

CHAPTER I

INTRODUCTION

This chapter described some points as the background of study, statement of the problem, objective of the study, significances of the study, scope and limitation of the study, assumption and operational definition.

1.1 Background of study

In teaching there are four skill to concentrate namely reading, listening, writing, and speaking (Anacleto Andrade, 2018). The researcher only focused on speaking. Because there are still many speaking in student of senior high school who were still weak. The students mostly had difficulties in grammar and vocabulary. According (Richards, 2012) State that there were some typical learners' problems in speaking, there were: (a) frequent communication breakdowns and misunderstanding, (b) lack of vocabulary need to talk about common utterances, (c) lack of communication strategies, (d) speaking slowly and talking too much time to compose utterances, (e) inability participates actively in conversation, (f) ability to speak English naturally, (g) poor grammar, (h) mispronunciation. Among the four skills which were taught at Senior High School, speaking was the most difficult skill to build in the classroom.

Speaking was very important, since it was the most used skill when someone wanted to convey messages and exchange information. Speaking was a highly

complex and dynamic skill that involves the use of several processes namely cognitive, physical and socio- cultural, and a speaker's skills and knowledge had to be activated rapidly in real time (Burns, 2019) in speaking many aspects that must be considered such as fluency, accuracy, pronunciation, and intonation, a lot of students were lacking in speaking because they understand strategy that were always same. Usually the teacher often implements such strategies Prepared talks, Role Play, Brainstorming, Oral Interview, Debate, Telling Story, and Discussion

Analytic teams were parts of collaborative teaching technique. In analytic teams, team members assumed roles and specific tasks to perform when critically reading an assignment, listening to a teacher or watching a video. Roles such as summarizer, connector (relating the assignment to previous knowledge or to the outside world), initiator, and critic focus on the analytic process rather than the group process (which entails roles such as facilitator, time keeper, and recorder). (Parmawati A. , 2018). There were some steps of used in applying analytic teams technique by (1)form a team of four to five members, then assign different tasks and roles to each member, (2)provide learning material for all groups in the form of videos or reading material, (3)give the team time to share members findings and to work together to prepare their analytical or written presentations (4)considers a closure strategy that emphasizes roles and component tasks. Making a presentation will be very appropriate for a fairly short activity, whereas panel or poster sessions will take a long time and are very suitable for more complex assignments.

Based on the background the researcher wanted to focuss on “Teaching Speaking Using Analytic Team Technique To the Senior High School” moreover,the researcher used minimal completeness criteria to asses whether the method applied was successful it couldprovide new knowledge for education practitioners about that problem

1.2 Statements of the Problem

Based on the background of the study, the statements of the problem are:

- 1.2.1 How is the implementation of analytic team technique in teaching speaking to tenth grade student of SMAN 1 Porong?
- 1.2.2 How are the students’ speaking ability in speaking by using analytic team technique in tenth grade student of SMAN 1 Porong?

1.3 Objectives of the Study

Related to the statement of the problem above, so the objectives of the study are :

- 1.3.1 To describethe implementation of analytic team technique in teaching speaking to tenth grade student of SMAN 1 Porong?
- 1.3.2 To describethe students’ speaking ability by using analytic team technique in tenth grade student of SMAN 1 Porong

1.4 Significances of the Study

Result of the study has great significances:

1.4.1 For Teacher :

The result of the study is the teachers can explore their creativity to teach speaking for student

1.4.2 For the Student:

The teaching learning process will be fun so the students are actively involve during teaching and learning process

1.4.3 For Researcher:

This researchers will be useful for language development because the analytic team technique concern on speaking skill

1.4.4 For Further Researcher:

The research can give provide additional participation to elaborate learning models and reinforce similar theories

1.5 Scope and Limitation of the Study

Scope and limitation of this research will only focuss of using Analytic Team Technique as a teaching speaking in intention. Scope of this study is the tenth grade students of SMAN 1 PORONG in the X-MIPA 5 which has 36 students and only focused in speaking. While the limitation is about analytic team technique

1.6 Assumption

The researcher assume that the teacher uses Analytic Team technique in Teaching Speaking on Intention can help student in speaking practice in collaboration In Senior High School

1.7 Operational Definition

To avoid misunderstanding of the concepts used in this study, some definitions are provided as the following:

1.6.1 Speaking is delivering language by mouth. In speaking, we produce sound using many part of our body, including the lungs, voice canals, vocal cords, tongue, teeth and lips

1.6.2 Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given

1.6.3 Analytic teams are parts of collaborative teaching technique. In analytic teams, team members assumed roles and specific tasks to perform when critically reading an assignment, listening to a teacher or watching videos.