

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

Everyone agrees that English subject is vitally important and typically, it is described as the most important of all school subject, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every school subject for adult life (Goodwyn 2005:1). One of four basic competences of language is speaking. Speaking is one of productive skill beside writing to express idea in order to communicate and interact with other people. Speaking takes a big role in part of daily life, average person produces thousands words of a day even politicians, reporter, and sales manager doing more than that, speaking skill is natural and integral skill in learning foreign language (Thornbury 2006:9). However, speaking skill is taught to foreign language students in order to make students capable to communicate each other.

According to Efrizal (2012) English speaking skill is essential in order to interact and communicate where people almost everywhere and everyplace through English. In this global era many people use English as media of communication, so it can make people who come from different countries or ocean interact and communicate each other easily. As one of international languages, English is being taught since preschools to university stages in national or international school.

Speaking is a way to communicate the idea and deliver message orally to each other. However, for students before they master in speaking, they also have to master in the components of speaking such as; vocabularies, grammar, pronunciation, fluency, and gesture which are not easy to be achieved by student if teacher could not provide the appropriate strategy or technique to enhance student's ability in speaking.

Students' big barriers in speaking are : first, is the student's ability to give questions and answer the questions, students already mastered to know every single word but hardly difficult to speak in full sentence. Second, the students seldom practice to speak English. However, she uses song to enrich vocabularies. The third, the students seem having lack of self confidence in speaking in front of teacher or friend in which self confidence takes a significant role in developing speaking ability. Most of them feel afraid asking to the teacher or feel shy to perform in front of class.

Therefore, one of the challenges for foreign language teacher nowadays is to give students motivation to be brave to speak English. The students who are less confidence get difficulty to speak. Teacher frequently asks them to speak but they keep silent if the teacher did not ask them, eventhough they want to speak but mostly they feel shy and afraid if they are making a mistake. Consequently, Oral presentation or practicing dialogue that have already been done by the teacher shows the lackness in teaching speaking. Students mostly create the dialogue or story in written form then memorize without caring the expression, accent and intonation. They still have difficulty in understanding the task meaningfully.

To make creative, active, enjoyable and efficient speaking class, teacher should find an appropriate teaching technique to improve student's ability in speaking. One of the techniques is survey class. This technique is designed to create students' interest in learning speaking of foreign language. The core of survey class is communicative activities

In implementing survey class technique, each student has to dig the information from their classmates by milling around. This activity involves learners space for permitting, asking other learners questions with a view to complete its survey, then taking notes of their friend's answer in their worksheet, finally, they present the result of the activity in front of the class (Thornbury 2006:66). Survey class is branch of drilling strategy in communicative framework. This technique allows students to memorize vocabulary and structure for realistic personalize and meaningful information exchanges (Knoop,2000). Basic vocabulary and structure will increase significantly when it comes to active communication, students is getting used to communicating their own idea and wish each other.

Some researchers have identified the similar study related to the survey class technique. Nanthabot (2012) found that student's ability in speaking is higher than used to be after applying communicative activities. Another researcher Listriyana (2012) found that there was significant improvement concerning with the subject ability in speakng skill in which it improved from the level of insuffience to good and there was changing learning behavior as the result of the positive responses concerning with the technique applied in improving the subjects' speaking skill.

Based on the previous study above, survey class is the technique of using survey type questions, such as, is or was your father interested in football?are you?etc, and then they mill around for asking the questions, noting the answers, and collating their result of the activity (Thornburry,2006). This technique is a kind of communicative activities which give valuable contribution to both teacher and students. This activity gives students chance to speak and express their own idea. The students will have reason to interact with their partner or classmates in order to fullfiil worksheet given.

One school that uses survey class technique is SD YPI Darussalam Cerme. This technique is used by the teacher for fifth grade students. When the teacher uses this technique, students seems very enthusiastic, fun, and talkative. Based on above phenomenon, the researcher wants to analyze more deeply about “ The Implementation of Survey Class Technique at fifth grade student of SD YPI Darussalam Cerme”

## **1.2 Statements of Problems**

Based on the discussions above, the researcher wants to focus on the use of survey class in teaching speaking. Therefore, the best problems statements to use are:

- a. How is the implementation of Survey Class technique in teaching speaking at the fifth grade of SD YPI Darussalam Cerme ?
- b. What are the students’ responses to the implementation of Survey Class technique in learning speaking at the fifth grade of SD YPI Darussalam Cerme?

### **1.3 Purpose of the Study**

Based on statement of the problem above, the objectives of the study are:

- a. To describe the implementation of survey class technique in teaching speaking at fifth grade of SD YPI Darussalam Cerme.
- b. To describe the responses of students' in learning speaking by using survey class technique in teaching speaking at the fifth grade of SD YPI Darussalam Cerme.

### **1.4. Significances of Study**

By this research, the resercher expects that the study will be very useful ; first, for teacher it is good to increase students' ability in speaking English and motivate them to express the idea easily. Second, for students, to get motivation to speak out in speaking class using survey class technique. Third, it is used as the reference for the next researcher in applying this technique. This research hopefully gives great contribution to both teacher and students in teaching and learning speaking.

### **1.5 Scope and limitation of the study**

In order to make discussion more specific, the researcher gives scope and limits the problem. In this research, the scope of this study is focused on the use of survey class technique and the ways of students learning speaking in the fifth grade students of SD YPI Darussalam cerme in 2015/2016 academic year.

The result of this study might open idea or suggestion that need to be considered and discussed in reaching the goal of study. Therefore, the researcher puts several limitation in reaching the goal of this study. The researcher only uses survey class as teaching technique to fifth grade students in SD YPI Darussalam Cerme and it focuses on speaking subject.

### **1.6 Definition of keyword**

To avoid misunderstanding and misinterpretation of this study, the researcher would like to describe the key term used in this study.

*Survey class technique* is a great technique that is used to enhance student's ability in speaking english. It also trains students to master questioning by milling around and digging some informations about personal interest, experience, and dreams from their friends, noting answer. In the end they will be able to present the result in front of class.

Response is the student's perspective, opinion, and reactions of the teacher technique during the class. Teacher knows the students' response by their statement, expressions, behavior and attitude during English teaching and learning.

