

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is one of important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationship with various aspects of life owned by human being. From a business perspective, it can be quite beneficial to know foreign languages in order to connect and network with people from all over the globe. From a cultural perspective, learning a foreign languages gives a chance to experience an entirely different culture in a very intimate way. A culture is deeply integrated with its language, so to truly experience it you have to speak the foreign language. Speaking a foreign language can be highly enriching experience. Learning a foreign language can also be a lot of fun, and give a student a great feeling of accomplishment.

The objective of teaching English is to enable the students to achieve the four skills of language, namely listening, speaking, reading and writing.

It is expected that after relatively enough time of studying, the students will achieve the ability in listening, speaking, reading and writing.

Brown (2000:1) says that learning English is a long and complex undertaking. Generally, people who learn something new face difficulties.

They make some mistakes and errors in using. It is natural part for students

in learning second language. It is part of process. It is really a problem, but it is not an unsolved problem.

As one of the basic skills of English, speaking has an important role in language learning process. Millions of people around the world want to improve their command of English. They want to be able to master English in high accuracy and fluency. In order to support students' needs in learning English, many different ways of learning are available such as formal and informal instructions.

Speaking is a process of building and sharing ideas through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skill because students can express themselves and how to use a language. According to Fulcher (2003:23), speaking is the verbal use of a language to communicate with others. In speaking, there is a process of communication between speaker and listener. People put ideas into words, talking about perceptions or feelings that they want other people to understand them, then the listener tries to reconstruct the perceptions that they are meant to be understood.

Maxom (2009: 183) states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school,

students learn how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.

In general, some people realize that there are some factors of the difficulties in speaking skill. There are internal and external factors. Internal factors come from the student themselves. This is concerned with the psychological and physical aspects, for instance feeling ashamed to speak. These factors make students afraid of making interaction during the teaching learning process. It also makes students reluctant to express their ideas even though they don't understand, they don't want to take the risk of being criticized by their friends. External factors are concerned with the teaching learning techniques. The teacher should apply appropriate techniques for teaching speaking. At present, in teaching speaking the teacher is oriented to the students' textbook. They just teach by asking the student to read the dialogue and do some exercises in the textbook..

Curriculum 2013 offers some strategy for teachers and students. Teachers will be more creative, while students will be more active. In this curriculum, there is a main method, named Scientific Approach. Scientific Approach does not only emphasize learning outcomes as the end result, but also the learning process as the important consideration. Therefore, this approach highlights the quest of knowledge rather than the knowledge itself. The students need to be actively involved in the learning process to present the information which is acquired not only from the teachers but also various resources. According to Regulation of the Ministry of National Education No.

65 that Scientific Approach in 2013 curriculum trains the students to: (1) be the center of learning, (2) involve the cognitive processes which is potential in stimulating intellectual development, especially the high level students' thinking skill, (3) give opportunities to the students to assimilate and accommodate process and use it in learning process, (5) learn from various sources.

Based on the writer's observation at grade XI of SMA Negeri 1 Tigapanah, the writer found problem during teaching and learning process. Writer observed that the students looked bored. When the teacher asked the students, they had difficulties in generating their ideas to produce and express their ideas. Besides, based on the interview with the students in the class, most of them said that they were interested in the subject but they were difficult to express their ideas in English. It also affected by the culture of the region. In their daily conversation in class, they sometimes use Karonese thus their English speaking is low. The teacher also said that she had difficulty to create appropriate technique in teaching. In order to solve this problem, it is needed an engaged technique to make students speak up in English. Furthermore, when the students try to answer the question, they were afraid to make mistakes when they share their ideas.

Brainstorming is one of the ways to develop the ideas . Jeffrey Baumgartner (2000: 23). Vangunday (2005: 19) states brainstorming is a group of activity technique design to generate a large number of ideas for the solution of the problem. Bejarano (1997) discovered the important role

played by small group interaction in helping students develop learning techniques. The process of producing and express ideas help the students think, integrate and apply knowledge and skills, so it gives good result in improving the students' speaking skill.

By knowing the students' problem, the writer was inspired to develop brainstorming technique on the students' speaking skill. It means that the writer try to find how to develop the brainstorming because no one ever studied about develop brainstorming at SMA Negeri 1 Tigapanah.

B. The Problem of the Study

Based on the background of the study, the problem of study is formulated as the following: "How is Brainstorming Technique developed to enhance the Senior High School students in speaking English at SMA Negeri 1 Tigapanah ?"

C. The Objective of the Study

The objective of the study is to develop Brainstorming Technique as the interesting and innovative technique in order to enhance Senior High School students' speaking skill at SMA Negeri 1 Tigapanah.

D. The Scope of the Study

There are many kinds of teaching technique, such as Gamification, Flipped Classroom, Maps skill, Field trips, etc. The writer limits this study only on develop brainstorming technique in order to enhance students' speaking skill of grade eleventh at SMA Negeri 1 Tigapanah.

E. The Significances of the Study

Practically:

- a. The teachers can teach speaking with appropriate English Speaking Technique. On this case by using Brainstorming technique.
- b. The product of the study offers the teachers new technique in teaching speaking English and increase students motivation in learning English, especially speaking.

Theoretically :

- a. The findings of the study will extend and enrich the horizons in theories which related to the areas on how to develop speaking technique to Senior High School.
- b. Researchers who are interested in doing further research related to the study.

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