individual sounds, Stress and rhythm, Intonation, and Linking/elision/assimilation. Fourth is fluency, it aspect consists Speed of talking, Hesitation while speaking, and Hesitation before speaking. Five is non-verbal, it aspect consists eye-contact and body posture, gestures, and facial expressions. Six is content, it aspect consist coherence of arguments.

Based on the first observation, the teachers in SMP Muhmmadiyah 1 Surakarta used several techniques, the examples discussion, story telling, and picture describing. Discussion, after a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their

topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. Story telling, students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. Picture describing, another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills. This classroom techniques used by English teacher is good but not to develop yet the ability students' speaking.

So from the above explanation and from first observation the teacher, the writer to observe the classroom techniques used by English teacher in SMP MUHAMMADIYAH 1 SURAKARTA. The writer interested in doing the research entitled "CLASSROOM TECHNIQUES TO DEVELOP STUDENT'S ENGLISH SPEAKING SKILL A NATURALISTIC STUDY AT SMP MUHAMMADIYAH 1 SURAKARTA."

B. Problem Statement

Based on background of the study above the problem of this study is "What are the classroom techniques to develop student's English speaking skill a naturalistic study at SMP Muhammadiyah 1 Surakarta?"

To explain the problem statement, the writer formulates the research questions as follows:

- a. What are the types classroom techniques used by the teacher?

- b. What are the purposes of each classroom technique used by the teacher?
- c. What are teachers' roles in each type of classroom technique used by the teacher?
- d. What are the students' roles in each types of classroom technique used by the teacher?

C. Limitation of The Study

This study focuses on classroom technique especially to develop students' English speaking skill: a naturalistic study at SMP Muhammadiyah 1 Surakarta.

D. Objective of the Study

The writer has some objectives dealing with the problem statement above, they are:

1. To describe the types of classroom technique used by the teacher.
2. To describe the purpose of classroom technique used by the teacher.
3. To describe the teachers' role in each types of classroom technique used by the teacher.
4. To describe the students' role in each types of classroom technique used by the teacher.

E. Benefit of the Study

This research gives advantages on education aspect especially in teaching learning process. The writer hopes some benefits from the study are theoretical benefits and practical benefit:

1. Theoretical benefits
 - a. The result of research can be used as input in English teaching learning process especially in speaking.

- b. The writer hopes that the result this study can be used as an additional reference in teaching speaking process.
2. Practical benefits
 - a. To help the teacher and the learners find the way of teaching learning English.
 - b. It will give readers a larger knowledge.

F. Research Paper Organization

The writer organizes the research paper with research paper organization. The research paper organization includes five chapters in order to make easier understand.

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

Chapter II is dealing with review or related literature. It discusses underlying theory which covers previous study, theoretical review that consists the notion of classroom technique, the notion of speaking, the notions of teaching speaking, and procedure speaking, the notion of teachers' role, and the notion of students' role.

Chapter III is research method, it deals with that research method with covering the type of research, place and time of research, the subject and object of the research, data and data source, and method of collecting data, technique of data analysis and technique of checking the data credibility.

Chapter IV discusses the result of the study. It is consist of research finding and discussion.

Chapter V is conclusion and suggestion. After chapter V, the writer present, bibliography, virtual reference and appendix.