CHAPTER I

INTRODUCTION

This chapter consists of research background, research problem, research objective, scope and limitation, research significance, and definitions of key terms.

1.1. Research Background

English as a foreign language (EFL) is English language that is used in non-native country such as Indonesia, Singapore, Korea and so on. The EFL users come from expanding circle (Kachru, in Harmer; 2015) which is English is not their first language or their mother tongue. In expanding country English is only used and taught in school. It is not used in daily activity. People use their local language and their national language to talk other people.

Although it is not their first language nor used in daily activity, English is still important to learn English to can deal with the world. Since it is an international language, English is used to communicate with other country people.

One of the important skills in language learning is speaking. It is important due to its function that becomes the facilitator in communication. People are often communicating in spoken rather than written. Through speaking, the speakers can communicate and express their feeling, sharing and information, and many other. That is why speaking is very important in learning English language.

However we often found that most of difficulty in learning English is in speaking. The students often feel frightened in speaking. They feel afraid of making mistakes while they are speaking in front of the class or speaking with
their friend in the daily activities. There are many reasons why they afraid of speaking. For example: first, they are afraid of making grammatical mistakes. The teacher is also always correcting them while speaking. It makes the students feel anxious and afraid to speak. Second, they are too shy to speak in front of the class. It is because the teacher focuses more on theory than on practice. They seldom speak in front of the class becomes the main reason why feel shy to speak. Third, the speaking material is not reliable. Usually, the teaching material in school is made for education and does not related to the real life. It makes the students unable to practice it in daily life so that they can not improve their speaking skill.

Improving speaking skill is very important. There are several ways to improve speaking skill. For example: first, making the class becomes more conducive and alive. Second, using the student center approach instead of teacher center. The students will be more active in the class than the teacher. Third, using appropriate media with the material in teaching learning process. Fourth, using the best technique to teach that suits with the material.

Teaching technique is very important in teaching learning process. Teachers can make the class alive with the perfect teaching technique that suits the material. With perfect teaching technique the teacher can get more attention and the students will learn more than what the teacher gives. For example, a teaching technique that will be practiced in this research is situational communication.

Situational communication is a teaching method by placing the children to act as they are another figure just like we do a role play. By using the situation-based approach the learners not only get the foreign language expression but it also develop their socio-cultural ability which is seen as “an understanding of the
social context in which language used: the role of participant, the information they share, and the function of the interaction” (Savignon,2002).

Situational communication combines the real life conversation and the material that the teachers give. It makes the students enjoy and less anxious because they speak just like what they have experience. It makes students more active in speaking. They also can apply it in their real life activity. They will memorize it longer than the other speaking media such as speech.

This research is inspired of previous research that has done by Olga, et.al.(2015) in teaching Russian as a foreign language to beginner learner. In this research the object is Russian language and the subject is university students that start to learn Russian language or beginner level in Russian language. That experiment was conducted in National Research Tomsk Polytechnic University in Russia. However, my research will be conducted for SMP students that has different level in learning English language.

In this research, I will basically do the same procedure as the previous researcher. However, I will change some methods in teaching learning. The materials also will be changed. It is due to the object and the subject used in the research is different. If in the previous research, the researcher divides the participants into a group and the researcher only research the process, in this research I will take a role in the process. I will direct implement this method to the learners.

To sum up, this research will conduct the technique like the previous research but with a little bit improvisation. This research will be conducted for SMP MuhammadiyahGondanglegi students in speaking skill.
1.2. Research Problem

This research is conducted with the question: “Can situational communication effectively speaking skill?”

1.3. Hypothesis

According to Cresswell (2014), “hypothesis is a prediction that the researcher makes about the expected relationships among variables, about the population values that the researcher will estimate based on data from a sample. Based on the definition above, the hypotheses of this research formulated as follows:

H0: There is no positive effect of using Situational Comunication technique towards the improvement of speaking skill.

H1: There is positive effect of using Situational Comunication technique towards the improvement of speaking skill.

1.4. Scope and Limitation

This research will be conducted in SMP Muhammadiyah Gondanglegi, which is located in Gondanglegi. Students of SMP Muhammadiyah Gondanglegi that has a problem with English, mainly in speaking. The limit of this study is first grade students. Thus, researcher focuses his study to the first grade students of SMP Muhammadiyah Gondanglegi in terms of implementation of situational communication in teaching speaking skill.

1.5. Research Significance

This research is hopefully to contribute in:

1. This research is contributed to the teacher.

   The method in this research can be one of the inspirations in teaching speaking skill. It is hopefully that teacher can take this as references in
teaching learning. For the teacher can use this method to teach speaking skill.

2. For the students

This research can be one of easy methods to learn speaking without anxious. This research can be knowledge to the students about teaching method in speaking skill or can be references in their next teaching learning experiment.

3. For the future researcher

The researcher hopes with this research can inspire to take another research about speaking skills. It also can be one of the references in developing the teaching media in teaching speaking skill.

1.6. Definition of Key Terms

To avoid misunderstanding and misinterpretations. The researcher will explain some definition of key terms.

- **Implementation** is the process of putting a decision or plan into effect; execution (Oxford English Dictionary, 2018).

- **Situational communication** is teaching learning method that is same as role play. It places the children to act as they are another figure (Olga, et. al., 2015).

- **Teaching speaking** is to teach ESL learners to produce the English speech sounds and sound pattern. Use word and sentence stress, intonation patterns and the rhythm of the second language. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter (Nunan, 2003).