

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English as an international language has gained its popularity all over the world. It plays a very important role in Indonesia. Indonesia needs to learn more new thing from the developed country about new advanced ideas, researcher finding, and experiment to make an interpersonal relationship, changing information, and enjoying the esthetics of language in the western culture.

For Indonesian, to understand English speaking is difficult. This is because their mother tongue is not the same with English. To make easy in learning English, this language is taught since the learners study in kindergarten or playgroup. All components of English language are taught integrally to achieve the integrated language skills. Teaching English in Indonesia focuses on the ability of student's communication. The learners should be capable of mastering four language skills: listening, speaking, reading, and writing (Depdiknas, 2003: 6).

Language is used for communication. It allows people to say things to each other and their communicative needs. Speaking English becomes very important in using English for communication. Speaking is one of the important and essential skills that people must practice.

People use language for different purposes. They use language for communication, persuasion, information, introduction, negotiation, and for socialization. Language used for introduction can deal with the positive feelings about one's own language and the identity is bidirectional: feeling of closeness or distance may trigger similarity and dissimilarity in language patterns covertly, the feeling of being on the same linguistic wave length is likely to promote solidarity. That is why language also serves an important function in political identification (Srijono, 2001: 7).

Speaking as a language skill has an important role in teaching learning. Teaching speaking as a part of teaching has a learning process and which is mostly done by a teacher has an important role in education. If there is a teacher teaching, there will be a student learning. It means that the operation of education in relation to the goal in school is assigned by the teaching-learning process between the teacher and the learner. In other words, learning and teaching are two things which can't be separated each other. In relation to the teacher's role, it gives the model and aid to his students who are trying to reach their goal. English is the first foreign language and the certain subject learned by Indonesia students. On account of its functions and purposes, English teaching is emphasized the development on the language skill, especially speaking.

Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The

students should have the ability to speak English in order that they can communicate with others. The use of English for speaking is not simple, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

STM Muhammadiyah Tirtomoyo Wonogiri is a favorite school in Tirtomoyo, especially for the male. The teaching in this school has been supported by some complete facilities like, classroom, mosque, engine laboratory, computer multimedia, and library and so on.

In STM Muhammadiyah Tirtomoyo, the students often make errors in learning English, for example, the students say “This motorcycle broken”. The sentence is wrong; it should be “This motorcycle is broken”. This case is caused by the students who have no experience in all the field, less in pronunciation, grammar, vocabulary, fluency and also they have no self-management.

In accordance with the objective of English teaching especially speaking skill in the senior high school or in Indonesian it is called *Sekolah Teknik Menengah (STM)*, it is expected that after they graduate from the senior high school, the students have speaking skill. But many students at the first school consider that English is a boring and uninteresting subject to learn. This situation of course will influence the student’s learning process. Many students can’t speak English fluently so there must be a lot of reasons why they have low ability in English. This could be caused by the English

teacher, student's learning environment, student's physical or physiological factor etc.

From the reason above, the writer is interested in conducting the research entitled A Descriptive Study on Teaching Speaking to the First Year Students of STM Muhammadiyah Tirtomoyo Wonogiri in 2009/2010 Academic Year.

## **B. Problem of the Study**

Based on the background of the study, the problems are formulated as follows;

1. How is the implementation of teaching speaking in the first year of STM Muhammadiyah Tirtomoyo, Wonogiri?
2. What problems are faced by the teacher in teaching speaking in the first year of STM Muhammadiyah Tirtomoyo Wonogiri?
3. What problems are faced by the students in learning speaking in the first year of STM Muhammadiyah Tirtomoyo Wonogiri?
4. What is the strategy used by the teacher to overcome the problems faced by the students in learning speaking?

## **C. Limitation of the Study**

In this research, the writer limits her research on teaching speaking at the first year of STM Muhammadiyah Tirtomoyo Wonogiri in 2009/2010 academic year.

#### **D. Objective of the Study**

In the relation to the problem statements above, the writer formulates some objectives of study as follows:

1. To describe the implementation of teaching speaking to the first year students of senior high school (STM) Muhammadiyah Tirtomoyo Wonogiri.
2. To classify kinds of problems faces by the teachers in teaching speaking to the first year student of STM Muhammadiyah Tirtomoyo Wonogiri.
3. To classify the problems faced by the students in learning speaking to the first year student of STM Muhammadiyah Tirtomoyo Wonogiri.
4. To classify the kind of strategies by the teacher to overcome the problem faced by the student in learning speaking.

#### **E. Benefit of the Study**

By doing this research, many benefits can be gained. These benefits include practical and theoretical benefits.

##### 1. Practical Benefits

There are three practical benefits

###### a. For the writer herself

She can get larger knowledge about a descriptive study of teaching speaking.

b. For the readers

They will get larger knowledge and information about a descriptive study of teaching speaking.

c. For the teacher and the learners

The result of this study will help the English teachers and the learners to solve the problem in teaching speaking.

2. Theoretical Benefit

a. The result of the research can be useful for the English teacher in giving additional input in English speaking class.

b. The writer hopes that this research will be one of references for other researcher who will conduct the same object with different perspectives.

## **F. Research Paper Organization**

The writer organizes this paper into five chapters as follows:

Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents review of related literature that includes previous study, the nature of language teaching, the definition of speaking, speaking skill, teaching English speaking skill, principles in teaching speaking, method of teaching speaking, the procedures of teaching speaking and techniques for teaching speaking.

Chapter III discusses research method. It consists of type of the research, object of the research, source of data and data source, method of collecting data, and technique for analyzing data.

Chapter IV consists of research finding and discussion. The research finding elaborated into the implementation of teaching speaking in the first year of STM Muhammadiyah Tirtomoyo, Wonogiri, the problems faced by the teacher in teaching speaking in the first year of STM Muhammadiyah Tirtomoyo Wonogiri, the problems faced by the students in learning speaking in the first year of STM Muhammadiyah Tirtomoyo Wonogiri, and the strategy used by the teacher to overcome the problems faced by the students in learning speaking.

Chapter V is the last chapter. It consists of conclusion and suggestion.