

# CHAPTER I

## INTRODUCTION

This part presents introduction which covers background of the study, statement of problem, objective of the study, benefit of the study, and research paper organization. They will be described one by one below.

### **A. Background of the Study**

Speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings. The learner can hardly understand anything at all, “unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows” (Bashir, Azeem, & Dogar, 2011: 36) while the “mastery of speaking skill in English is a priority for many foreign learners” (Richards, 2008: 19). Consequently, the students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

The purpose of studying language is to be able to speak and communicate using the language fluently. Therefore, most of students measure their English skill through their speaking proficiency. “English teaching and learning have to goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies” (Oradee, 2012: 533).

Based on the importance of speaking skill in human life as mentioned above, the researcher is interested in investigating teaching speaking in junior

high school. Junior high school students are expected to have a base on learning speaking in higher school. The English teacher should also have appropriate techniques to improve students speaking skill.

The process of teaching and learning that occurs in class involves individual teacher and individual students. The teacher, as the party in charge of teaching in class, is demanded to always be able to present quality teaching which originates from the teaching abilities he has. Teaching is defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (Brown, 2007: 8). In the teaching activities, the teacher's task is showing students how to learn better. At the same time he has to help them in understanding learning materials. In order to activate students, he has to provide instruction and guide the study of learning material to students because learning is "acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction" (Brown, 2007: 7).

One of the teaching and learning is teaching and learning English at high school. Since English is an international language and used in many aspects of human life, such as education, commerce, politic, tourism, etc, it is taught at school as a school subject starting from junior high school to senior high school. One of the junior high schools is SMP Muhammadiyah 4 Surakarta. As one of the junior high schools, SMP Muhammadiyah 4 Surakarta also provides students with English language skills to prepare them for higher education and modern life.

English language skills are divided into four, namely listening, speaking, reading, and writing.

As one of the language skills, speaking plays an important role in mastering English for oral communication, so it is taught at SMP Muhammadiyah 4 Surakarta. Teaching and learning speaking at SMP Muhammadiyah 4 Surakarta has a standard competence and basic competence. The standard competence of speaking at the eighth grade of this school is expressing meaning in short and simple transactional and interpersonal conversation for interacting with surrounding environment. Based on this standard competence, the basic competence of teaching and learning speaking at the eighth grade of SMP Muhammadiyah 4 Surakarta is responding and expressing meaning in simple transactional conversation (to get things done) and interpersonal conversation (socializing) by using oral language accurately, fluently, and acceptably for interacting with surrounding environment involving speech acts of *asking for*, *giving*, and *refusing service and something*.

Based on the standard competence and basic competence above, the goals of teaching speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta are (1) students are able to identify expressions of *asking for*, *giving*, and *refusing services and something*, (2) students are able to identify sentence patterns in the expressions of *asking for*, *giving*, and *refusing services and something*, (3) students are able to make simple conversation using the expressions of *asking for*, *giving*, and *refusing services and something*, and (4) students are able to use simple conversation using the expressions of *asking for*, *giving*, and *refusing*

*services and something*. Those goals are integrated with character education of trustworthiness, respect, and diligence.

To meet the standard competence and basic competence of teaching and learning speaking above, the English teacher has to teach students with appropriate techniques. By using appropriate technique, the English teacher can help students master speaking skill. It is in line with the courage of Muhammadiyah Foundation on educating Indonesian nation by running junior high schools, and one of them is SMP Muhammadiyah 4 Surakarta. SMP Muhammadiyah 4 Surakarta is founded under the foundation of *Majlis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kota Surakarta*. It is a qualified junior high school because it was founded in 1977, the accreditation status is A, and it manages six paralel classes each for the seventh, eighth, and ninth grades.

Based on the condition of SMP Muhammadiyah 4 Surakarta as a qualified junior high school and the importance of English, especially speaking skill, the researcher is interested in doing a research at this school. Therefore, the researcher is interested in investigating a topic entitled “**Technique Used by the Teacher to Develop Students’ Speaking Skill at the Eighth Grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 Academic Year**”.

## **B. Statement of Problem**

The research problems are formulated as follows:

1. What techniques are used by the English teacher to develop students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year?
2. What are the obstacles faced by the English teacher in developing students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year?
3. How does the English teacher solve the obstacles faced in developing students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year?

### **C. Objective of the Study**

The research objectives are:

1. To describe the techniques used by the English teacher to develop students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year.
2. To describe the obstacles faced by the English teacher in developing students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year.
3. To describe the way the English teacher solve the obstacles faced in developing students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta in 2018/2019 academic year.

#### **D. Benefit of the Study**

The benefit of the study is divided into two, namely theoretical benefit and practical benefit. They are stated below.

##### **1. Theoretical Benefit**

Theoretically, this research is expected to become a reference of other researchers in investigating problems of teaching speaking skill at junior high schools.

##### **2. Practical Benefit**

###### **a. For researcher**

Researcher can learn about the techniques used to develop students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta.

###### **b. For teachers**

This research can provide scientific information for English teachers in developing students' speaking skill at the eighth grade of SMP Muhammadiyah 4 Surakarta.

###### **c. For Students**

This study is expected to train students to study harder with fun in developing their speaking skill.

#### **E. Research Paper Organization**

This research is divided into five chapters to make this study more systematic, namely:

Chapter I is introduction. It explains background of the study, statement of problem, objective of the study, benefit of the study, and research paper organization.

Chapter II is literature review which explains previous study, position of the study, underlying theory, and theoretical framework. Underlying theory consists of the meaning of speaking skill, micro and macro skills of speaking, types of classroom speaking performance, principles for designing speaking techniques, and approach, method, and techniques for teaching speaking.

Chapter III is research methodology. It explains research type, place and time of research, data and source of data, research object and subject, technique for collecting data, validity of data, and technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.