

CHAPTER I

INTRODUCTION

A. Background of Research

Speaking is an essential tool for communication which is used by people to express ideas. Nunan (2003:48) states that speaking is the productive / oral skill and it consists of producing systematic verbal utterances to convey meaning. Speaking is a skill requiring people to utter opinion, perception, thought and feeling in spoken form. Furthermore, Ramelan (1992:13) supports that all human being whenever they live always speak a language although they do not have any writing system to record their language. In short, speaking is a tool of communication to express feelings, thoughts or opinions in spoken form.

Furthermore, speaking is a very important skill as the basic of communication. Mulgrave (1954:3-4) as cited in Tarigan (2008:9) supports that speaking is a tool of communication to express ideas, which are formatted in accordance the requirements of listener. Therefore, speaking can not be separated with the role of communication as speaking.

Based on the pre-observation when the writer did the teaching practice on 22nd of September 2014, speaking is still considered as difficult skill to the students. The number of students who are brave to speak is still small because of some reasons. First, the lack of motivation. A lack of motivation in students appears to be the greatest concern of English as foreign language (EFL) teacher. According to Kagan (2009:1.14) some students in classroom are far from

motivation. The classroom atmosphere does not support them to learn. In other words, the class does not stimulate or motivate students to participate the teaching learning process. As the result, they get low-spirited. Therefore, it is important for the teacher to make suitable technique and atmosphere, so that the students will feel eager to communicate by using English. Second, students do not have enough self-confidence. It happens because they are afraid of making mistake, they feel uncomfortable when they speak in front of the class or people individually. Third, the lack of practice. Kagan supports that students get very limited practice. They do not have enough time to practice because they are afraid of trying to speak English or lazy to practice it. Forth, they can not speak in well-organized form. Sometimes, the students speak not to the point and they put another sentences or problems that do not have any correlation with the topic.

Due to the description mentioned, the teacher should be smart to choose any techniques that are effective with the condition and the needs of the students. One possible technique that will be effective to develop speaking is *four corners*. The *four corners* is a cooperative technique in which students can choose and discuss particular corner of a classroom (Kagan, 2009:1.13). *Four corners* provides students physical movement and new atmosphere in the class. It is most suitably used when students feel low-spirited. It can be used to ask students' opinion or perception. Teacher puts labels (strongly agree, agree, strongly disagree and disagree) in every corner of the classroom respectively. It will make the students speak in a restricted choice so that they will speak in well-organized

form. They are given a topic and then they have to go to the corners representing their feelings. In corners, they have to discuss why they choose the corner. They have freedom to convey their opinions, thoughts and feelings so that they will feel confident in their speaking. They also have more chance to speak so that they can increase the number of their practices.

In conclusion, this research is aimed at finding out whether the *four corners* technique is effective in developing speaking skill or not.

B. Reasons for Choosing The Topic

The topic “The Effectiveness of *Four Corners* Technique to Develop Speaking Skill to the Eleventh Students of SMK N 1 Banyumas, Academic Year 2014/2015” is chosen with the following considerations:

1. Speaking is a skill requiring the students to convey their thoughts, feelings, and opinions. However it is still considered as difficult skill by the students because some students are still afraid of trying speaking English. They lack motivation, self-confidence, and practice. Furthermore, they don't speak in well-organized form.
2. *Four Corners* technique is an interesting technique that will develop students' speaking skill. Students choose corner representing their feelings, so they will be more comfortable and confident to convey their opinions.

C. Problem of The Study

Based on the background above, the problem of this study is: “Is *Four Corners* technique effective to develop students’ speaking skill?”

D. The Aim of The Study

Based on the research problem above, this research is aimed at knowing whether the *four corners* technique is effective in developing speaking skill.

E. Clarification of Key Terms

In order to make the term more clearly, the writer present the meaning of term used in the topic:

1. Speaking

- a. Speaking means to be able to communicate in English/French/German, etc. (Cambridge Dictionary, 2007)
- b. Speaking is the productive / oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003:48)

2. Four Corners

- a. *Four Corners* is a cooperative technique in which students can choose and discuss particular corner of a classroom (Kagan, 2009)
- b. *Four Corners* is a cooperative teaching and learning strategy that forces students to take part in group activities. It is most suitably used when students are low-spirited and need some physical movement in order to refocus (Walqui 2007)

F. Research Contribution

The writer hopes that this research will be useful for teaching and learning English, especially in developing speaking ability. The result of this research is expected to be useful for:

1. Teacher

It is expected that teacher can be inspired that there are many techniques that can be used for teaching. One of them is *four corners*. So, teacher will be more creative in teaching speaking skill. The students will be more motivated if the teacher chooses the interesting technique.

2. Other Researcher

It is expected that this research will benefit other researchers to help them finding references in order to conduct the research.