CHAPTER I
INTRODUCTION

In this chapter, writer discusses about background of study, problem of the study, hypothesis of the study, limitation of the study, assumption of the study, objective of the study, significant of the study, operational definition, and frame of discussion.

A. Background of Study

Most school in Indonesia still used school based Curriculum (KTSP) as orientation for teacher how to reach the main goal of students in Indonesia. Based on the goals of learning English as stated in the 2006 School-Based Curiculum is that the students are expected to be able to master and use the language skills for any relevant needs and situations they would encounter in real life. These were demand in the language especially of speaking is demands the ability to use the language in oral form.[1] Based on syllabus demand of speaking students were creative, active, polite, cooperation, and careful. Students have to good communication orally like greeting, announcement, giving instruction, shopping list and procedure text. That was demands of KTSP curriculum. Either, listening, speaking, reading and writing.

Among the skill, Speaking is the verbal use of language to communicate with others.[2] The important of speaking will be acquired, and related good

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[1] H Yufrizal, *thesis,* 2013. (digilib.unila.ac.id. online, 28-11-2015)

[2] Glenn Fulcher, *Testing Second Language Speaking*,Britain: Pearson Education Limited, 2003, p. 23

communication in speaking. But, some of school still can not speak up with friends.

When the writer did pre observation at SMPN 1 Dusun Hilir almost the problem speaking where some students Inadequate Vocabulary, Grammar as a Stumbling Block, Imperfectly Learned Pronunciation and Intonation, Inadequate Opportunities to Speak English in Class, Input-Poor Environment Outside Class, Lack of a Focus on Language Improvement in the Curriculum.[3] Whereas, KTSP curriculum demand students for speak orally form and able to give expression interpersonal and transactional expression. Students was not to reach purpose of curriculum because the students difficult to speak English fluency. To build skill of students, teacher have to active and open ended to hear what students want and to reach the base curriculum in English. Many teacher only sit down after give explanation meanwhile, students do the task. Meanwhile, interactive is important when learning and interactive effective if teacher used in whole class together with all students.

Based on the problem above, writer tried a method to improve speaking skill of students. Method is a way in achieving something.[4] So, writer choose method because writer want to give manner to improve speaking fluency of students. In this research writer chosen whole class interactive teaching to improve speaking fluency of students. There some advantages of whole class were Teachers can control the content of the material and order and business information received by the students, so as to maintain the focus on what should

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[3] Interview with English Teacher at mengkatip, 11 january 2016

[4] Abdul Majid, *Strategy Pembelajaran*,Bandung : PT Remaja Rosdakarya, 2013, p. 21

be achieved by students, Can be applied effectively in large and small classes, It is the most effective way to teach concepts and skills are explicit to students who are underachieving.[5] Advantages of interactive teaching were students are given more opportunities to engage curiosity on the object to be studied, train the students express curiosity through the questions posed by the teacher, provide the means to play for students through exploration and investigation, the teacher as facilitator, motivator, and active learning designer, the learning outcomes more meaningful.[6] The activities of Interactive refer to question answer and communicative among learner like Mortimore et al said find the positive effects when used question-answer, communicative with class, and used question and statement "high level".[7]

So, this method depend on teacher, if teacher is not effective in teaching so method was not effective because teacher is central in whole class interactive teaching. Writer was effective teacher in this course because, all the effective situation depend on teacher. To life the situation writer used principle of interactive teaching by Suparman in tahuri that classical variation, group, and individual, involvement mentally (feeling and thinking), teacher as facilitator, informant, democratic manager of class, implement multi direction communication, flexible democratic challenge class situation but focus on purpose, the effect more effective, can be use in the class or out class.[8]

Understanding whole class interactive teaching method will help teacher how to make interactive class with the whole class. Develop interaction in the

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[5] *Ibid* .,p.59
[6] *Ibid.,*p. 91
[7] Daniel Muijs and David Reynolds, *Effective Teaching,*London : Pustaka Pelajar,2008,. p. 66
[8] *Ibid*. p. 85

class need group or collaboration to easy interact with other. It is necessary to know the situation when students learn about speaking. Based on the discussion above, writer is interested to do research entitled **IMPLEMENTATION OF WHOLE-CLASS INTERACTIVE TEACHING METHOD ON SPEAKING FLUENCY AT THE SEVENTH GRADE STUDENTS AT SMPN 1 DUSUN HILIR.**

B. Problem of the Study

Based on background of study above is " is there significant effect of whole class interactive teaching method on speaking fluency at the Seventh Grade Students at SMPN 1 Dusun Hilir?"

C. Objective of the Study

The objective of this study was to measure the effect of whole class interactive teaching method on speaking fluency at the Seventh Grade Students at SMPN 1 Dusun Hilir.

D. Hypothesis of the study

Ha : There is significant effect of Whole Class Interactive Method on speaking fluency score of students at the Seventh Grade Students at SMPN 1 Dusun Hilir.

Ho : There is no significant effect of Whole Class Interactive Teaching on speaking fluency score at the Seventh Grade Students at SMPN 1 Dusun Hilir.

E. Limitation of the Study

The identification of problem of study above, The limitation of study is to know effect of whole class interactive teaching method and the decision will take by the important method will useful to increase speaking ability for students.

F. Assumption of the Study

Whole class interactive teaching method never used by the teacher before.

G. Significance of the study

1. Theoretical Significance

Theoretically, this study tries to find effect of whole class interactive teaching and the result can help teacher how to interact in teaching.

2. Practical Significance

Practically this study is useful especially for English teaching in improving speaking fluency students' and teacher in teaching and learning in speaking.

H. Operational Definition

Below is definition of key term there are:

1. Whole Class

Whole class teaching is known as direct instruction, which is also known as active learning (whole-class teaching), refers to the style of teaching where teachers are actively involved in carrying the lesson content to the students with teaches directly to the entire class.[9]

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[9] Daniel Muijs and David Ronald, *Effective Teaching,..*, p. 41.

2. Interactive teaching

Strategy interactive learning refers to the form of discussion and sharing among learners.[10]

3. Speaking fluency

Brumfit said considered fluency as natural language use like the native speakers.[11]

I. Frame of Discussion

Chapter I : Background of study, problems of study, previous of study, hypothesis, limitation of study, assumption of study, operational definition, frame of discussion.

Chapter II : Review of related literature

Chapter III : Research Method, research type, research design, variable of study, population of study (population, Sample), research Instrument (research instrument try out, research instrument reliability, research instrument validity), data collection and data analysis.

Chapter IV :Data Presentation try-out, Data presentation pre-test and post-tets, testing hypothesis, and discussion

Chapter V : Conclusion and Suggestion

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[10] Abdul Majid, 2013, *Strategy Pembelajaran,….* p. 83.
[11] Yingjie I. J. Yang, *The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China,* International Journal of English Language Education ISSN 2325-0887 2014, Vol. 2, No. 1