

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English is known as the international language for any sector of business and commerce, science and technology, also in international relations and diplomacy. Therefore, in Indonesia, students are required to learn English as their second language and become a compulsory subjects taught from Junior High School up to Senior High School and also in university. Teaching English at the school aims to develop the students' language skills, as; speaking, listening, writing and reading. In the field of education, students are required to communicate in both spoken and written language. Spoken language is one of the language products that can be done by speaking and also known as the means of communication. As the means of communication, speaking is a concerned skill that must be mastered by the students.

In Indonesia, students are learning English in 2 levels, they are Junior High School and Senior High School. Government by the head of Curriculum Standard and assessment states that students in Junior High School is classified as phase D. By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in

discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses (Keputusan CP (2022:159)

Unfortunately, in reality students are often being passive in classroom discussion and still not able to communicate in English. The study of Tiara Putri Hartanti (2022:101) shows that speaking skills of students in Ninth Grade of Junior High School 2 Jambi City is included in the "Poor" category, and the most dominant problem faced by the students in speaking is the pronunciation component. Moreover, Cucu Sutarsyah (2017: 150) states that there is a significant difference of speaking performance between higher level anxiety students and lower level anxiety students. The result of his study shows that students with lower level of anxiety have higher score in speaking performance than students with higher level of anxiety. It is known that students with lower level of anxiety have better performance in their speaking rather than the higher one. However, the aim of teaching speaking is to provide students with an ability to express themselves in the target language to cope with basic interactive skill like exchanging greeting and thanks and apologies, to express his needs, and to request information and services (Brown & Yule (2000:3). But however, those study proves that the purpose of learning language especially in speaking skill has not been achieved.

The successful of teaching process is depend on the teacher's performance in teaching. Harmer (2007:345) states that students are often reluctant to speak with their classmates because they are shy especially when a teacher asks them to

give their personal opinions. It means that the teacher needs to build students confidence. It means that teacher needs to build students confidence. Bygate (1987:3) points out that “one of the basic problems in foreign language teaching is to prepare learners to be able to use the language”. Which means that teacher should be able to teach students to be able to use English as their second language. Teachers need to be creative in designing the classroom’s activities which can provide students with a chance to practice and use English. Furthermore, it is necessary for teachers to use appropriate methods, techniques and strategies in the classroom that underlie speaking effectiveness.

One of them is the techniques used by the teacher in teaching English as a Second Language. Technique is an important point for a teacher in the teaching and learning process. According to Brown (2000:15) "to realize learning objectives in language classes, techniques are various kinds of exercises, activities or tasks used by the teacher". This is an attempt to help students explore and improve their abilities so that teachers are advised to use techniques in the teaching process with material to achieve the aims and objectives of teaching. This makes the teaching process in the classroom more effective and improves the quality of teaching. The teaching and learning process can run effectively if it is supported by involving effective teachers using several techniques that can be developed from the material. So that the teaching and learning process is not monotonous. The best way to make students happy in the learning process is to use interesting techniques.

Teaching technique is a method of strategy used by the teachers to achieve maximum results during teaching in certain parts of the lesson (Anthony 1963:63-7). A teaching technique is the implementational that which actually takes place in a classroom. In short, it can be said that techniques are very important since they determine the success of teaching-learning process.

In line with that, the problems happens in teaching learning process in grade seven of SMP N 24 Medan based on the observation (writer's experience during PLP/Pengenalan Lapangan Persekolahan 2) and interview with the English teacher, Mrs. Lailatussifa Ritonga, S.Pd and students, conducted in SMP N 24 Medan, the researcher found that the teacher's understanding about teaching techniques is still low. The lack of teacher understanding regarding various teaching speaking techniques is a problem that needs to be minimized.

Another problem is, the researcher found that students' interest in learning is very low in this seventh grade. Some students often neglecting the learning process and do other activities, such as talking with friends or scribbling on their notebooks. The use of a monotonous teaching techniques is also one of the causes of this problem. Which is when researchers ask students about teacher learning techniques that are commonly used by their teachers in teaching, and students answer that they get bored easily and are not interested in participating in learning.

Researcher is interested in analysis the teaching technique used by teachers in teaching speaking skills. Therefore, this research was conducted to find

answers to the problems above and this research is entitled “Teacher’s Technique in Teaching Speaking Skill at SMP N 24 Medan”

### **B. The Problem of The Study**

Based on the background of the study above, the writer focuses on research questions:

- What technique is used by the teacher in teaching speaking skill at SMP N 24 Medan?
- Why the teacher used that technique in teaching speaking skill at SMP N 24 Medan?

### **C. The Objective of the study**

In line with the problem of the study above, the objectives of this study are:

- To analyze the technique used by the teacher in teaching speaking skill at SMP N 24 Medan
- To find out the reason of teacher in using those technique in teaching speaking skill at SMP N 24 Medan

### **D. The Scope of the Study**

The scope of this study was focused on the analysis of teacher’s technique in teaching speaking skill at the seventh grade of SMP N 24 Medan and to analyze her reason in using that technique.

## E. The Significances of The Study

This study's relevance can be separated into two categories. There are theoretical as well as practical implications.

### a. Theoretically

The research results can give more extensive knowledge and a positive contribution for teacher in using teaching techniques as the important part of teaching English as a Second Language.

### b. Practically

The results of this study hopefully are helpful to:

#### ➤ English Teacher

For teacher, the finding of this study will become a reflection of the teaching techniques in teaching speaking skill used by teacher at SMP N 24 Medan.

#### ➤ Students

For students, the students can improve their speaking skill with a good and appropriate technique.

#### ➤ For the next researcher

The next researcher will gain a clear knowledge of the teaching methods to teach English, especially as it relates to speaking classes and hopes that this work can be used to enhance his or her knowledge.