

Chapter I

Introduction

This chapter describes background of the study identification of the study, research questions, limitation of the study, objectives of the study, significance of the study and organization of the research paper

1.1. Background of the Study

Language plays an important role in human life. Language is the most essential human means of communication. In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere.

In Indonesia, English is considered to be the foreign language. It should be learned in junior and senior high school. In elementary school, students study English as extracurricular subject or local content based on the 2013 curriculum. However, some elementary schools still apply the 2006 curriculum, therefore students of these school still have English subject.

The goal of studying English as a foreign language in junior and senior high school based on the 2006 curriculum is C.C (Communicative Competence). One of the components is to enable students to have speaking ability and writing ability or to have actional competence (See Department of Education and Culture 2006). In this study the writer only focuses on students' speaking ability. To achieve this goal, teachers of English should apply many kinds of theories, methods and techniques in order that their students can master English. One of the

techniques belongs to CTL (Contextual Teaching and Learning) which the writer interested in mostly. It is called neighborhood walk. It is believed that it can motivate students to be more active in the class.

CTL is an approach of teaching and learning that relates the materials and classroom activities to real situation and actual experience focusing on the learning process leading to creativity, critical thinking, problem solving and being able to apply their knowledge in their daily lives (US Department of Education, 2001 in Suyanto, K.K.E, 2003). CTL and its principles were introduced by John Dewey in 1916 and now they are adopted by many schools in the United States of America. Dewey (Suyanto, K.K.E, 2003) underlined that curriculum and the method of teaching had to be adjusted to students' interest and their experience. CTL has 7 principles, those are inquiry, questioning, constructivism, learning community, authentic assessment, reflection, and modeling.

Neighborhood walk is the technique that the writer applies to students in this research. Neighborhood walk technique is one of outdoor activities, which encourage learners to collaborate with others to create learning by working together and sharing experience will be greater than if we work alone (Kimtafsirah, 2003). In neighborhood walk technique, instruction should be clear such as find object, do some observation, collect and record data or information about the object, discuss and analyze data, write a report, present a report and display. The form of the report covers dialogue, short text, poem, etc.

The use of a neighborhood walk technique to improve students' speaking skill is the subject that will be investigated by the writer. She takes this study

because she believes that this technique is useful for improving students' actional competence especially in speaking ability. Communicative activities are important for improving students' knowledge.

1.2. Identification of the Study

There are many problems of teaching language that can be identified as research subjects. We know that speaking skill is not easy for students. Many factors that make students cannot speak English well, such as lack of speaking practice, student confidence and facilities that support students learning.

When the writer conducted the teaching practicum in one of the junior high school, she found out some problems such as: the students felt shy when they had to speak in English. Most of them also did not understand what the teacher said. This evidence can prove that most of students lack of speaking ability.

In facing the problem above, students at SMPN 1 Ciparay will be trained to improve their speaking ability through neighborhood walk technique.

1.3. Research Questions

Based on the background above, the writer made some research questions, those are:

1. Is the use of neighborhood walk technique effective for improving students' speaking ability?
2. What are the students' responses towards the implementation of neighborhood walk technique used for improving students' speaking ability?

1.4. Limitation of the Study

In this paper, the writer limits the study about how to improve speaking ability for the students of SMPN 1 Ciparay through neighborhood walk technique in teaching and learning English. The writer focuses on describing the use of neighborhood walk technique to improve students' speaking ability. In testing speaking, there are only five aspects that are should be tested; those are pronunciation, vocabulary, grammar, accuracy and fluency.

1.5. Objectives of the Study

The objectives of the study are as follows:

1. To find out whether the neighborhood walk technique is effective or not used for improving students' speaking ability.
2. To find out to the students' responses of the implementation of neighborhood walk technique used for improving students' speaking ability.

1.6. Significances of the Study

There are some significances of this study, those are:

- a. For the student:
 1. The students are able to improve their speaking ability.
 2. By applying neighborhood walk technique in teaching learning activity, the writer hopes that the students would be interested in English because the technique is more interesting, enjoyable and students can have more fun.

3. Students will be more motivated in learning English without feeling of under stressed.

b. For the teacher:

1. The teacher can give motivation to the students to encourage their speaking ability through neighborhood walk technique.

2. Teaching speaking by using neighborhood walk technique is attractive, therefore it is able to improve students' interest in speaking English.

c. For the public:

The writer hopes that the effectiveness of neighborhood walk technique can improve students' speaking ability and other teachers can try it to implement the communicative ability of students.

1.7. Organization of the Research Paper

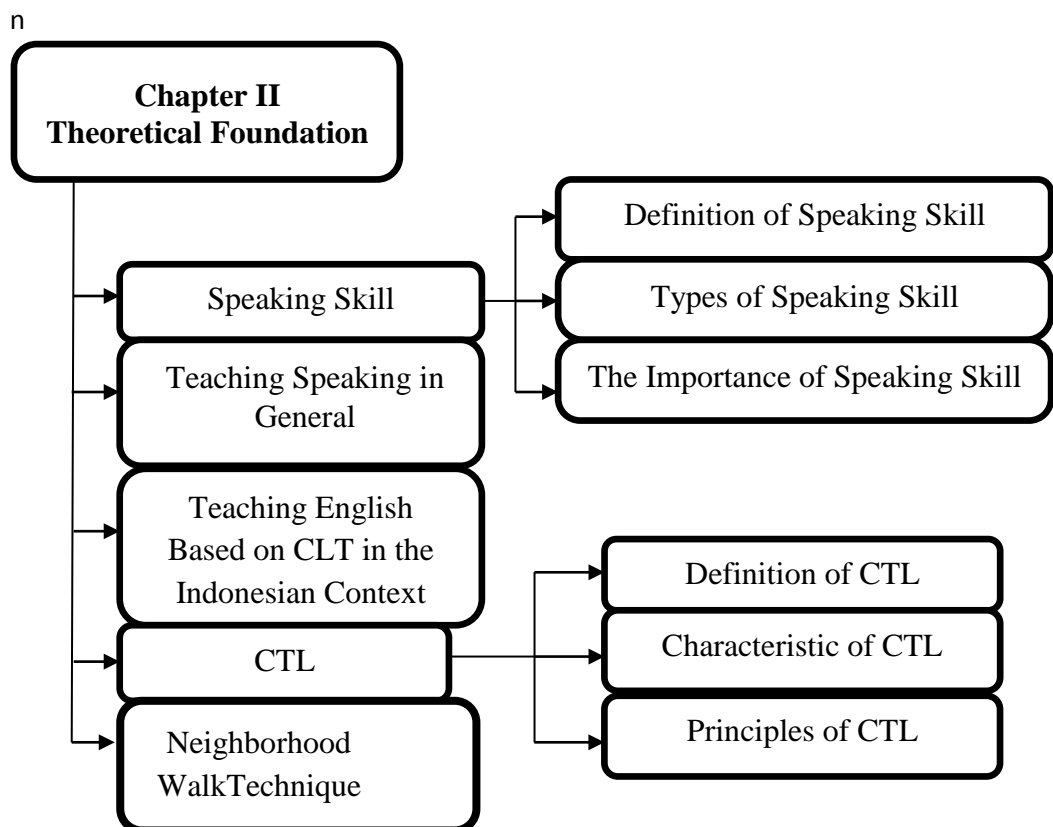
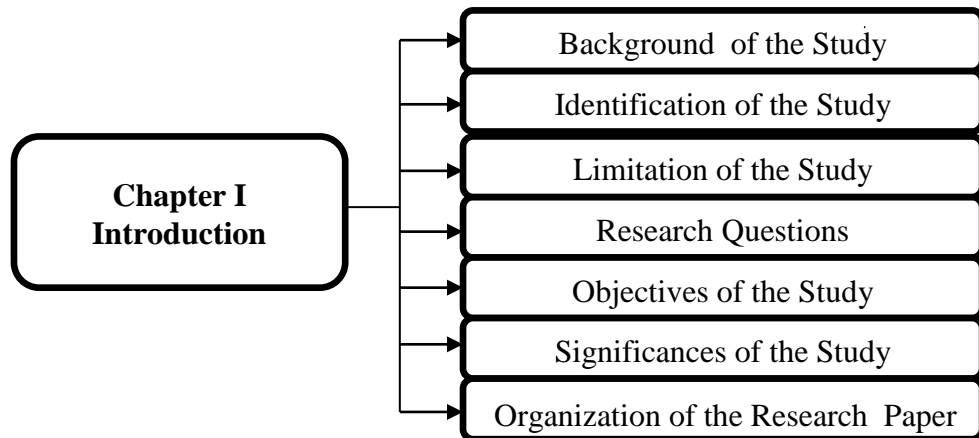
This research paper is systematically divided into five chapters. The following is short description about what each chapter contains. Chapter One: Introduction. It includes background of the study, identification of the study, research questions of the study, limitation of the study, objectives of the study, significances of the study and organization of the research paper.

Chapter Two: Theoretical Foundation. It relates with definition of speaking skill, types of speaking skill, the importance of speaking skill, teaching speaking in general, teaching speaking based on CLT in the Indonesian context, CTL, definition of CTL, characteristic of CTL, principles of CTL and neighborhood walk technique.

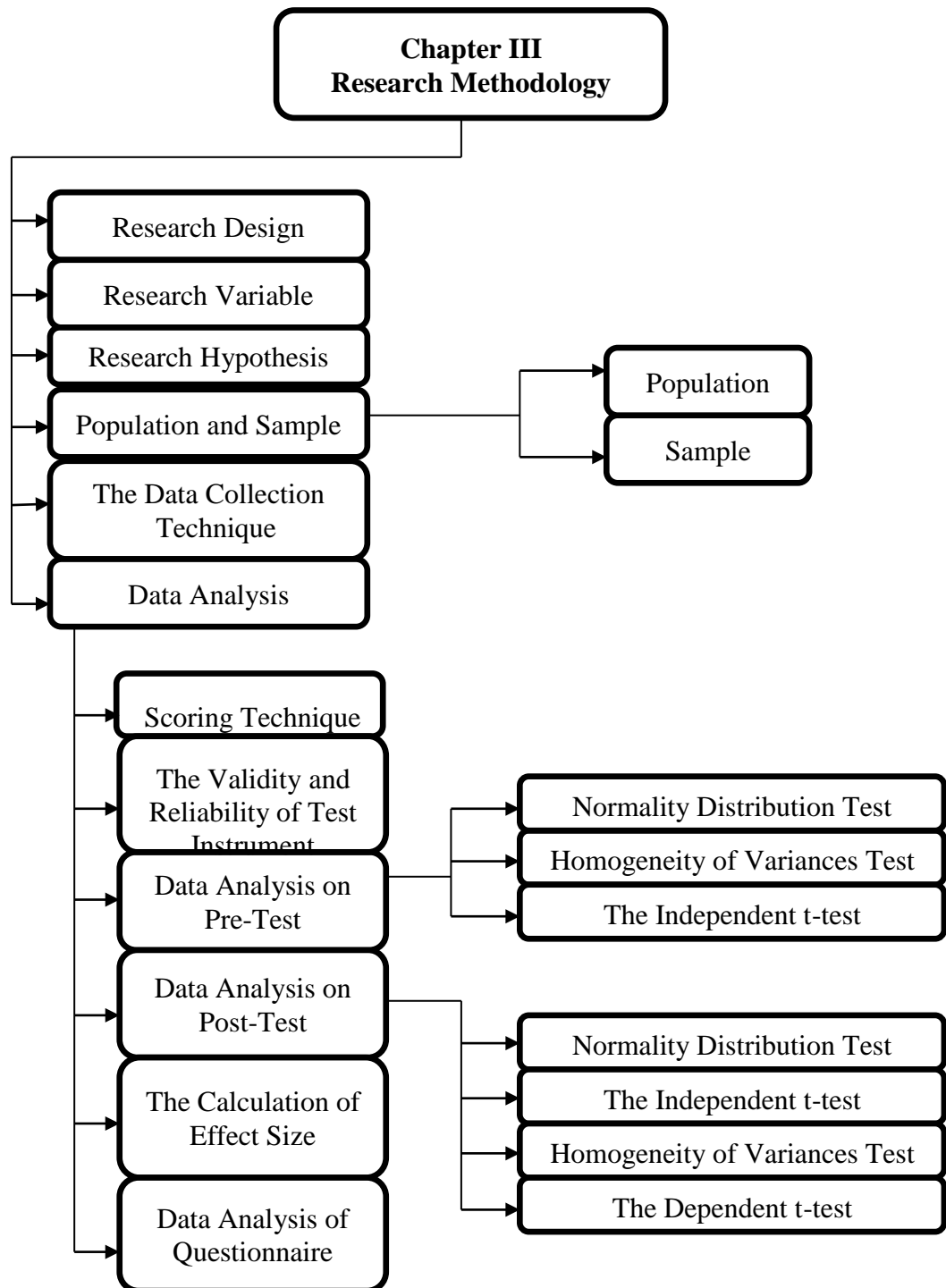
Chapter Three: Research Methodology. It includes research design, research variable, research hypothesis, population and sample, the data collection technique, research procedure, and data analysis.

Chapter Four: Research Findings. It includes description of data and interpretation. Chapter Five: Conclusion and Suggestion. It contains conclusion and suggestion from the writer based on the previous discussion.

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