

CHAPTER I

INTRODUCTION

A. Background of Study

Learning English involves four language skills, namely listening, writing, speaking and reading. The teacher should develop these four language skills in order that their students could use the skills to communicate or express their thoughts, feeling and opinion in English. Of the four language skills, speaking constitutes an important skill to master.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of context”(Chaney, 1998:13). By speaking with others, we are able to know what kinds of situation are in the world.

Speaking skill is emphasized to the student to make them increase their capability that they can communicate by using English correctly in speech. There are some elements of teaching speaking. Those elements are grammar, vocabulary, pronunciation (stress, intonation, and pitch), fluency, and gesture. The elements are needed to apply the discussion technique in teaching speaking skill to increase some aspects of the students; they are the capability and self-confidence of students in speaking English. The elements are needed to measure the capability of the students in speaking.

Classroom techniques is the important role. To reach the goal of teaching-learning process, the teacher have to find and use the teaching techniques which is appropriate with the student’s characteristics.

According to Fauziati (2010:198) classroom management is believed to be the key component in any educational setting. If students are in a conducive environment, learning can take place. Having the right environment for all students to learn is the major goal of implementing good classroom management-without it the students would not be able to learn. As the most powerful person in the classroom, teachers have authority to influence the kind of environment that goes on in the class. This condition is created from a combination for many related factor.

Technique is a way or tool used by the teacher to get the aims in learning process. According Anthony (in Fauziati, 2014: 13), “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”.

English teaching and learning process in *SMK Muhammadiyah 1 Sukoharjo* is not interesting. The students of *SMK Muhammadiyah 1 Sukoharjo* usually find problems as they feel bored with English lessons in the classroom. Other problems, students have always thought that the English language was very difficult. Most of the students have low score in English subject. The English class of *SMK Muhammadiyah 1 Sukoharjo* consists of 35 students. *SMK Muhammadiyah 1 Sukoharjo* used 2013 curriculum and most teachers used techniques of discussion and storytelling. Based on phenomenon above, the researchers try to investigate the teaching and learning process especially the classroom technique when the teacher teaches English to achieve the learning objectives.

The researcher is interested in having a study in teaching-learning process especially the classroom technique on teaching of English class at *SMK Muhammadiyah 1 Sukoharjo*. The writer wanted to know the process of teaching-learning especially classroom techniques used by the teacher in teaching of English in *SMK Muhammadiyah 1 Sukoharjo*.

Because of that reason, the writer wants to describe the classroom techniques in teaching of English which is applied on *SMK Muhammadiyah 1 Sukoharjo* and wants to observe and then make a research entitled **Classroom Techniques Used In Teaching Speaking at SMK Muhammadiyah 1 Sukoharjo in 2016/2017 Academic Year**.

B. Scope of the Study

The writer limits her research on the classroom technique in teaching learning process at *SMK Muhammadiyah 1 Sukoharjo* in 2015 academic year. It is done in order to get the best result from the observation, especially the research

concerns with techniques of the teaching speaking, the procedures of teaching speaking, the problems faced by the teacher in using the techniques, and the problems faced by the students in the implementations of the techniques. The subject of the study is limited to English teachers and students of *SMK Muhammadiyah 1 Sukoharjo* in 2015/2016 academic year.

C. Problem Statement

Based on the background study above, the writer formulating the following problems as follows:

1. What are the techniques used in teaching speaking of SMK Muhammadiyah 1 Sukoharjo?
2. What are the classroom procedures of teaching speaking SMK Muhammadiyah 1 Sukoharjo?
3. What are the problems faced by the teacher in using the techniques?
4. What are the problems faced by the students in the implementations of the techniques?

D. Objective of The Study

Based on the problem statement, the objectives of the study of this research are to :

1. Identify techniques in teaching speaking of SMK Muhammadiyah 1 Sukoharjo.
2. Describe classroom procedures of teaching speaking of SMK Muhammadiyah 1 Sukoharjo.
3. Find problems faced by the teacher in using the techniques.
4. Find problems faced by the students in the implementation of the techniques.

E. Significance of the Study

The result of this study can contribute some benefits to students, teacher, and school. Here are benefits:

1. Theoretical benefits

- a. The research is talking about teaching speaking of the senior high school students, so it is expected to help the readers to know about the speaking ability of the senior high school students.
 - b. This research is expected to give a valuable experience which can be used for doing a better action in the future.
2. Practical benefits
 - a. For the English teacher, teacher can develop and clarify ideas about their field of study and research method.
 - b. The result of this study will help the English teacher and the learners solve their problems in teaching and learning English especially in speaking skill.

F. Research Paper Organization

In this research, writer conducts paper organization in order to make writer understand the content of the paper. The writer divides this paper into five chapters as follow.

Chapter 1 is introduction which consists of the Background of the Study, Problem Statements, Limitation of the Study, Objective of the Study, the Benefits of the Study, and Research Paper Organization.

Chapter II is Underlying Theory. It consists of Previous Study and Theoretical Review such as: notion classroom technique of English teaching, notion of speaking, notion of teaching speaking, type of techniques in teaching speaking, classroom procedure.

Chapter III is Research Method. It deals with the type of research, object of the study, subject of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is discusses of research finding, discussion, and the result of the research about the techniques used in teaching speaking, classroom procedures in teaching speaking, the problems faced by the teacher in using the techniques, and the problems faced by the students in the implementations of the techniques at SMK Muhammadiyah 1 Sukoharjo.

Chapter V is conclusion and suggestion of the research taken from this observation.