

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is a device that we can use to convey with people in the world. Every country has their own language. We need international language to communicate to the diverse country. English is an international language, which is used by all people across the world especially in Indonesia. This is why English is important language.

In Indonesian education, English has very fast development. Many people learn English not only in the formal education but also in the informal ones. It can be proved by many courses, which offer English teaching in almost everywhere. Learning English as a foreign language in Indonesia is not easy. We have been adapted to speak our native or first language since we were children. We often get difficulties in learning English, whether in vocabulary, structure, pronunciation, conversation, etc. So, the ability to use English will influence the learners to learn it harder and harder.

There are many skills in English such as writing, listening, reading, and speaking. However, speaking is one of those skills that are mandatory a lot. Speaking is the active skill. It could not be separated from listening. When we speak, we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997).. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

According to Syakur (2007:4), generally there are five elements in speech process. Those elements are: pronunciation is the students' way to utter English well. Vocabulary means the appropriate diction that is used in conversation. Grammar concerns with how to arrange a correct sentence in conversation. Gesture is a form of nonverbal communication made with a part of the body. Fluency can be defined as the ability to speak fluently and accurately suited with professional necessity.

Based on the statements above, it can be concluded that speaking is a language skill, which used to communicate with others. It means that speaking has very important role in human life; using speaking people can tell information or some news, asking for helps, for their needs, etc.

In teaching-learning process, tutor uses some strategies such as using their hands, imitating the sound or movement of things, mixing languages creating new words, describing or circumlocution something they do not know the word of it. In short, they use communication strategies. (Dornyei in Fuaziati, 2015:41)

Universitas Muhammadiyah Surakarta forms English Tutorial Program become an alternative way to accelerate student's English skill especially in speaking. The background of the establishment of English Tutorial Program is derived from the evaluation of the implementation of learning English. The result of the evaluation showed that the ability of non-English student's speaking uncovered. Non English students only have four credits of English lesson. So, the time to reach a comprehensive English skill is still lacking.

English Tutorial Program was established to provide supplies to the student's speaking skill in order to have a good quality English skill. So, after graduate, hopefully the students are able to speak a minimum during a job interview especially in the sector that requires English skill. The goal of teaching speaking skills is communicative efficiency. It means that learners should be able to make themselves understand ins using their current proficiency to the completest.

Teaching speaking in English Tutorial Program is different from the lecture. The teaching-learning in English Tutorial Program process more attractive and effective because one tutor usually have 10 students. Tutor uses technique in the classof speaking skillIt is used to make easier in teaching speaking and to improve student's speaking skill. The technique is implementation which actually takes place in a

classroom. It is particular trick, strategy or contrivance used to accomplish an immediate objective.

So, the classroom technique is an interactive process of constructing meaning that involves producing, receiving and processing information. The achievement of good classroom techniques are when the people who interact understand each other and more easily applied communicated well. Technique must be consistent with a method, and therefore in harmony with an approach as well (Anthony, 1963:96) in (Fauziati, 2014:13).

Tutor has very important role in education because tutor is not just as teacher who dominate events processed but the teacher acts as a facilitator and coordinator of the learning activities of students. Teaching speaking is as a part of teaching learning process which is mostly done by a teacher who has an important role education. Teaching speaking has its own ways to make students engaged. The techniques also aimed to stimulate discussion and information-trading transaction. The classroom techniques which allow these criteria are role playing, games, problem-solving, songs, and discussion (Fauziati, 2015:103)

Teaching speaking in English Tutorial Program is different from the lecture. in English Tutorial Program, the teaching-learning process more attractive and effective because one tutor usually have 10 students, and the teaching-learning process not in the classroom but in open spaces such as in parks, libraries, mosques or hall,

In teaching-learning process especially in English Tutorial Program also uses some instructional material. It is used to guide the English tutor to achieve the goal of learning in English Tutorial Program. According to Zainal (2003:14) states that instructional material is a set of scientific material that consist of fact, concept, principal, generalization, one science that sourced by curriculum and can support the achievement of learning objective.

Based on the explanation above, the writer is interested in conducting a study about classroom techniques used by English tutor at English Tutorial Program at Universitas Muhammadiyah Surakarta especially in teaching speaking entitled: *Classroom Techniques Used to Develop Students Speaking Skill: A Naturalistic Study at English Tutorial Program at Universitas Muhammadiyah Surakarta.*

## **B. Limitation of the study**

In this research, the writer makes limitation. The researcher only focuses on describe the classroom techniques used in teaching speaking in English Tutorial program at Universitas Muhammadiyah Surakarta 2015/2016 academic year.

## **C. Problem Statement**

The problem of this research paper is related to the classroom technique used by the tutor in English Tutorial Program of Muhammadiyah University of Surakarta. Based on the background of the study, some problems can be identified. The problems as follows:

1. What are the types of classroom techniques used by the English tutor to develop students' speaking skill?
2. What are purposes of each classroom technique used by the English tutor to develop students' speaking skill?
3. What are tutor's roles in classroom techniques used by the English tutor to develop students' speaking skill?
4. What are student's roles in classroom techniques used by the English tutor to develop students' speaking skill?
5. What are the roles of instructional material in each classroom technique used by the English tutor to develop students' speaking skill?

## **D. Objectives of the Study**

The study is carried out to meet the following objectives:

1. To describe the types of classroom techniques used by the English tutor to develop students speaking skill
2. To describe the purposes of each classroom technique used by the English tutor to develop students' speaking skill.
3. To describe the tutor's roles in classroom technique used by the English tutor to develop students' speaking skill.
4. To describe the student's roles in classroom technique used by the English tutor to develop student's speaking skill.

5. To describe the roles of instructional material in classroom technique used by the English tutor to develop student's speaking skill.

#### **E. Benefits of the study**

1. Theoretically :
  - a. The result of the research hopefully to help the next researcher to conduct a research in English teaching learning, especially in teaching speaking.
  - b. The result of the research hopefully to find the solutions about the problem in teaching speaking in English Tutorial Program.
2. Practically :
  - a. The result of the research hopefully can increase the reader's knowledge about classroom techniques in teaching speaking.
  - b. The result of the study can help the English tutor to find the appropriate technique to teach their students.

#### **F. Research Paper Organization**

The study is divided this research paper into five chapter to make this research is more understandable. The research paper organization as follows:

*Chapter I* is the introduction which explains about general background of the study, research question, the objective of the study, limitation of the study, benefit of the study, and the research paper organization.

*Chapter II* is the review of literature which has a relation with the study. It outlines the underlying theory of Classroom technique. Underlying theory consist of the notion of

*Chapter III* is research method used in this study. It shows the type of the study, the object of the study, setting of the study, participant of the study, method of collecting data, the technique for analyzing data, and Trustworthiness.

*Chapter IV* is the findings and discussion. It consists of finding and discussion of this study.

*Chapter V* is the conclusion, pedagogical implication, and suggestion. It consists of conclusion of the study, pedagogical implication and suggestion by the writer.