CHAPTER I

1. **INTRODUCTION**

In this research, the researcher will do the study on speaking teaching techniques at fifth grade students of Wittaya Panya School Phattalung Southern Thailand.

This chapter consists of the background of the study, statement of the problems, purposes of the study, significances of the study, scope and limitation, and definition of the key terms.

1.1   Background Of Study

Speaking is the basic skill of language learning. It is because speaking is a verbal communication mean, it is the most common way for people to communicate to each other (Herlinda, 2010:18). This is the greatest challenge for young learners because to speak means that children, with the limited ability they have, have to speak and think at the same time. They are expected to be able to express their feelings, play and joke with their peers, deliver opinions in classes and communicate orally in English (Scott and Ytreberg, 2004 : 33). However, Widiyanto and Yomartono (Wahyuningsih, 2009 : 1) stated that there is still a lack of stimulation given in a classroom in formal school. It is observed from the fact that classroom tends to become more active and motivated in speaking than the other language skill class.

Teaching children is different from teaching adults. We must have extra power to teach them, because the children have certain characteristics and need certain treatments. Farwaniya (2009-2010) stated that the characteristics of young

learners are they have a short attention span, they are very active, they respond well to praise. They differ in their experience of language, they are less shy. Than older learners, they are more imaginative, they enjoy learning through playing they enjoy imitating and skillful in listening accurately and mimicking what they have heard, they respond well to rewards from the teacher. So the teacher should have many strategies in teaching young learners, teaching must be creative in making the language class becomes enjoyable for learners and teacher should have varied activities and technique to make students interest.

In the teaching learning process, the teacher will use some techniques. Teacher have to find the best techniques for the students. The teacher must review the situation and condition of using the techniques (Bygate,Martin 2000). Every teacher has different techniques in teaching learning. The good technique can increase the students' ability. Based on Phillips (2004:1) Audio Lingual Method is one of the techniques that can apply in teaching EYL because this method required the students to practice speaking English. There are eight kinds of Audio Lingual Method, those are dialog memorization**,** backward build-up drill**,** repetition drill, chain drill, single-slot substitution drill**,** multiple-slot substitution drill**,** transformation drill, question and answer drill. But at Wittaya Panya School the teacher only applies three methods, those are dialog memorization, repetition drill, question and answer drill. Based on (Larsen-Freeman, 2000) state that the dialog memorization can give impact to the students easier to practice the dialogue quickly. Accoring to Meurers (2000) it is shown that the repetition drill can make the students easier for memorizing the lesson from teacher's explanation. Chen (2006:2) argued that question and

answer drill is suitable for EYL, it transfers the students idea about the teacher's questions to improve their target language.

In this study, the researcher takes the subject from the best school, teacher, on Phattalung Southern Thailand. The school is one of the newest schools that has a good quality and quantity in Phattalung. In this study, the researcher wants to know the teaching, speaking technique in Thailand's school especially in fifth grade.

1.2   Research Problem

Based on the background above, the researcher tries to analyze the problem of:

How does the teacher apply the speaking teaching techniques at wittaya Panya School?

1.3   Purpose of the Study

Based on problem statement that is mentioned above, the purpose of the study is:

To describe how the teacher applies the speaking teaching techniques at Wittaya Panya School?

1.4   Significances of the Study

The result of this study is expected can give benefits both theory and practice as follows:

1. Theoretical Significance

   a) It is expected that the result can give contribution to the teaching of speaking techniques

b) It is expected that the result of this research will generate the idea on teaching speaking techniques

2. Practical Significance

a) For teachers

The result of the study can help other teacher to understand the teaching techniques. The result of the study is expected to know the teacher's teaching speaking techniques at Wiitaya Panya School Phattalung Southern Thailand.

b) For students

It is expected this study can give good motivation and variation for students in learning speaking.

c) The other researchers

Hopefully, this study can give some information about dialogue and conversation technique which is used in the audio lingual method. This study can be used as the reference to develop other researches about teaching techniques.

1.5 Scope and Limitation

The scope of this study focused on speaking teaching techniques of conversation and dialogue in the Audio Lingual Method. Meanwhile, the limitation of the study is the study tended to focus on Fifth Grade students of Wittaya Panya School.

1.6 Definition of Key Terms

To avoid ambiguity, the researcher gives definitions of some key terms as follow:

1.   **Technique of Teaching Speaking**

Technique is an activity that used in the classroom, which consist of the Audio Lingual Method as an alternative technique in teaching students of Wittaya Panya School.

2.   **Speaking**

Speaking is a spoken activity, including student's answer of the teacher's questions, drilling and discussion during the teaching learning process.