

CHAPTER I

INTRODUCTION

This chapter orderly presents background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, definition of key terms, and systematical discussion.

A. BACKGROUND OF STUDY

English is an important language in the world. Language is used for communication¹, especially English. More than a half of people in the world using English for communication, it means that people have to learn English if they want to speak with people in other countries. English also takes important role in our life, it means that people have to master English. This reality made many countries in the world bring English teaching into primary subject of education. One of the ways to master English is learning at school. In Indonesia, English is taught from kindergarten up to university level. As an obligatory subject in schools, English should be mastered well by the students.

Speaking and writing are called productive skills. Listening and reading are called receptive skills. All of the skills are integrated and can not be separated with each other. In the end of teaching and learning process the students are expected to master both spoken and written English. From all of the four skills

¹ Douglas Brown, *Principles of Language Learning and Teaching*, (Longman: San Francisco State University, 2000), fourth edition, p.5

(listening, speaking, reading and writing), speaking seems intuitively the most important because people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and most foreign language learners are primarily interested in learning to speak².

However, teaching speaking seems to be something difficult for English teachers. There are many factors about it. One of those factors is the number of the student in one class that is too many; therefore the teacher can not pay attention to every student. When the students start to speak, the class is very noisy. The students do not talk using English but using their own language. It is not help them to improve their speaking.

Big number of the students in one class can make some of the students are afraid of having mistakes when they speak in the class. Beside that, some students are afraid to speak in the class; automatically they become passive students in the class and only some students who want to speak or more active in the class.

English teachers should be able to encourage and facilitate the students to speak English as frequent as possible. Teachers need to create an attractive learning atmosphere for the students to participate more in using the target language. In the process of language learning, students should be encouraged to express their feelings, thoughts, and opinion using the target language. They

² Penny Ur, *a Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.120

should be brought to the word they love. This is very important in order to avoid the feeling of boredom and the loss of motivation.

Beside that, teachers have to be able to create a good learning atmosphere in the classroom. They require choosing the proper method. It is expected that by using the proper method teachers will make the learning meaningful. A language teaching method is a single set of procedures, which a teacher has to follow in the classroom.³ Method is the factor, which influences the successful learning.

Interesting activities can also increase the students' participation in the classroom. It will bring them to the real situation and motivate them to speak. The teacher can choose interesting activities not only from the text book but also from others sources in order to make students interested in the speaking class.

From the result of preliminary study the researcher did in PPL 2 at the second grade of SMA GEMA 45, SURABAYA, it shows that the students' achievement in speaking class is not good enough. It shows that, only 30 % of students have good speaking competence in the classroom. The researcher finds that some students do not understand when their English teacher explains the materials to them. Beside that, they got difficulties to respond orally so that they often use target language in English speaking activities.

³ David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p.5.

Even though, the researcher also found several problems in learning speaking. These problems are caused by several factors. First, the students still have lack vocabulary therefore they still find difficulties to speak in speaking class activities. Second, their motivation in learning English is also low. Third, they are not confident to explore or express their ideas.

Based on some problems above, the researcher will do research at SMK PGRI 3, SIDOARJO. The writer chooses that school she wants to know the students' competence in speaking skill. The researcher is interested to apply a technique that are multi-methods. Multi-methods here mean the strategies which teacher implement in speaking classroom activities. The activities such as discussions, speeches, role plays, conversations, audiotape oral dialogue journals, and other accuracy-based activities⁴.

In her research, the writer wants to know how the English teacher at SMK PGRI 3, SIDOARJO can implement multi-methods technique in teaching speaking, the problems during implementation of multi-methods, and the effect of multi-methods to the students' involvement.

⁴ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (Rowley, MA: Newbury House, 1979).

B. PROBLEM OF STUDY

Based on the background above, this study is directed to develop multi method techniques in speaking class which is intended to improve the students' English speaking skill. Therefore, the problem of this study can be formulated as follows:

1. How is the implementation of multi-methods in teaching speaking?
2. What are the problems faced by the students during the implementation of multi-methods?
3. What are the effects of using multi-methods to the students' improvement?

C. OBJECTIVE OF STUDY

1. To describe the implementation of multi-methods technique in teaching speaking.
2. To describe the problems during the implementation of multi-methods technique.
3. To describe the effect of multi-methods to the students' improvement.

D. SIGNIFICANCE OF STUDY

1. It is hoped to give useful information in multi-methods improving English speaking skill for the vocational students and how to apply this method in classroom activity.
2. It is hoped to encourage students' motivation in learning English

especially in speaking, and they are not afraid of making mistakes during the speaking activity.

E. SCOPE OF STUDY

1. This study focuses on the problems in teaching and learning process during multi-methods implementation.
2. The effect of using multi-methods to students' involvement is limited on students are interested, motivated by doing the activity, and they understanding about the materials given.

F. DEFINITION of KEY TERM

1. A Case Study

It is a case study, which intensively and specifically focused on describing how Multi-Methods technique can be applied in the classroom and appropriates for the students. It has to be based on problems faced or something interested in field (school or class). It studies about one condition, activity, development with successfulness⁵.

2. Multi-Methods Implementation

A conception of teaching and learning that helps teacher relate to subject matter content to the real world situations and motivates students to

⁵ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2007), p.77.

make connections between knowledge and its application to their lives as family members, citizens, and workers and engage in the hard work that learning requires⁶.

Implementation is a process of engaging ideas, concepts, policies, or innovations of Multi-Methods, which will give effects to the students in form of knowledge, behavior, or value particularly in the English teaching learning process.

Multi-methods are strategies that English teacher use in teaching oral activities. Those activities involve acting from a script, communication games, discussion, prepared talks, questionnaires, simulation and role play⁷. The activities can be done in the process and learning language or to measure students' speaking skill such as students are able to do presentation, role-play, conversation, debates, even speech in public speaking.

To achieve and measure the students' speaking skill in process teaching and learning, the teacher need give knowledge for them so that the students are able to do that. All of those can make students more active and confidence to explore ideas in classroom activities. Those activities not only do in process teaching and learning but also through practicing such as the teacher orders the students to do presentation, practice dialogue or role-play in front of the class.

⁶ Elaine B. Johnson, loc. cit., p.38-39.

⁷ Jeremy Harmer, *The Practice of English Language Teaching*. Longman.2001.

3. Communication

It is the action or process of communicating⁸.

4. Speaking

Something is used to indicate one's role, position or motivate when expressing an opinion⁹.

5. Language

A system of arbitrary conventionalized vocal, written or gesture symbols to communicate intelligibly with one another¹⁰.

6. English Teaching

It is a branch of knowledge that is related to the linguistics description, language teaching, studied in the school especially, for the tenth grade of vocational school.

7. Teaching Instruments

It is the preparation before a teacher teaches students. It consists of syllabus, lesson plan, minimum completeness criteria, semester program, media, material, assessment, and what sources are used by teacher are also teaching instruments.

⁸ Ibid., p.230

⁹ A S Homby, *Oxford Advanced Learner's Dictionary*, (New York : Oxford University Press, 1995), fifth edition, p.1140

¹⁰ Douglas Brown, *Principles of Language Learning and Teaching*, op.cit, fourth edition, p.5

8. Learning

It is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction¹¹.

9. Effect

The students' responses toward the implementation of multi-methods during teaching process. The effect here means the students' reaction and the students' involvement in activities during teaching process.

¹¹Ibid., p.7