CHAPTER I
INTRODUCTION

1.1 Background of the Study

English is an important language used by everyone in nearly around the world. Many countries use English as an international language to communicate with people in other countries. Nowadays, everyone realizes that they have to keep learning to increase their knowledge in order to compete in globalization era. The knowledge that people must learn is not only from their own country, but it can be obtained from other countries. In establishing a communication with other countries are required to use English. This is because English is one of the international languages that have been used by many countries in various parts of the world.

Foreign language learners in Indonesia start to learn English to be able to compete in the international level. They learn not only to compete in the academic field but also in non-academic field. English itself is a subject that must be taken in high school level. It is also supported by a statement from Lauder (2008) that English is compulsory subject to be taught for three years at junior high school and for another 3 years in senior high school. To support English language skills, many people choose to study outside the school. Now, people realize that the English language is one factor that can support careers and help to get a better job.

There are four skills that must be mastered in teaching learning English, namely speaking, listening, writing, and reading. However, one of the skills that must be mastered correctly by English learners is speaking. Speaking is one of the important skills in learning English, because speaking is an important tool for
communication. Without speaking skill, students cannot deliver their ideas to the teacher. Nunan (1991: 39) states that to most people, mastering the art of speaking skill is the single most important aspect of learning a second or foreign language. In short, speaking skills in an actual communication must be improved to reduce the problems of students in speech.

In learning English, there are some difficulties encountered by students. Some of the difficulties experienced by students are lack of activities that keep students motivated to speak English in front of the class bravely. Poor comprehension of students in memorizing new vocabulary and pronunciation also prevents them to speak English. It is also supported by a statement of Sari (2015) who states that there are 3 difficulties in speaking experienced by students of SMPN 2 Nganjuk, namely vocabulary, conversation, and pronunciation. In her research, one of the reasons that students feel difficult in learning speaking in English is because the students did not use English in their daily activities. Thus, similar case also happened in SMPN 2 Dawarbrandong Mojokerto, as one the teachers in the school reported. Besides, the researcher did preliminary observation in the school and found that the students were lack of motivation and not confident in speaking English. In this case, the roles of teachers are needed to assist students in learning to speak English.

The learning process cannot be separated from the presence of teachers. Teachers have an active role in the implementation of education. In learning process the teacher has many roles starting from planning to evaluation. Sardiman (2011) states that one of the teacher's role is as a facilitator. As a facilitator in developing student ability, the teacher needs to be creative in creating a joyful environment in
learning process. It is clear that learning environment plays an important role for the students in learning process. The teacher uses the teaching technique in speaking, in order to motivate the student in learning activity, especially in teaching speaking skill. To support English teaching process in the classroom, the teacher should be able to make a good technique for students. The proper technique can help the teacher to convey the lesson clearly and more easily to be understood by the students. The learning English activity should be fun, interactive and exciting because language learning often causes considerable stress and anxiety for the students. Besides that, teaching by using proper technique is expected to make the students motivated to practice speaking English in daily activities. Based on Thompson (2012), the teacher beliefs were considered as a factor which might influence the types of language strategies techniques that the teacher use.

One technique that is proven to improve students' ability to learn English is Modeled Talk Techniques. Since the Modeled Talk Technique gives the model as an object to inspire the students in speaking and creating imagination, it also gives many ideas that will make student easier in constructing a good pronunciation in speaking. Honigfeld (2008:3) states that Modeled Talk is the use of gestures, visuals and demonstrations to accompany explanations.

The relevant study was conducted by Yani (2012) about the effect of Modeled Talk toward students’ speaking achievement at Senior High School Solok Selatan. She used experiment research which is use two classes for exampling, the class are XII IPA 1 as control class and XII IPA 2 as experiment class. There are four treatments done in her research. The conclusion of her research gave significant impact to the speaking ability of the student. Further, her research was
successful. Additionally, this research has an intention to analyze the use of Modeled Talk Technique to get the information about the implementation, the difficulties and the teacher’s way to cope with the difficulties in implementing Modeled Talk Technique in speaking class at the seventh grade in SMPN 2 Dawarblangdong Mojokerto.

1.2 Statement of the Problem

According to the background above, the problems of the study are stated as follows:

1. How is the implementation of Modeled Talk Technique in speaking class at the seventh grade in SMPN 2 Dawarblangdong Mojokerto?
2. What are the teacher’s difficulties in implementing Modeled Talk Technique in speaking class at the seventh grade in SMPN 2 Dawarblangdong Mojokerto?
3. What are the teacher’s ways to cope with the difficulties in implementing Modeled Talk Technique in speaking class at the seventh grade in SMPN 2 Dawarblangdong Mojokerto?

1.3 Purposes of the Study

According to the background above, the problems of the study are stated as follows:

1. To know how the implementation of Modeled Technique in speaking class at the seventh grade in SMPN 2 Dawarblangdong Mojokerto.
2. To know the teacher’ difficulties toward the implementation of Modeled Talk Technique in speaking class at the seventh grade in SMPN 2 Dawarblangdong Mojokerto.
3. To know the teacher’ ways to cope with the difficulties in implementing of Modeled Talk Technique in speaking class at the seventh grade in SMPN 2 Dawarbladong Mojokerto.

1.4 Scope and Limitations of the Study

The researcher focuses on studying Modeled Talk technique of teaching speaking used by English teacher, how the teacher applies the techniques, problems that English teacher face in implementing the techniques of teaching speaking, and the ways the teacher copes with the problems in implementing the techniques of teaching speaking. This research is limited to the teacher of the first year students in A class at SMPN 2 Dawarbladong Mojokerto.

1.5 Significance of the Study

The researcher expects that the result of this study can give benefits to English teacher in improving student speaking ability by using Modeled Talk technique. Besides that, the students can be more active and also get the motivation to speak English. Then, the outcome of this research study is expected to give a valuable information to the English teacher and students of SMPN 2 Dawarbladong Mojokerto itself and other teachers who needs more variations in teaching speaking. For the next researcher, this research study can be used as a source or reference in choosing the technique in facing the student’s problem in speaking.

1.6 Definition of the Key Terms

There are some terms, which are defined operationally so as to avoid misunderstanding on the part of the readers, those are, speaking, modeled talk technique, procedure text, and SMP N 2 Dwarbladong Mojokerto.
1. Modeled talk technique

Modeled talk technique is the technique used in improving the student’s ability which is the use of gestures, visuals, and demonstrations as explanations made by the teacher in front of the class (Stiari, 2014).

2. Speaking

Speaking is speech or utterances with the purpose of having intention to be recognized by speaker, and the receiver processes the statements in order to recognize their intentions (Gert and Hans, 2008). Students speak in the class using voice or messages orally to deliver and express the feeling, ideas, opinion or give the information to others in real communication.

3. Difficulty

Difficulty is a quality or a particular standard which makes it hard to do or achieve. The quality can be reached by doing more efforts, skills, or planning first to be performed successfully. To cope with some difficulties which happen in the class, the teacher must have the strategy and uses proper technique in solving the problem.

4. SMPN 2 Dawarblandong Mojokerto

SMPN 2 Dawarblandong Mojokerto is a Junior High School which is located at Sumberwuluh Street, Dawarblandong regency, Mojokerto, East Java.