

CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English is one of the compulsory subject taught at junior high school. There are four skills that should be mastered namely listening, speaking, reading, and writing. Speaking is considered as an important skill to be accomplished by students.

As a language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas through the language.

Involving students actively in learning teachers should build good relationships that is by undergoing sympathy and mutual understanding. Good guidance will make the bridge to the student's peak success in speaking with the students' heart language. Good mentoring can make it easier for teachers to involve students, and make it easier for the class. One of the obstacles in the English lesson is the less interested students. Therefore a teacher in teaching English becomes an important factor, fun and interesting in the classroom.

Furthermore, Lyle (1993) in Bertram (2002:94-95) stated that oral language is a very important link in the process of students' learning and thinking development.

Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their idea. “Bertram(2002:95) also added that it is important to provide opportunities for oral language to continue to grow in the classroom from those foundations”. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact throughout life, oral language skills remain essential for communication of ideas and intelligent conversations.

Teachers are the second role models after parents at home, teachers are also very important educators in educational life, teachers are also the responsibility of students in the school environment, teachers have the main task in educating, teaching, guiding, directing, training, assessing, and evaluating learners. Teachers should try to explain things that are clear to learners and experts in solving problems.

Teachers can be to mentors in education, based on the knowledge and experience of those responsible for the fluency of students. Teachers as a model of capital and roles for learners and everyone who think of him as a teacher.

English education has an important goal in combination and understanding of good and correct language. In learning English aimed at how the teacher intervenes in teaching speaking and responding well when teaching, in order to In learning English. learning objectives should be made more creative recall the lesson is not easy to understand and will be boring if only monotonous on one goal. Learners should often be motivated about the importance of learning English for life which will come.

Therefore, the most important that should be noticed in teaching speaking is how to activate all of language elements, such as vocabulary, grammar, and pronunciation, which students have possessed to communicate, since the main function of language is a means of communication. It means that the goal for students learning English speaking is that they are able to use language to communicate effectively and appropriately for all life's requirements, both social and academic. The students have to be able to express their thoughts, ideas, and feelings orally in English without thinking for a long time before saying what they wish to say. Based on the observation at MTs Modern Puteri Cindai Alus Martapura South Kalimantan, that the students' are able to use English and Arabic everyday. They can speak English although their grammatical ability is not clear. Based on this condition a need learner to is help for their speaking skills in the class.

Teachers intervention is very significance to control their wishes, the focus of the intervention is on improving the interaction between teachers and students (teacher-student interactions), thus on improve caring, supportive relationships.

“Intervention is a strategy used to teach a new skill, build fluency skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory.” (Methe & Riley-Tillman, 2008; p. 37).

In English speaking skill's a teacher must have a variety of learning intervention in support quality of teaching, intervention in the application of teachers in the classroom, it can help teachers to change anxiety and horror thinking or laziness of students to learn English. Surely this is not separated from the creativity

that teachers have in applying various kinds of interventions to English speaking skil's. In other words, the use of Teacher's intervention is very instrumental to learning in supporting the quality of science provided by teachers, to look attractive, relevant and not separated from their English learning book.

Intervention is a strategy that teachers use to convey knowledge to their students both physically and mentally. The intervention or action of teachers in the classroom is very important to the development of the students. Intervention with the use of warm up to students is an option in opening a lesson to English subjects for example by saying greeting as we Muslims followed by 'say hallo' or display an interesting anything to open the lesson that certainly cannot be separated from textbooks and educational curriculum.

Giving creations to the tasks that are given and then mixing subjects with the fun of children in the present and make a delivery of science does not seem monotonous. This kind of intervention is required by the English teacher to find out needs of the learners. Based on holy Qur'an An-Nahl verse 125 as follows:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (١٢٥)

Based on verse above, teaching intervention very need to the teacher, it is clear that the call of *da'wah* and the learning process with wisdom or words that are firm and true can distinguish between the true and the false. As well as providing good lessons, or by setting a good example, creating knowledge provided with a variety of interventions for learners. And also provide discussion space for mutual

argument, but if there is a debate or dispute, it should be solved with a good solution, that is by using a friendly language, and smooth. The ongoing learning will become interesting and occur in a conducive atmosphere.

They assume that English learning is another hypocritical language in the other word in the word is not important to learn, according to them it does not benefit them, there are deliberately not present in the subjects, there are also researchers found students who like English but lazy in learning it, there are dislikes or even bored or more fate again hate the English lesson, so hearing the name of English course they are lazy what else learn is the problem researchers find in MTs Modern Puteri Cindai Alus Martapura South Kalimantan.

Previous study about teacher intervention in teaching had been ever conducted by some researcher. Richard (2016:16) entitled "*Effects of feedback intervention on team-teaching in English language classroom in Nigeria*". The similar with this research is using intervention, while the difference are subject, place, objective and research design. It was focus for Negerian Senior Secondary School, the objective in the research was intended to effect teacher intervention give feedback on team teaching English learning and students' participation from senior secondary school, the design in this research was experiment group on teaching English learning. Meanwhile, in the research, the researcher focuses on the teacher at the eighth grade of MTs Modern Puteri Cindai Alus Martapura South Kalimantan, the purpose of this study was to find out teacher interventions to find out what is used from developing

teacher speaking skills. Observation of teacher interventions used by teachers to learn speaking skills.

Here some previous studies problem. The first research *The Technique of English Teachers in Developing Students' Speaking Skill at SMUN 11 Banjarmasin*. Thesis written by Khalik Marwan, (2009). Equally use to develop students' speaking skills, but in other theses the strategy is not technique. And *Using Role Play to Develop Speaking Skill of the Eighth Grade Students at MTsN 1 Paringin Balangan Regency*. Thesis writer by Faujiati, Riska (2011). And *Instructional interventions affecting Critical Thinking Skills and Dispositions*. Philip, Abrami, Robert M. Bernard, Evguenl Borokhovski, Anne Wade, Michael A. Surkes, Ranatamim, and Dai Zhaang. From Concordia University, Montreal Quebec, Canada. Now it's a lesson for teachers to manage and mix a lot of approaches to the English Removal of what's being said when it's interesting. Interventions are one approach that helps manage the classroom. Based on the definition itself, it can be concluded that a lesson for teachers or teacher intervention to his students is highly recommended for many approaches to student's.

Another similar thesis idea is by Mellia Kelly (2013). The result of that similar thesis are the teachers intervention that she got from her research in reading ability are the teacher often initiated, canceling student's initiatives. In another thesis by Mellisa Kelly, that the similar with this study is the focus on intervention in teaching to develop student's speaking skill's.

The researcher chooses the teacher's intervention in speaking for my research, because the researcher was interested in learning speaking during English lesson because the student is very good. The researcher wants to examine how teacher intervene in teaching who is a student MTs Modern Puteri Cindai Alus Martapura South Kalimantan.

The study is conducted in Mts Modern Puteri Alus, because the teacher of the eighth grader has good competence in teaching English. The teacher is a graduate from Antasari State University Banjarmasin. Besides that, this school is one of the model Islamic boarding schools level in South Borneo. Thus, the researcher is interested in conducting this study in this school.

English is a lesson that makes them bored, because it is not their everyday language or not their mother tongue. English compilation of children in schools in junior and senior high schools who need English, want them to learn it. Based on Holy Qur'an in the An – Nahl verse 125 as follows :

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ
وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (١٢٥)

This verse everyone must have knowledge to choose the goodness and rightness. Based on the verse above, intervention is needed by the teacher, so the researcher wants to conduct a research entitled Based on the above verse, it is necessary for teachers, it is clear that the process and the learning process with the words of the correct and

true can be done. As well as providing good Lessons, or by providing good, create the knowledge provided with various interventions for learners. And it also provides discussion space to debate each other, but if there are challenges or problems, it should be solved with a good solution, that is by using language that is friendly, and refined. Ongoing learning will be interesting and happen in a conducive atmosphere. Researchers found in MTs Modern Puteri Cindai Alus ,the students got bored quickly to learn something to follow the English Bullets. Some students do not understand what is described but the student is fond of English. There are also researchers who are looking for a language that likes English but are lazy to learn it, there is dislike or even boredom.: **Teacher's Intervention in Teaching to Develop Student's Speaking Skill's at The Eighth Grade of MTs Modern Puteri Cindai Alus Martapura South Kalimantan.**

B. Statements of Problems

Based on the above research background, the statements of problem is as follows:

1. What kind of teachers' intervention in teaching speaking skill of MTs Modern Puteri Cindai Alus Martapura South Kalimantan?
2. How are student's responses of use teacher's intervention in speaking skill at classroom ?
3. How is students' development in speaking skill after the application of Teachers intervention?

C. Objective of Study

Related to research problem, the objective of research is are :

1. This research focuses on teacher's intervention speaking skill in the used in the classroom.
2. And then focused student response of teacher intervention in speaking skill at the classroom.
3. To development describe students' responses when the teacher apply teaching intervention in English learning at the classroom.

D. Definition of key terms

The trem that are used in this study are defined as follows :

1. Teacher

The teacher is someone who is able to manage the class and develop students' speaking skills in the classroom, noun from teach which means person who teaches, especially in school. Teacher can be a real person in her relationship with her students. Teacher can be central figure that given student much knowledge and interested experiences to helping students take future.

"Teachers play a fundamental role in the cognitive and social-emotional development of children by giving them the opportunity to learn. Effective classroom management sets

the stage for this learning. Without it, classrooms are disorganized and chaotic, and very little academic learning can happen (Elias & Schwab, 2006, p. 309).”

2. **Intervention**

Learning activities in the classroom conducted by the student teacher, aimed to develop the students speaking skill and strategy that teacher uses for making classrooms conducive, and build to apply an existing skills to new situation setting. An academic *intervention* is a strategy used to teach a new skill, build fluency skill, or encourage a child to apply an existing skill to new situations or settings. An intervention in a can be thought of as “a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory” (Methe & Riley-Tillman, 2008; p. 37). As an example of an academic intervention, the teacher may select question generation (Davey & McBride, 1986.; Rosen shine, Meister & Chapman, 1996), a strategy in which the student is taught to locate or generate main idea sentences for each paragraph in a passage and record those ‘gist ‘sentences for later review.

3. **Teaching**

Many language learners regard speaking skill as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken

communication. Teaching is the work of a teacher, and to show somebody how to do something so that will be able to do it themselves.

4. Develop

Develop is a process or stages of growth in a more advanced direction to development students in the learning process, The ability to speak a language is synonymous with knowing that language because speaking is the most basic ways of human communication. Bailey and Savage (1994) said that “speaking in second language has often been viewed as that most demanding of the four skills. Speaking skill is the second skill: (1) listening (2) speaking (3) reading (4) writing. “Speaking conveys thought, understanding and feeling to listeners. Moreover, it can help listener understands objectives of speaker. Thus, speaking skill is important for communication in everyday life. Second language learning, speaking skill is necessary because a person who can speak able to understand other. Also, it helps reading and writing skill to be easy. However, this skill is the complicate skill that speaker has to practice for long time.

5. Speaking Skill

Speaking is the productive skill of language learning. It involves communicative performance, and other important elements, such as,pronunciation, intonation, grammar, vocabulary, etc. They should be taught in any.

E. Significance of Study

This research is expected to give contribution for the teacher, the researcher, and another teacher.

1. For the researcher

This research can be developed further in terms of theoretical and practice concepts.

2. Teacher especially at Mts Cindai Alus Martapura Kalimantan Selatan. The teacher can be mix approach and used teaching intervention to do process teaching speaking and learning in the classroom.

3. Other Researcher

The researcher hopes that by this study expected in to give the contribution or any benefit to the other researcher in conducting the further research of the similar topic.