

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is one of the most important things in communication and is used as a means of communication. As an international language, English is very important and has a lot to do with various aspects of life owned by humans. There were four important skills in English, namely; reading, speaking, listening and writing. People need to learn to speak English for academic purposes. Based on the 2013 curriculum, the goal of teaching English in Junior High School is that students must be able to develop communicative competence in both writing and oral to achieve a level of functional literacy. It aimed to express ideas, feelings, opinions, or information.

Some functions of speaking were that a speaker can express his opinions and feelings, ask for something, share knowledge or information directly and so on. Achievement in mastering speech is a measurement to know how far a student has mastered the language he is learning. In line with this, Brown and Yule (2000) underline that speaking is one of the basic skills as a measure of whether a person is successful in learning a language or not.

In learning English, speaking was an important skill to have. To be able to speak well, students need to practice frequently in using oral communication in English. Speaking is always used in the teaching and learning process. Students

have not been able to show their skills well in class because they are not familiar with it.

Based on the researcher observation in SMP Taman Asuhan Pematang Siantar, the students experienced difficulties in speaking skills, especially in descriptive texts, because the teaching techniques applied by the teacher were less interesting and boring. In addition, eighth graders have difficulty in speaking skills due to the lack of vocabulary mastered by students. In this case it appears that when the teacher teaches, students do not understand the material delivered by the teacher. For example, in giving examples of descriptive text, students seem confused and there is no response. In addition, some students still feel embarrassed to speak and communicate using English. And teachers only do teacher centered learning.

Therefore, the teachers should be able to choose the right teaching techniques for some specific skills. Many techniques can be done to improve students' speaking skills, such as, question-and-answer, demonstration, simulation, and discussion. However, in this case the researcher applied discussions with partner techniques to improve students' speaking skills.

Partner techniques could help students to communicate better because they can make students more active with their partners in explaining or describing things through vocabulary in their minds. These techniques are simple ways to understand descriptive text.

The partner technique was a learning technique used by two people in the process. This technique can make it easier for students to understand descriptive

texts and can train students in communicating with their partners in speaking English.

This research focuses on the use of learning techniques called partner techniques that are applied to type descriptive text. According to Pardiyono (2007) quoted by Sumarsih and Sanjaya (2013) said that descriptive text is a type of text that has a special function to describe an object (living or dead) and has the aim of providing a clear picture of the object to the reader.

In another sense, descriptive text was text used to provide information in detail and to describe a particular object such as a person, animal, place, or object. In this study, for eighth graders found descriptive text in textbooks in KD 3.10.

Partner techniques could be used to support successful communication because students can be more active with their partners to share their ideas better than they would alone. The purpose of this study was for students to understand the identification and speech about descriptive text. Based on the statement above, researchers assumed that partner techniques seem to be a good alternative way to improve student achievement in speaking at SMP Taman Asuhan Pematang Siantar.

B. Problem of Study

Based on the background of this study, the research problem is formulated as follows:

How was The Use of Partner Techniques in The Speaking Skill of the Eighth Grade Students at SMP Taman Asuhan Pematang Siantar?

C. Objective of The Study

In terms of problem, the objective of this research was formulated as follows:

To describe the use of Partner Technique in Speaking Skills of Descriptive Text for Eighth grade at SMP Taman Asuhan Pematang Siantar

D. Scope of The Study

This research would focus on the use of partner techniques by eighth grade students at SMP Taman Asuhan Pematang Siantar. Where the text used in this technique is descriptive text. In the syllabus descriptive text is located in basic competency (KD) 3.10.

The reality of using the partner technique in grade eight is that the technique is a new technique used in teaching techniques but the technique is in reality very alternative and can help students understand descriptive text material and begin to make students brave in speaking English.

Ideally, partner technique was a technique used by two people or pairs in conveying something so that the other partner understands the intention. If did the technique in the field, the technique was very easy to practice because it did not require other tools, only two students who try to communicate with each other by guessing the intentions of other partners.

E. Significance of The Study

The researcher expect that the result of this study can give some valuable contribution theoretically and practically as follow:

1. Theoretical perspective

- a. The result of the research would be useful to identify the partner technique for students
- b. The result of the research could be used as reference for those who need to conduct research about partner technique especially in speaking skill

2. Practical perspective

- a. For the teachers

The results of this study were expected to provide new alternatives in teaching and can motivate teachers to develop more creativity in teaching speaking so that students could understand topics in class more easily, especially descriptive texts, and be enthusiastic about learning English in class.

- b. For the students

The results of this study could provide new knowledge in English learning techniques, especially in learning descriptive texts, which could be used to improve speaking skills, so they can be more motivated to develop their skills.

- c. For the researchers

The results of this study could develop their experience in relation to his knowledge in research on English language teaching and teaching descriptive text, especially to speaking.