

CHAPTER I

INTRODUCTION

This chapter describes about background, problem, objective, operational definitions, significance and scope of the research.

1.1 Background of the Research

There are four skills in learning English, those are listening, speaking, reading and writing. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards, 2008:19). It becomes the priority because English is an international language which is used by all people around the world to communicate with others.

Speaking is one of the language skills that should be taught by English teachers. According to Kurikulum Tingkat Satuan Pendidikan (2006:278) “the aim of the English teaching in Indonesia especially teaching English to junior high school is to enable students to have the ability in developing communicative competence in both oral and written form in achieving functional literacy level, to have the awareness about the essence and the important of English in increasing competition in global community, and the last is developing the students’ comprehension about interrelationship between language and culture.

Brown and Yule (1999: 14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Therefore, teaching

speaking of English as a foreign language to junior high school students is not easy. Teachers must not only teach how to speak but also pay much attention to their students pronunciation, grammar, vocabulary, fluency and the social and cultural rules.

The problems were found in SMP Plus Walisongo. Students were lazy to speak. When they were asked to speak, they used their first language (native language) rather than using English. It is because they do not accustomed to use English in English class. The students' difficulties in speaking are caused by the lacked of related vocabularies, low ability in constructing sentences and utterances, and afraid to make mistake. Moreover, teacher did not explore students' potential to speak as she did not provide many chances for students to speak because the class was teacher-centered, teacher who talk alot and dominate the class. This type of teaching technique made students lazy to speak. They also could not perform maximally in the speaking test where the Standard Minimum Achievement (KKM) score is 70 point for English course but their mean score of daily test was 70; consequently, the students must do remedial phases to pass the test. That was unsatisfactory result for the students that is why they need to be motivated by applying teaching teachnique which is able to make them enthusiastic and confident in expressing their mind in the target language.

Based on the fact above, it is interesting to use chain drill to solve that problem. Chain Drill Technique integrating both skills, speaking and listening, in learning process. According to Larsen (2000:46) we have to use drills if we want the students to be able to speak English communicatively. Furthermore, she explained that drills, as part of audio-lingual method, have been used in teaching

speaking. Since the primary goal of the audio-lingual method is to use the target language communicatively, drills are suitable for teaching speaking.

This kind of technique is really fun and makes students enjoy the lesson. Teaching by using chain drill technique will make students enjoy and understand more the point of the material given, moreover it will improve students' speaking skill as well. That is why in this research, the writer use Chain drill Technique to improve speaking skill at the seventh grade students of SMP Plus Walisongo in academic year 2015/2016.

1.2 Research Problem

Based on the research background above, this research is aimed to answer this question : How can chain drill improve students' speaking skill at the seventh grade students of SMP Plus Walisongo in academic year 2015-2016 ?.

1.3 Objective of the Research

To find out how chain drill can improve students' speaking skill at the seventh grade students of SMP Plus Walisongo in academic year 2015-2016.

1.4 Operational Definition

1. Speaking Skill

Speaking skill in this research refers to students' speaking skill by considering aspect of comprehension, pronunciation, grammar, vocabulary, and fluency.

2. Chain Drill Technique

This research uses chain drill as a technique to improve students' speaking skill. Teachers give particular question, students answer the question, and ask particular question for each students, and so on.

1.5 Significant of the Research

The purpose of this research is to implement chain drill techniques to improve students' speaking skill in SMP Plus Walisongo in academic year 2015-2016. Pratical significant of this research are :

1. For the English teacher, the finding of this research would help teacher in determining the methods and techniques of teaching as the way to create new atmosphere and new habit which can improve student's motivation and confidence in learning English.
2. For the seventh grade students, the finding of this study would help students in understanding more the material given by the teacher. This finding also hoped can improve student's motivation and confidence, creating new habit and new atmosphere which will improve their achievement too.
3. For the school, the finding of this research would be able to increase the school's score which will make it to be the most favourite school among others.

1.6 Scope of the Research

This research is only limited on the use of Chain Drill Technique in improving students' speaking skill at the seventh grade students of SMP Plus Walisongo in academic year 2015/2016.