

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Language is a system to the expression of meaning. Its main function is for interaction and communication of human. Language is usually used by human in order to know and understand each other in the real life. As we know that God created human with different conditions and characters, so they need to interact and cooperate with other people. As a foreign language in Indonesia, English is educated seriously by many people to have a good prospect and vision in the community of the international world. Recently, English language is important for all people. Since it's important, English is taught widely at formal schools starting from elementary school up to universities in Indonesia.

There are four important skills in learning English: they are listening skill, speaking skill, reading skill, and writing skill. Speaking skill is very important because speaking and human beings cannot be divided from each other. Speaking is used to express their ideas and to communicate with people in the world. The success of speaking is exact in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that can involve producing, receiving, and processing information. Speaking is very important because by mastering of speaking skill, people can

carry out and easy to communicate with others, give some ideas and exchange the information with others people.

In Indonesia, English has become the main subject for students of TK, SD, SMP, and SMA. In Educational context, English must be mastered for helping students to develop their communicative competent both oral and written. English language has function as a means of communication. For example: to express information, and in daily context, as a means to build interpersonal relationship with others, changing information and enjoy language esthetics in English culture. Speaking activities in student's community in Indonesia are still less. The students would prefer reading and writing to speaking and listening. Normally, the learners use their spare time for speaking with others.

Of the four language skills, speaking is always becoming the main skill given to students. Ever since it is given to beginners, the teacher and the students find many problems in teaching learning process in the class. The most important skill to study English is speaking skill, because it is generally used in our daily life. Teaching speaking must use techniques in order to increase the speaking ability. Hence, the researcher wants to know the English ability especially speaking skills of the seventh students of SMP N 1 Weru and the difficulties faced by them when they speak English because they rarely speak English in their activities.

The seventh grade students' in SMP N 1 Weru has nine classes, namely: VII A, VII B, VII C, VII D, VII E, VII F, VII G, VII H, and VII I

Class. However in the teaching-learning process the students get many difficulties. The students were confused when they express of something in English especially in speaking. They always get difficulty to speak in English because they rarely speak English in their daily life and English is not the main language for them. So it is needed to conduct a study of English teaching speaking at the seventh grade students of SMP N 1 Weru. Although they got English lesson in Elementary School before, the students should be able to speak English to face the global era because the English language has become an international language.

In SMP N 1 Weru Sukoharjo, especially in the English subject for students at seventh grade, the teachers use some techniques in the teaching English. Usually the teacher also uses multimedia to build students interest and creativity. It is believed that the teaching learning activities using some techniques be successful and give a good result. SMP N 1 Weru Sukoharjo is one of the favorite schools in Sukoharjo which has excellent students with high capability in the academic or non academic side as its output. It can be seen from the students score result in the national examination and the fact that there are many students get medals in joining some competitions.

The researcher interest to do the research in SMP N 1 Weu because teaching activities in this school is supported by some facilities such as: LCD, comfortable classrooms, canteens, school clinic (*UKS*), computer multimedia and language laboratory. SMP N 1 Weru held some extracurricular activities like volleyball, football, *PKS*, *PMR*, computer course, table tennis, drumband,

and so on. The complete facilities and many extracurricular activities support SMP N 1 Weru to be one of favorite state junior high school. Based on the researcher's observation, seven grade students in SMP N 1 Weru have high competence in English. The teacher makes them speak English in the teaching learning activities. Besides that, the teachers also asks students to memorize some English vocabulary related to the subject matter. The teacher wants to make the students familiar and understand the material, especially in vocabulary mastery. The rules make the students understand the word and memorize in their mind. The teaching using right techniques are effective to be implemented in English. Classroom situation can be enhanced and the students' competence can be improved.

From the phenomenon above the researcher is interested in conducting research entitled: Teaching Speaking Techniques for Seventh Grade Students of SMP N 1 Weru in The Academic Year of 2016/2017.

## **B. Scope of the Research**

In order to focus on the topic, the researcher makes the limitations to both the object and the subject of the study. Through this research, the researcher focuses on technique applied on the teaching-learning activities for Seventh Grade Students of SMP N 1 Weru in The Academic Year of 2016/2017. The reason of the researcher focuses on techniques applied on teaching-learning activities because the technique of speaking is very important in teaching speaking and it can influence with the students

achievement. The researcher wish to know and observe what kind of technique is usually used. Therefore, technique has a big contribution in teaching learning process.

SMP N 1 Weru is an interesting setting to be investigated. It is one of the schools that used variation technique to teach speaking, so the communication strategy is very interesting to be investigated. The researcher chooses the seventh grade, because this class consists of students at the average of 12-14 years old. The researcher assumed that students are already taught by their teachers, especially their speaking skill with various techniques in teaching learning English.

### **C. Formulation of the Problem**

Regarding to the research background, the researcher formulates the problem of the research as follows;

1. What techniques are implemented in English Speaking Teaching-learning at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017?
2. What are the purposes of each technique in teaching Speaking Teaching-learning Process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017?
3. What are the problems faced by the teachers in using each technique of English speaking teaching learning process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017?

4. What are the solutions of the teachers to each technique in teaching Speaking Teaching-learning Process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017?
5. What are the teachers' roles in English speaking teaching learning process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017?
6. What are the students' roles in English speaking teaching learning process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017?

#### **D. Objective of the Research**

From the previous background and formulation of the problem, the objectives of the research are as follows:

1. To describe the techniques of English Speaking Teaching-Learning Process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017.
2. To describe the purposes of each technique in teaching Speaking Teaching-learning Process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017.
3. To describe the problems faced by the teachers in using each technique of English speaking teaching learning process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017.

4. To describe the solutions of the teachers to each technique in teaching Speaking Teaching-learning Process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017.
5. To describe the teachers' roles in English speaking teaching learning process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017.
6. To describe the students' roles in English speaking teaching learning process at the seventh grade students of SMP N 1 Weru in the Academic Year of 2016/2017.

#### **E. Benefit of the Research**

The researcher really hopes that this research has benefits. The benefits can be distinguished into two benefits:

1. Theoretical Benefits
  - a. The result of the research can be used as the reference for those who want to conduct this research in English teaching learning process.
  - b. This research gives some knowledge about evaluation.
2. Practical Benefits
  - a. Teacher
    - 1) The result of research can useful for additional information that can be applied the teacher/s in teaching speaking.
    - 2) This study is able to provide the better choice technique for improving students speaking skill in SMP N 1 Weru.

b. The Student's

- 1) The students can master speaking skills by doing the activities with their performance.
- 2) It can motivate the student to speak English in real life.

## F. PREVIOUS STUDY

The researcher presents the previous study dealing with the topic. The first research by Wardatul (2010) *The Effect Of Classroom Interaction On Developing The Learner's Speaking Skill* (The case of third year LMD students of English at Constantine University). The researcher present work aims at showing that classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skill, but also to foster their ability to generate new language. The analysis of the questionnaire showed that both learners and teachers reflect on classroom interaction as an important pedagogical strategy in enhancing the skill of speaking. This analysis also revealed that learners must be forced to interact in order to master the art of talk which is difficult, since learners who keep always silent in the classroom will feel at a loss for words when they find themselves in situations that require talk for interaction.

The second research by Ruhdiningsih (2012) *A Study on The Techniques for Teaching Speaking to The Second Year Students of SMP N 1 Trangkil*, belongs to descriptive qualitative research. The objectives of this study are to describe (1) techniques implemented by the teacher in teaching



speaking, (2) problems faced by the students in teaching speaking and (3) Methods/techniques to overcome the problem faced by the students. To obtain the research data the writer conducted the observation in SMP N 1 Trangkil. The writer took the students in class VIII E as the sample. The writer also interviewed to the students and the teacher. The writer found that the techniques used by the teacher in teaching speaking are question-answer, role-play, and game techniques. The problems faced by the student are (1) the difficulty of pronunciation, (2) nervousness and shyness. Methods to overcome the problem faced by the students are: (1)asking the students to repeat after the teacher pronounced some words so they can know the correct of pronunciation, (2)asking the students to read a dialogue so the teacher can correct the pronunciation, (3)using a role-play technique in teaching speaking so the students can explore their capability, (4)making the students to get used to speak with her/his friends in front of the class so they were not afraid to speak, (5) to overcome shy and nervous students, the teacher used a game in teaching speaking.

The third research by Nasrollah, (2014) *The Use of Speaking Strategies by Iranian EFL University Students*. The researcher said that speaking is one important skill in language learning. He knew that EFL students are sometimes faced with problems, while speaking to their interlocutors due to the lack of sufficient linguistic knowledge, and they have to quit the conversation. His study examines the use of speaking strategies by some Iranian male and female EFL university students. He uses of these

strategies was examined in relation to the EFL university students' gender and their proficiency level based on which, they were classified as low, intermediate and high proficient groups .A sample of 100 Iranian EFL students was randomly selected .The sample consisted of students with different gender and proficiency levels. The questionnaire of communication strategies use was administered. It included five main categories in 30 items for speaking. The results showed no differences related to the use of speaking strategies by EFL students and their gender. In relation to the use of speaking strategies by EFL students and their proficiency levels, no differences were observed, either. The implications of this study are discussed in this article.

Fourth research by Muktiono,(2014). *A Descriptive Study on Teaching Learning Speaking at The Eighth Grade Students of SMP Negeri 13 Surakarta 2014/2015 Academic Year* The aims of her research are describing teaching learning speaking at the eighth grade students of SMP Negeri 13 Surakarta in 2014/ 2015 academic years, using descriptive research. The researcher hope can see how far the teacher and the students can improve the speaking. For teacher not just make the students understand about the theories but also in the practice of daily conversation, make the teacher can find the problem and gave problem solving for the students in case have problem in learning English. For the students, the researcher hope they can start to active not be passive while in class and do not hesitate or not to scare to expressed their opinion in learning English.

The researcher is used descriptive method in this thesis, descriptive method that is used to describe characteristics of a population or phenomenon being studied. The main goal of this type of research is to describe the data and characteristics about what is being studied. In this thesis with descriptive method on teaching learning speaking the researcher conducted observation, document, interviews, and questionnaire to collect data. The researcher object is the eighth grade students of SMP Negeri 13 Surakarta and the teacher.

Fifth research by Tran and Nguyen,(2015).*Factors Affecting Students Speaking Performance at Le Thanh Hien High School Vietnam*. The subjects of the study were two hundred and three grade 11 students and ten teachers of English. The research instruments used in this study were questionnaires and class observation. Based on the research findings some recommendations were made. The study was expected to help students improve their performance in speaking classes. The results of the study indicate that the students faced many problems such as (1) they spoke very little or not at all; (2) they could not think of anything to say; (3) they used Vietnamese instead of English when they discuss in groups or in pairs; (4) their participation was low or uneven; (5) they did not have motivation to express themselves; (6) they were fearful of criticism or losing face; (7) they had a habit of translate the information in the textbook into Vietnamese before they speak; (8) they looked at their textbook when they speak. The results also show that there were many factors affecting students speaking performance as follow: (1) topical knowledge; (2) listening ability; (3) motivation to speak; (4) teachers'

feedback during speaking activities; (5) confidence; (6) pressure to perform well and (7) time for preparation.

Sixth research by Wulansari,(2013). *A Descriptive Study on Teaching Speaking Method to the Seventh Grade Student of SMP Negeri 3 Baturetno*.

The researcher focuses the English teaching-learning process, on the seven year students. The purpose of this research is to know the implementation of teaching speaking method to the seventh year student of SMP Negeri 3 Baturetno. The data are taken from all elements of teaching-learning process committed by the teacher and the students and other sources such as books, students practice, lesson plan, etc. The method of collecting data is descriptive method by employing interview, documentation and observation. This research is descriptive qualitative which does not include any calculation or statistic procedure. In this research paper she describes the methods are used by teacher in teaching speaking, the strengths and weaknesses of the methods used by teachers in teaching speaking, and the problems faced by teacher and students in speaking class.

The subject of the study is limited on the seventh year students of SMP Negeri 3 Baturetno 2013/2014 academic year. The researcher took class that consists of 30 students. The result of the research is the implementation of teaching speaking is divided into two main sections; (1) Teacher activity consists of all preparations of the teacher in teaching speaking, and (2) The elements of speaking course. The problems of teaching speaking are about the less of the materials that can influence teaching learning process. The

main problems faced by the teacher are less of the materials, because many kinds of the materials must be presented to the students. The Problems Faced by Students: (1) Students Inhibition.(2) Nothing to say. (3) Low participation.(4) Mother-tongue use. (5) The students have problem with grammar. Based on the data the portion of teaching speaking is enough because the speaking activity will be integrated with other English skills.

Seventh research by Kheider,(2012).*Enhancing EFL Learners' Speaking Skill through Effective Teaching Methods and Strategies*. The researcher focuses study covers a general overview of the speaking skill; it also investigates the parameters of effective methods in teaching speaking. Moreover, it introduces some strategies that promote this skill and improves students' proficiency. The main objectives are identifying the main problems which may inhibit the EFL learners speaking skill, discussing the role of the EFL teachers in teaching speaking in order to help the EFL learners overcome their difficulties; and, lastly investigating the effective methods and strategies of teaching the speaking skill. The population is composed of second year LMD students and the teachers of the oral expression course at the University of Biskra.

The most significant findings of our research work can be summarized in: first the teachers' awareness and readiness of the efficiency of the suggested strategies, and the real application of those methods; second, students willingness to adopt and use these strategies in order to ameliorate their speaking skill proficiency. However, during our investigation we have

encountered some difficulties in relationship to the lack of teacher in-service training in oral expression, the limited time which is allocated to the oral expression course, the lack of application of the new technologies and developments that characterize the teaching of the speaking skill. On the whole, our research brought many benefits to the students and teachers of our University.

Eighth research by Ginanjar,(2012). *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*. This study is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was stressed.

Ninth research by Oseno,(2015). *Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya*. This study focuses to find out the classroom activities

used by teachers to promote learners' active participation in speaking skills lessons in eight secondary schools in Eldoret Municipality, Kenya.

The study adopted mixed methods design and simple random sampling to select schools, students and English language teachers from National, Provincial and District schools. In definite cases, purposive sampling technique was also used by the teacher. Data on classroom activities used to teach speaking skills were collected using Questionnaires administered to teachers and students, direct observation during speaking skills lessons in Form three classrooms. The data collected was analyzed using descriptive statistics.

The study found out that: there was variation in use of classroom activities for example discussion was the most used classroom activity while oral drill was the least used, during classroom discussions, students code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context. The study recommends that: 1) students should be given chances to practice using authentic English language in context, 2) teachers should integrate various activities in a lesson to meet learners' needs and 3) Curriculum to acknowledge learners' cultural backgrounds in order to enhance their learning outcomes. This study is useful to language educators and teachers of English language.

Tenth research by Zarin(2014). *Teaching speaking and listening skills: A scenario of Young Learners of Bangladesh* This study investigates

the scenario of teaching 'speaking and listening' to young learners. Using questionnaire survey, classroom observation, and interview, this study shows that the techniques and materials used in teaching English 'speaking and listening' to the young learners are moderately effective. Though the questionnaire survey and interview results state high effectiveness of the activities and materials, the classroom observation shows different scenario in that the materials used are mainly downloaded from internet which merely fit into the teaching-language culture of the context examined. There are hardly any books available locally for teaching English 'speaking and listening' to young learners.

This research is different from the first previous research. In the previous research focused on the analysis of learner to interaction and situation. In this research, the researcher focuses on the technique of teaching speaking applied by the teacher and problems faced by the students at SMP N 1 Weru. However, in these research have similarity is improving speaking skill of the students.

The second researcher focuses to describe the techniques used in teaching learning speaking and the researcher took VIII grade Junior High School 1 Trangkil. And the third researcher focus to see if there exist any significant relationships between using these strategies by Iranian EFL students and their level of proficiency and gender. But, in this research, the researcher focuses on the techniques in teaching-learning activities. The fourth research is similar with this research, using descriptive qualitative



research and descriptive method on teaching learning speaking the researcher conducted observation, document, interviews, and questionnaire to collect data. But the goal of the fourth research is to describe the data and characteristics about what is being studied.

The fifth researcher focuses on the speaking performance of the students in the classroom. The research instruments used in this study were questionnaires and class observation. The similarity with this study is focus to the teaching speaking skill in the teaching learning process in order to motivate the students to be active in the class. The students also liked the technique used by the teacher in teaching in the classroom. The sixth research, the researcher describes the methods are used by teacher in teaching speaking, the strengths and weaknesses of the methods used by teachers in teaching speaking, and the problems faced by teacher and students in speaking class.

The seventh research, the researcher focuses study covers a general overview of the speaking skill, he also investigates the parameters of effective methods in teaching speaking. Moreover, it introduces some strategies that promote this skill and improves students' proficiency. The main objectives are investigating the effective methods and strategies of teaching the speaking skill. And the eighth researcher has similarity with this research. The eighth research focus on the teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher. But, he did the

research on Senior High School and this research in junior high school. The ninth research, the researcher focuses to find out the classroom activities used by teachers to promote learners' active participation in speaking skills. And the tenth research focuses on the speaking and listening skill, but in this research only speaking skill.

From the statements above, the researcher concluded that there are many ways that can be used by the teachers to improve students' speaking ability. In teaching speaking ability, teachers can use some things, such as; Strategies, methods and techniques in accordance with the students' materials and abilities. There are some theories that can be used by teachers to improve the speaking ability of the students. The result of tenth previous studies was the teacher will successfully educated students and improve the students' ability if they're able to use appropriate techniques, strategies and methods in the classroom. The results show that different findings appropriate with the way of teachers teach their students and the ability of each student in the classroom.