

CHAPTER I INTRODUCTION

This chapter consists of 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 the Study

Many language learners regard speaking ability as a measure of knowing a language. “...Language learners define fluency in speaking is the ability to converse with other people, much more than the ability in reading, listening, and writing” (Burkart, 1998). Learners tend to regard that speaking is the most important skill they acquire to accomplish their spoken communication. Having a good spoken communication in daily life, learners can be easily to communicate with people abroad and face an exchange of globalization.

Dealing with the importance of learning speaking skill, some teachers try to develop some techniques to achieve speaking teaching learning goals. Teachers regard that an accomplishment of spoken communication depends on a teaching learning process in class (Burkart, 1998). Teachers may use different techniques to be applied in a class to create variations in English learning. These variations may motivate students to be active to speak up.

However, variation in teaching speaking is not an easy way to be applied. Applying some teaching techniques to improve spoken communication takes a lot of classroom practices, motivation to speak, and skill (Sasson, 1997). Teachers should be creative in adding creative techniques to open students thinking in speaking.

Moreover, teachers now are faced to a modern kind of English teaching learning. For example, some schools apply an international standard class which offers an English learning in any main of subjects, such as Biology, Chemistry, Physics, and Math. This class requires a creative teacher to have good teaching technique to achieve English learning goal. However, learning English which is applied in some school subjects can be started from learning speaking skill. The more active students to speak, the easier it will be for them to learn English in any main of subjects.

The researcher tended to observe teaching technique in international standard class at SMPN 1 Gresik because this school is trying to propose international-based school from the successful of international standard class. That is why the teaching technique used by a teacher tends to determine the success of achieving the goal of the school.

1.2 Statement of the Problems

Based on the background above, the researcher tries to analyze some problems:

- 1.21. What are teaching techniques used by a teacher in teaching English speaking skill?
- 1.22. How does the teacher apply the speaking teaching techniques?
- 1.23. Why does the teacher apply the speaking teaching techniques?

1.3 Purposes of the Study

Based on problem statements that are mentioned above, the purposes of the study are:

- 1.3.1 To describe what teaching techniques are used by the teacher in teaching English speaking skill
- 1.3.2 To describe how the teacher applies the speaking teaching techniques.
- 1.3.3 To describe why the teacher applies the speaking teaching techniques.

1.4 Significances of the Study

Several significances can be accomplished from this study which is beneficial for teachers, students, and other researchers. For teachers, they might increase the teaching techniques to be more creative in teaching English speaking skill. Moreover, teachers could understand more about the speaking teaching techniques in approaching students to learn English and guide them in learning process.

For students, the improvement of teaching techniques done by a teacher could produce a good motivation and variation for students in studying English.

For other researchers, this study could be a good reference to develop other researches about teaching techniques.

1.5 Scope and Limitation

The scope of this study focused on speaking teaching techniques.

Meanwhile, the limitation of the study was the study tended to focus on international standard classes so that the finding of the study could only be implemented in those classes.

1.6 Definition of Key Terms

To avoid ambiguity, the researcher gave definitions of some key term as follow:

1.6.1 A Teaching Technique

A teaching technique is a procedure used to accomplish a specific activity or task about learning language

(www.wikipedia.com).

What the researcher means by teaching technique is a procedure that is used by a teacher in teaching English speaking skill in international standard class at SMPN 1 Gresik

1.6.2 Speaking

Speaking is an important skill to be regarded by language learners to converse with other people (Burkart, 1998). While based on Brown (2008), speaking is an utterance of intelligible speech.

1.6.3 An International standard Class

Based on www.WordPress.com, International standard class is a class that is held with local curriculum but international quality.

What the researcher means by an international standard class in this study is the seventh grade class in SMPN 1 Gresik that used English as the main language. The goal is to know how the teaching techniques applied in this class.