CHAPTER I

INTRODUCTION

English is very important for human relationship. Mainly, in language teaching in Indonesia. Student should not only understand it but they also use it in communication. This chapter explains the introduction of this research, includes background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key terms and the last is thesis organization.

A. Background of the Study

English has an important role in education of Indonesian since it is an international language used by most people in the world.[1] If a people do not master English well they will be left behind. Those, Indonesian government must prepare its next generations beginning at kindergarten until senior high school or in the school-age to face the globalization era and decides English as the compulsory subject since elementary school.

Later, there are many school which offer English as a second language. One of the example is SBI (*Sekolah Bertaraf Internasional*) which is using two languages to teaching and studying i.e, Indonesian and English. Based on Indonesian National Education System (*UU No.20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal*

[1] Geoffrey Broughton, C. Brumfit, R. Flavell, P. Hill and A. Pincas, *Teaching English as a Foreign Language*, (London and New York: Routledge, 1980) p.1

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50 Ayat 3), the Indonesian Government and Regional Government are stimulating to develop education with international standard.[2] Especially, standart competence of SBI graduation is the goal of its graduate who are continue their next education to international school in Indonesia or abroad.

In English curriculum for grade 8 of SBI, there are four skills that the students should master, namely reading, listening, writing, and speaking. Among those four skills, speaking is considered an important skill, which the student should master most. Because the main purpose of learning language is to develop proficiency in speaking and communicative efficiency. They regard speaking as the most important skill they can acquire and asses their progress in terms of their accomplishments in spoken communication.

The students of SBI are hoped actively to speak English well. On the other hand, the English teacher of SBI class found the students' problems which makes them difficult to speak, i.e. pronunciation, vocabulary, and grammar. Thornbury states that teaching of speaking is one of the common dilemmas that faced by teachers. It is assumed that ability of speak fluently followed by naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in.[3]

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[2] Undang-Undang Sistem Pendidikan Nasional, *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*.
[3] Scott Thornbury, *How to Teach Speaking*, (New York: Pearson Longman, 2007) p. 1

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First, one of the general problem that students face in speaking is pronunciation. According to Masykuriyah, speaking is not only the process to say something, but also pronouncing the words well with right intonation and stressing.[4]

Then, next barrier is limitation of vocabulary. It makes people can not speak well.[5] Because they confuse to arrange word and how to choose the word, because their poor words.

Inability in grammar is another barrier to speaking English. If our conversation is full of grammatical errors, our ideas will not get across so easily. It is also one of the most difficult aspects of language. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of no prestige forms. As Harmer statement that students are not going to look at structured language practice (grammar and structure), kind of speaking for students is close with an active speaking exercise.[6]

English is considered as the difficult subject since students do not use it to communicate in their daily life, in the other hand English is an important subject in

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[4] Hikmatul Masykuriyah, *the Influence of Audio Lingual Method on Teaching Speaking Especially in Pronunciation to the First Grade Students of SMPN I Sedati.* (Surabaya: unpublished thesis Library of IAIN Sunan Ampel Surabaya, 2009) p.3.

[5] Hj. Aan Analia, S.Pd M.P, *Pembelajaran Speaking dan Writing Melalui Drama*, (Bandung: Pikiran Rakyat) , 2007

[6] Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 1998) p.1

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SBI school. The English teachers have to find the solution in order to motivate the students and try to reach the effectiveness of teaching and learning activity.

SBI is the new view of modern education which is teaching and studying with creation, innovation, and experiment. The English teacher creates some ways or techniques to overcome students' problems in learning speaking. As cited by Sanjaya from Cooper that teacher is person who charged with their responsibility of helping others to learn and to behave in new different ways.[7] The good techniques should be able to increase and improve the students' ability. Based on the student's problems mentioned above, the English teacher grade 8 SBI class at SMP Negeri 1 Gresik, gives idioms to memorize by students in teaching speaking which they are called it with "*memorizing idioms*" technique.

Idiom is important for English learners who are studying English because idiom is a vital component of English and spoken English in particular. Dixson states that idiomatic expressions are accepted as part of simple, experienced teachers of English have long recognized their importance as a means of adding grace and exactness to speech and writing.[8] Idiom also based on common usage in an everyday context, Naylor states in her book:

> Every language has many idioms and slang expressions. It introduce you to the English that you hear or see everyday outside the classroom-from friends, acquaintances, at the movies, in a song, on the radio, in the

[7] Dr. Wina Sanjaya, M.Pd., *Strategi Pembelajaran, Berorientasi Standar Proses Pendidikan*, (Jakarta: Kencana Group, 2007) p. 15.
[8] Robert J. Dixson, *Essential Idioms in English*, (New York: Prentice Hall Regents, 1994) p.ii

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newspaper, in a magazine, or on the internet. Because the expressions are so common, you may have heard many of them already.[9]

Some people think that teaching idioms is not easy. Many teachers do not realize the importance of teaching idiomatic expression in class. Although idiom is difficult to teach and to learn, especially in discourse and figurative meaning. Here, the English teacher in grade 8 of SBI class in SMP Negeri 1 Gresik "*ignores*" the discourse and figurative meaning of idiom for a while. It means that the teacher captures the main purpose of teaching idiom to teach speaking and they know when use it. The English teacher in grade 8 of SBI class in SMP Negeri 1 Gresik argues that idiom is like *one-package* of words which is easy and simply to memorize, without an afraid to make mistakes while we use it in speaking.

This is a good consideration if the English teacher in the 8 grade of SBI class at SMP Negeri 1 Gresik want her students to learn idioms, that will allow them to participate more fully in interactions with native speakers or non-standard English. Simon THS said in his book that sometimes native speakers use idioms to communicate and make the non-native listener misunderstood with it.[10]

Since there are thousands of idioms in any languages, teacher want to devote attention to the most useful ones. Generally, the word "most useful" overlaps with "most frequent." As Burke statement, ".....if you've chosen not to teach idiom to your

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[9] Lisa Naylor, *Join the Club. Idioms for Academic and Social Success*, (USA: McGraw-Hill Contemporary, 2002) p. xii.
[10] Simon THS, *Idiomatic Expression Dictionary*, (Yogyakarta: Kanisius, 1989), p.ii.

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students, that's certainly your decision. But you must admit that the average native speaker does use a certain amount of idioms in everyday speech....."[11]

The selection of idiom material for students depends on the appropriate method and technique. The used of English idiom in teaching English is rather specialized to teach vocabulary for recent years, but in this study teacher uses idioms to teach speaking. Based on what have been discussed above, the writer study about the idiom materials and the implementation of *memorizing idioms* technique to teach speaking for grade 8 of SBI class at SMP Negeri 1 Gresik when the English teacher can introduce idiomatic expression which are useful for their daily activities.

B. Statement of the Problem

1. What are the materials used in *memorizing idioms* technique for students in teaching speaking?
2. How is *memorizing idioms* technique implemented to the students at the classroom?

C. Purpose of the Study

1. To know the material used in *memorizing idioms* technique for students in teaching speaking
2. To describe the implementation of *memorizing idioms* technique in the classroom

[11] David Burke, *Without Idiom and Slang, Students are In The Dark!!*. (ESL Magazine This article first appeared in the September/October 1998) p.2.

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D. Significance of the Study

1. For the Teachers

   a. The result of this study is expected to contribute to enrich teaching English speaking method.

   b. For the English teacher of the 8 grade of SBI in SMP Negeri 1 Gresik. This research hopefully able to give new support to make any other creativity to build up the system, strategy, technique or method in teaching and learning English.

2. For the Students

   a. To introduce idiomatic expression for junior high school level and hopes to apply it in their conversations. By using idiom, students can widen their knowledge about English idioms.

   b. Students can speak naturally and helpfull for their further education level. It gives the new variation and alternative in communication which is not only use standard English but also non-standard English in school environment.

   c. For the students who are studying English. The result of research is hoped to be able to make them easy to express their feelings, and lose their scared mind of English speaking.

   d. This research contribute the new technique of teaching English speaking. The result of the research useful for school, company, or institution which are use English in their daily activities.

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3. For the Researcher

   The researcher as a teacher *to-be*, this technique will be implemented in teaching English speaking and enrich in teaching speaking method.

4. For the Next Researchers

   In addition, the result of this study will be used as a reference for next researcher who is interested in further development of this matter.

E. Scope and Limitation of the Study

The scope of this study take one of secondary school in Gresik, SMP Negeri 1 Gresik. This study have conducted in the 8 grade of SBI class. Because the researcher as a graduation student of this school which it gives the easy access for the researcher to do the research and SMP Negeri 1 Gresik is the only one of state secondary school which purely implements international curriculum in Gresik. As general opinion, this school as the most favorite SBI school.

The researcher focus on the study of the teaching and learning process by teacher in the implementation of *memorizing idioms* technique in the teaching learning activity in classroom which focused in the technique used by the teacher and the material used by teacher in implementation of *memorizing idioms* technique.

F. Definition of Key Terms

This following terminology is used to contribute to the readers to have the same interpretations in understanding the study.

1. SBI it stands for *Sekolah Bertaraf Internasional* that is translated as International Standarized School which uses English in some subjects. In

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this research, the researcher take the study in SBI school, SMP Negeri 1 Gresik.

2. Implementation is a process of engaging ideas, concepts, policies or an innovation of certain which can give effect in the form, of behavior, knowledge, and values.[12]
3. Idiom is an expression which has a meaning different from that of the individual meaning of "*teach*" of its component parts.[13]
4. *Memorizing Idioms* is one of the technique which is used by English teacher for grade 8 SBI class at SMP Negeri 1 Gresik in teaching speaking. This technique is implemented in every English subject meeting. One of the main purpose is to overcome students' problem to speak because idiom is a simple phrase.
5. Technique is usually seen as one activity or procedure used within a plan for teaching. The reality is, however that, language teaching professionals often find themselves in disagreement over these terms.[14]
6. Teaching Speaking is teaching the spoken form of a language.[15]

G. Thesis Organization

Organization of this thesis is composed of five chapters. In first chapter, introduction discusses background of the research that describes the foundation of

[12] AS Hornby, *Oxford Advanced Learners*, (Oxford: Oxford University Press, 1995).
[13] Robert J. Dixson, *Essential Idioms in English*, (New York: Prentice Hall Regents, 1994) p.ii
[14] Deborah L. Norland and Terry Pruette-Said, *a Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Language*, (Westport: Teacher Idea Press) p.x
[15] Rebecca Hughes, *Teaching and Researching Speaking*, (Great Britain: Longman, Pearson Education Limited, 2002) p. 7.

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thought and reason for taking the title. Then proceed with the statement of the problem that mentions the problems presented in this study. Furthermore, the purpose of this study is to solve the problems mentioned in the statement of the problem earlier. Then significance of the study and continued with the scope and limitation of the study. Definition of key terms are discussed to find out the terminology used in this research, at the end is thesis organization.

Chapter two discusses about review of related literature of this study. First it discusses about speaking, which also contains of explanation about language proficiecy, the nature of speaking, and speaking ability. Continued with teaching speaking that explains more about the principles for designing speaking technique and techniques in teaching speaking. Then it also describes ways of teaching idioms which is described the essence of the idiom first, the category of idioms, concepts of teaching idioms, and techniques that most commonly used in teaching idioms. The next is about memorization, in which further it discusses about the nature of memorization and memorization in learning EFL. Concludes the discussion of related previous study, which is previously discussed about *memorizing idiom* technique in teaching speaking.

Chapter three discusses the research methodology that is used in this study. It consists of research design, settings, subject, the technique of data collection, the instrument of the study, and the last is data analysis technique.

The next chapter discusses the analysis based on the results found in the field. First, it describes general description of school. Second, it describes learning

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materials are used in implementation of *memorizing idioms* technique which included further description the teacher's requirements and criteria in material selection. Then, it continued with learning materials are used in implementation of *memorizing idioms* technique and the existence idiom materials on the syllabus of grade 8 SBI. Followed the discussion about learning materials are used in implementation of *memorizing idioms* technique. Third, it describes the implementation of memorizing idioms technique to teach speaking at classroom which it is included the description of implementation of memorizing idioms technique at classroom. Then it is continued teacher's plans and advantages of implementation memorizing idioms technique in teaching speaking. At the end is closed by its discussion.

The final chapter presents conclusions and suggestions. The researcher draw conclusions from the analysis and data found from the research.

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