

# CHAPTER I

## INTRODUCTION

This chapter discusses about the general concepts of the research. They are, background of the study, Statement of the Problem, research Hypothesis, objective of this study, Scope and limitation of this study, significant of this study, and definition of key terms.

### 1.1 Background of the Study

English as international language where people in the world use to communicate. Furthermore, English language is not only use to communicate but also other people who knows about English language sometimes use it to get salary, business, and making friend. It means mastering English is a must. However, in Indonesia English is a foreign language therefore, the English is also learn in academic place.

An English language is as foreign language, academic environment is one of obligatory place for Indonesian people to learn about English. It is begin with secondary school, senior high school until university. Beside of that English is one of compulsory lesson that has examined in national examination or ujian nasional (UN). So, learning English is necessity for people in the world especially, in Indonesia.

Process in learning English language students need to master four basic skill in language. According to Ur (1996:120) there are has four basic skill in learning language (listening, speaking, writing and reading). Speaking is seem accidently the most important, it is generally believed that speaker of foreign language must be mastering speaking skill. However the most of primary foreign language are do not interested in learning speaking. So Peaking is one of significant part of in English learning process. Furthermore, speaking can motivated learner to learn more because they realized that what they learn about is spoken. River (1999: 189) said that “the early introduction of speaking is also important for reason of motivation”. Based on the statement above, the reason speaking is the motivation in learning foreign language.

In this research, the researcher focus on speaking skill. (Brown & Yule 2001:25) "Speaking is one important skill in language learning process". By speaking students are able to know what kind of situation in the world, if student has ability in speaking they will be better in sending and receiving information or message to another (<http://upload.wikimedia.org>). The main objective for student to learn about English is to improve the ability of interact successful of that language, and that involves comprehension like production (Hughes 2003:113).

There are many problem that student face when they learn language. According to Ur (1996:121) there are has four problem with speaking activity. Firstly, inhibition. Learner usually inhibition in trying to speak English, apprehensive of making mistake, afraid of criticism or losing face, or they shay of attention which their speech is attract. Secondly, nothing to say. Even though learner not inhibition, they always complain if they cannot think anything to say, express their self beyond the guilty feeling that they should be speaking .thirdly, low or uneven to say. In a large group usually only one of learner can talk, that means each learner only has a little time to talk. This problem is difficult by the tendency for some learners to dominate, while others talk very little or not at all. Fourthly, mother-tongue use. In the class room almost all learner talk each other with same mother-tongue. Learner used their mother-tongue to speak because that is easy. That feel unnatural if they talk foreign language one another especially English language.

Based on the problem speaking, it means that teaching English is still difficult for the English language teacher to apply in the class. Brown and Yule (1983: 25) "speaking is the most difficult aspect for the teacher to help the students". Many kind of challenge that make teacher difficult in teaching speaking are student do not want to talk or saying anything, students keep using their own language, it is difficult to handle student in the large class room, student are not discipline in the classroom, the material do not fulfill the need of student, and student has low motivation in learn English (<https://upload.wikimedia.org>).

As the researcher observations at seventh grade students of SPM Muhammadiyah 17 Surabaya at 16 February 2017, she found many problem, firstly, students only silent when researcher in English class, secondly, they feel

shy when researcher ask them to speak. Thirdly, they can talk, because their vocabulary is still limited and also they cannot pronouns the word, when researcher ask them to speak one sentences, they directly ask about the meaning of the word and how to pronouns it. Fourthly, they do not interesting to learn about English language especially speaking.

When an English teacher decide to teach about speaking, language teacher always dilemma in trying to decide how to organize their lesson as well as choose the most effective method. A teacher need a special method to bring student into an ideal learning process, attractive class, and active class. William F. Mackey,” the method use has often been said to the cause of success or failure in language teaching”. The method can motivate student to learn English language. For this case the researcher used *Total physical response (TPR) in teaching speaking on describing people at seventh grade students of SMP Muhammadiyah 17 Surabaya.*

One of suitable method in teaching speaking is Total Physical Response. Total Physical Response is a method that developed by James Asher a professor at San Jose State University, California. Total Physical Response is one method that built around of speech and action. The objective of this method is to teach oral proficiency at the beginning level. A Total Physical Response method aims to produce learner who are capable of an uninhibited communication that fluency to a native speaker (Richards and Rodgers, 2001:75)

Total Physical Response involve a great deal of listening and acting in instruction process. English as the target language will be directly used as the medium for teaching English. Combination between listening and physical response, grabbing reaching smiling, looking, etc will be include in class room before student try to speak. It is important because the consideration that delaying speech can decrease student stress (Mustaqim&Jafar, 2013:4)

## **1.2 Statement of the Problem**

The present research was interested in answers to the following questions:

1. Is Total Physical response effective in teaching speaking skill?
2. Is there any significant different effect between students who are taught by Total Physical Response and students who are not taught by Total Physical Response?

## **1.3 Research Hypotheses**

In research hypotheses as a way to realize the research question. There are has two research hypotheses that arrange bellow.

1. Null Hypothesis ( $H_0$ ): Total Physical response is not effective in teaching speaking skill.

Alternative Hypothesis ( $H_1$ ): Total Physical response is effective in teaching speaking skill.

2. Null Hypothesis ( $H_0$ ): there is no significant different between students speaking skill who are taught by Total Physical Response and students who are not taught by Total Physical Response.

Alternative Hypothesis ( $H_1$ ): there is significant effect on students speaking skill between students who are taught by Total Physical Response and students who are not taught by Total Physical Response.

## **1.4 Objective of this Study**

The objective of this research are to answer the research question above where arrange bellow.

1. To know whether Total Physical response is effective to teach speaking.
2. To analyse there is any significant different on student speaking skill between students who are taught by Total Physical Response and students who are not taught by Total Physical Response.

### **1.5 Scope and limitation of this Study**

This research gathered about Teaching, and the researcher focuses only on Total Physical Response in teaching speaking at seventh grade students of SMP Muhammadiyah 17 Surabaya, with the material lesson that can the researcher use to apply is describing people.

### **1.6 Significance of this Study**

This study is expected to give practically and theoretically benefits:

1. Theoretically, the researcher hope this study:
  - a. Could increase insight of knowledge especially for the teaching method.
  - b. Could be used as input in English teaching learning process especially for teaching speaking using Total Physical Response.
  - c. Could be used as matrix for teacher or trainer who want to use Total Physical Response in teaching.
2. Practically, the result of this study the researcher hope:
  - a. For the writer:

The finding of the research would be a good point for the writer to improve her teaching skill.
  - b. For the teacher :

This research expected to be more beneficial for teacher in improving their teaching skill which is interesting for student.
  - c. For the student:

This research can improve the student interest in English language learning so, English is not boring for them anymore.

## **1.7 Definition of Key Terms**

There are some terms need to be explained in order to avoid misunderstanding on the side of the readers, namely:

a. Speaking

Speaking is a productive skill which could be directly and empirically observed (Brown, 2004:140).

b. Teaching Speaking

Teaching Speaking is aim to let students express their self in target language as exchanging greetings, thanks , apologies, express their “needs” requires information service etc ( brown and Yule1983:27)

c. Total Physical Response

Total Physical Response is a language teaching method build around the coordination of speech and action which aims to teach English physical activity (Richards &Rodgers 2001:73).