CHAPTER 1
INTRODUCTION

Following the needs to gear out information in this present study, chapter one will explore some basic required information. In this chapter, the researcher 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

English language has been taught as an important language in over 100 countries, including Indonesia (Crystal, 2003:5). In Indonesia, English language is taught as a compulsory subject at junior high school, senior high school, up to university level. Knowing that facts, English becomes very important in Indonesia as it is believed as an international language which may at the end allow the Indonesian to communicate with other people in this world. The most important reason is that English language becomes one of the subjects in national examination for both junior high school and senior high school.

Teaching English in Indonesia is not such an easy activity remembering that English language is regarded as a foreign language in Indonesia. It is difficult for the students to understand the foreign language which is exactly different with their daily language. So that it needs an active role from the teacher to teach the students, especially at their first exposure of English language on their early learning periods.

According to Brown (2000:7), teaching is an activity of delivering information by showing something related to knowledge in the purpose of making
someone knowon something. It means that the teacher should be able to teach the student in order to master the material given. Besides, the teacher should apply techniques in order to encourage the students to follow the teaching learning process. Thus, the purpose of teaching itself can be reached and having good impacts on students comprehension.

Following the activity mentioned by Brown (2001), technique plays also a pivotal role to send information used in language classroom to make the students understand about the lesson in order to achieve the learning objectives. Teaching technique is expected to help not only the teacher but also the students in teaching learning process. It is hoped that by focusing on the good understanding of teaching techniques will make the teaching process become pleasurable activity.

Speaking is one of the language skills which is used to communicate and interact in daily life. According to Channey (1998, cited in Kayi, 2006:1), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety context”. Based on that statement, speaking as a process of building and sharing meaning can be done by at least two people, there is a speaker and hearer. Speaking can build relationship between individual and another and share what they want in their lives. But in fact the students have many difficulties in communicating with other verbally. Many of them can hardly find the topic of what they are going to speak. Considering this mayor problem in speaking the teacher should give some techniques that can stimulate and motivate the students to speak more.

There are many teaching speaking techniques in teaching learning process. There are teaching speaking techniques offered by Kayi (2006), they are discussion,
role play, simulation, information gap, storytelling, reporting, picture describing, find the different.

Based on the researcher experience, there are some problems that faced by the students in learning English Language. One of the major problems is the lack of motivation in learning English. However, in learning English Language, motivation is needed to reach the goal of learning. The success in English Language can be affected by the students’ motivation, because motivation is one of the important factors in learning.

According to Ormrod (2003:368), motivation is an encouragement to make the students move to do something based on the objective of teaching learning process. In relation to motivation, being a teacher is not an easy matter. The teacher should know the characteristic of each student and provide the suitable technique in order to make the students active in language classroom especially in English language class.

Talking about motivation there are two important considerations. They are 1) motivation is a process in an individual. The knowledge about this process will help us to describe the behaviour that we examine and predict other behaviours of the people observed. 2) The existing of motivation in someone self and concluding the behaviours being observed. If those indicators occur and develop in the classroom, the teacher will enjoy and be interested in teaching learning process. However, it is possible that the condition in the classroom is not as what we are expected. It means that the students have low motivation.

The researcher in the present study chooses this topic because the teaching technique is very helpful to maximize the teaching performance to deliver the
material as it is designed. While, based on the preliminary study conducted with the English teacher, it was found that the students tended to play than to study. Furthermore, the English teacher in this school explained that this condition affects the students’ motivation to learn English in the school. Facing this condition the teacher applies variety teaching technique. So that, the researcher wants to conduct a research about the existence of variety teaching speaking technique to motivate students on learning English language at MTs Muhammadiyah 1 Malang.

1.2 Problem of the Research

Based on the background of the study above, two research questions are formulated as follows:

1. Does the existences of variety in teaching speaking techniques motivate students on learning English language at MTs Muhammadiyah 1 Malang?
2. What teaching speaking techniques do the teachers implement to motivate students on learning English language at MTs Muhammadiyah 1 Malang?

1.3 Purpose of the Study.

As revealed by title of the study, the purpose of the study can be defined as follows:

1. To know it existences of variety in teaching speaking techniques motivate students or not on learning English language at MTs Muhammadiyah 1 Malang.
2. To know what the variety of teaching speaking techniques implemented to motivate students on learning English language at MTs Muhammadiyah 1 Malang.

1.4 Significance of the Study
The result of this study is expected to give contribution for English teachers in teaching and learning process. Practically, this research hopefully will give the guideline how to teach and learn language in a better way. So, the teachers themselves are expected to teach English better. Besides that they are able to choose an appropriate technique in teaching English language.

Theoretically, this study is also expected to increase and enlarge the researcher’s understanding in using teaching techniques to motivate students in learning English and help the other researchers to provide information in mastering language skill.

1.5 Scope and Limitation

The scope of this research is focused on the existences of the variety in teaching speaking technique in teaching English language and what the variety in teaching technique implemented motivates students on learning English language based on teacher’s teaching speaking technique in first grade at MTs Muhammadiyah 1 Malang. Then, it is limited on the first grade students at MTs Muhammadiyah 1 Malang.

1.6 Definition of Key Term

In order to avoid misunderstanding, the following definitions on some key terms are given.

Teaching: Teaching is an activity of delivering information by showing something related to knowledge in the purpose of making someone knows about something. In this study, teaching means the act done by the teacher in order to make the students understand the materials. (Brown, 2000:7)
Technique: The way to send information used in language classroom to make the students understand about the lesson in order to achieve the learning objectives. In this study, technique is activities used by the teacher to vary the task in order to reach the goal of teaching learning process. (Brown, 2001:16)

Speaking: Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety context. Speaking as a process of building and sharing meaning can be done by at least two people, there are speaker and hearer. (Channey in Kayi, 2006:1).

Motivation: An encouragement to make the students move to do something based on the objective of teaching learning process. In this study, motivations mean the students’ reason to do something in order to achieve the objective of teaching learning process. (Ormrod, 2003:368)

In conclusion, this chapter has already highlighted the introduction required to conduct a research that is, background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation and definition of key terms. The basic information is needed by the researcher 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 researcher argumentation on the topic in this present study.