CHAPTER I
INTRODUCTION

Following the needs to gear out information in this present study, chapter one will explore some basic required information. In this chapter, the writer discusses about background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key terms. Each section will be shown as below.

1.1. Background of the Study

“Tell me, I forget…Show me, I remember…Involve me, I understand….”

(Carl Orff)

This statement is one of education theory by Orff (1920) which is famous in this world, on the learners need. When the teacher tells the students, the students will forget it. When the teachers show the students perhaps the students will remember those materials. Then, when the teacher involves the students, students will understand the material.

Refer to that statement, the way the teachers teach the students is the primary goal in the teaching-learning activities. The technique used by the teachers influences the students’ achievement in their learning activity. Especially in teaching English speaking, the technique used by the teachers will influence the students’ achievement. Thus, the students will be able to use the language orally or not depends on the way the teachers teach the students.
Nowadays, speaking English is very important because English is an International language that is used by many people in the world. By mastering the skill of speaking, people can communicate with each other in this world. In addition, people are able to open the window of the world because speaking English will make everyone go overseas and have a good competency of English especially in speaking skill.

Mastering speaking skill is important, it also influences the teacher’s technique in speaking class. It is because every student has a different proficiency in speaking skill, that is why the technique used by the teachers also influences the student’s achievement in speaking skill. In this present study, the writer would like to choose teaching speaking technique as the focus of the study. By analyzing teaching speaking technique used by the teacher, it is expected that the answer will enhance teachers’ understanding toward the problem of teaching speaking, why the students tend to respond differently to the teaching speaking, whether the existence of the teaching technique have impacts to the students.

Based on the writer experience, there was an interesting phenomena happened in Merauke-Papua Senior High School in speaking class. That was when the teacher only asked the students to read some materials in the speaking lesson handbook. So, it was only reading aloud activities not speaking activities. It is believed that different techniques may have different responses from the students. Some of the students may be active and some will be passive in the class. It is natural because all students have different ability.
According Leo (2003), in *A Challenging Book to Practice Teaching in English*, teaching stands for: Treat, Encourage, Activate, Coordinate, Heighten, Infuse, and Guarantee. In this study, teaching means treating the students, encouraging them to learn the material, activating their mind, coordinating their activities in learning, heightening the students’ curiosity when they are learning something, infusing them with optimism and positive impacts or energies, and the last guaranteeing the students successful in their future.

Based on Leo’s statement, the writer may draw an understanding that teaching is not only a matter of implementing and applying the syllabus or lesson plan, teaching is not only a matter of entering the class and asking the students to do some activities the class. Nevertheless, teaching is treating the students, encouraging them, activating their thought, coordinating their activities, heightening their curiosity, infusing their optimism, and guaranteeing their better future.

The writer is interested in analyzing the teaching speaking technique used by teacher Grade XI science 6 SMAN 7 Malang. It is focused on the writers’ experience when conducting a teaching practice program (PPL) for 2 months in that class. So the writer familiarised with the situation in that class. In fact, there are problem in students’ speaking skill in that class. The students have different ability in speaking English. Some students may be active and passive; it depends on the students’ ability in class.
Based on the phenomenon, there are some problems appeared in this situation. There are some students who do not like English because they think English is difficult subject and almost all students still find it difficult to express their ideas in spoken English because lack of vocabularies. They sometimes keep silent when the teacher invites them to speak up in the classroom.

In addition, when the writer asked them why they sometimes kept silent, they said that they were afraid of making mistakes when speak in English. In fact, there have been various ways to improve students’ interest in learning English. Those ways are using some media like pictures, television (TV), book, radio, but still applying appropriate teaching techniques in speaking class is needed to motivate students to speak English.

For the purpose to find the rationale of the answer of the problem, the writer is trying to identify whether the existence of the current teaching technique have impacts on students behaviour in the class and how the element of the current technique influences the student achievement at Grade XI SMAN 7 Malang. Students with positive behavior tent to have positive achievement. Therefore, the writer is going to conduct a research entitled “An Analysis of Teaching Speaking Technique in Grade XI Science 6 SMAN 7 Malang”.

1.2. **Statement of the Problem**

Dealing with the problem stated in the background of study section, the writer formulated two research questions as below:
1. What are the impacts of the current teaching techniques on the students' behaviour in speaking class at Grade XI SMAN 7 Malang?

2. Does the current teaching technique have influence on the students' achievement at Grade XI SMAN 7 Malang?

1.3. **Purpose of the Study**

In line with the research questions formulated in this present study, the writer designs the purpose of the present study as:

1. To know the impacts of the current teaching techniques on the students' behaviour in speaking class at Grade XI SMAN 7 Malang.

2. To identify the influences of current teaching technique on the students' achievement at Grade XI SMAN 7 Malang.

1.4. **Significance of the Study**

The writer is expecting this study to have theoretical and practical significance of the study. Theoretically, this present study will give an additional contribution to Senior High School teachers. They can find the result of this present study as information and input for the teacher.

Practically, the benefit of this study is also for the writer and the readers. It is expected that after reading this study, there will be a clear vision about the techniques in teaching English, especially in teaching speaking class. In addition, the English teachers at SMAN 7 Malang may use the finding of this present study as the feedback
and information in a learning process in the class when teaching speaking English. Last, for the next researchers who want to do similar research, the study will give contribution as the references in teaching English particularly in speaking class.

1.5. Scope and Limitation of the Study

Iriyanto (2012) mentions in his title of book “great teacher mind amazing the students’, because all the achievement of the students in their learning process is based on the teacher itself. One of the ways the teacher teaches the students is using technique because technique used by the teacher will influence students’ achievement in their learning activities.

In this present study, the study is analyzing the current teaching techniques in English speaking class. The writer focuses on teaching speaking used by teacher. Meanwhile, for the limitation of the study, the writer tries to analyze teaching speaking techniques used by the teacher in Grade XI Science 6 SMAN 7 Malang.

1.6. Definition of Key Term

In order to avoid misunderstanding, the following definitions are given:

Technique : any of a wide variety of exercise, activities, or task, used in the language classroom for realizing lesson objectives (Brown 2001). In this study, technique mean the task or activities used for teaching in the classroom
that have benefit for make the students easily to catch the material with using a good technique.

**Teaching speaking**: to teach learners to produce the English speech sound and patterns, to select appropriate words and sentences (Nunan 2003). In this study, teaching speaking is an activity to teach learners how to produce the English speech and pattern in a good words and sentences.

**Influence**: The capacity to have an effect on the character, development, or behavior of someone or something, or the effect itself. Influence is being able to affect an action. If create, alter, inspire or change someone’s behaviour, it is have influenced them. (Kennex, 2013)

**Impacts**: Measure of the tangible and intangible effect (consequences) of one thing's or entity's action or influence upon another. The reportable, quantifiable difference or potential difference. (Kennex, 2013)

**Learner’s Psychology**: to apply the findings of general, social, developmental, and child psychology and individual differences to assist in a better understanding of learning processes which is include social and moral, as well as academic learning. (Child 2007). In this study, psychology of
learners or educational learners mean the teachers should understand the situation of learners in social and moral processes in teaching-learning activities.

In conclusion, this chapter has highlighted the introduction required to conduct a research that is, background of the study, statement of the problem, purpose of the study, significant of the study, scope and limitation and definition of key term. This basic information is needed by the writer to share the similar understanding about the topic of this present study.

Following this section, chapter II will review some related literatures which is needed to support the writer understanding and argumentation on the topic in this present study. Then, chapter II will gear out the part such as, explanation about speaking skill, teaching speaking, the techniques in teaching speaking, activities in teaching speaking, student’s achievement, psychology of education, types of students, response or behaviour of students and previous study.