CHAPTER I
INTRODUCTION

A. Background of the Study

In this globalization era, English mastery is very important because it has a lot of important roles in many aspects of our life such as; economy, tourism, education, business etc. The requirement of learning English since it is an International language used for connecting people in many countries all over the world. They communicate and interact each other using language in spoken and oral form in daily life.

As one of the language skills, speaking is always taught in most English course. People who conduct a communication can be said successful if they can convey their speaking like water flows in a river. There are no spaces during the speaking process. In addition the component of speaking such as pronunciation, grammar, vocabulary, fluency and comprehension are clear. This means the speaker can arrange the sentence correctly and relevantly. To reach a successful communication, a speaker needs two aspects that should be fulfilled. The first is correctness and relevancy of messages. It means that a speaker knows the content of what he is saying. The second aspect is self-management. This aspect deals with the arrangement of ideas in appropriate and effective way then present to the listeners.

For Indonesian, to understand English speaking is difficult enough. Its because their mother tongue is not same with England. To make easy in
learning English, this has been taught since the learners study in the kindergarten or playgroup level. All components of English language are taught integrally to achieve in integrated language skills. Teaching English in Indonesia focuses on the ability of communication of the students. The learners should be capable in four language skills; listening, speaking, reading, and writing.

Due to those reasons, our government stated that English is included in one of the national curriculums for Junior High Schools. English has been introduced from the Elementary School then it is continued in Junior High School as the secondary school. In SMP N 1 Boyolali, English has been taught from 1st grade to 3th grade.

*SMP N 1 Boyolali* implemented the 2006 National Curriculum (Competency-based Curriculum) that is developed to help the learners to master some sets of competences. As an international standardized school, *SMP N 1 Boyolali* implemented also a curriculum+ (plus). The “plus’ is especially implemented on Science, Math, English and ICT. The four subjects differentiate this school from other schools in Indonesia, especially in Boyolali. Language development of *SMP N 1 Boyolali* helps the learners to use the first language (Javanese), national language (Bahasa Indonesia), and important foreign language (English). Gradually, English is used in Science, Math, and ICT class. This effort is also done through singing English songs, accessing computer (Internet, Encarta, Britanica Enciclopaedia, etc). Besides
that, to face global era, they are also met to native speaker (once for one semester). They can learn and ask everything to the native speaker.

*SMP N 1 Boyolali* is located in Jalan Merapi No. 22 Boyolali 57311. It is 30 kilometers to Surakarta. “High Technology and Good Behavior” is the vision of *SMP N 1 Boyolali*. And the missions are: (1) to do contextual teaching and learning, (2) to motivate the learners to compete in any competitions, (3) to motivate the learners to have good hobby on reading, (4) to fulfill academic and non-academic infrastructure, (5) to help the learners identify their talents so that they can maximize them, (6) to motivate the learners to do their religion duty, (7) to help the learners to be proud of their school, (8) to motivate the learners to obey the school rules, (9) to make the learners creative in the field of technology, religion, and culture, (10) to make the school as a beautiful, cool, and enjoyable place for the learners to learn.

However *SMP N 1 Boyolali* has good quality, absolutely there are still some difficulties in English speaking teaching-learning process. The difficulty is usually faced by the teachers. They must find out some methods to teach English in order to make students are not bored. And the difficulty is also faced by the students. They do not realize that English is important for them. The students tend to study vocabulary or pronunciation and especially speaking included it as important things.

From the reasons above, the writer is interested in conducting the research entitled **A DESCRIPTIVE STUDY ON ENGLISH SPEAKING**
TEACHING-LEARNING PROCESS AT THE EIGHT YEAR STUDENTS OF SMP N 1 BOYOLALI IN 2010/2011 ACADEMIC YEAR.

B. Problem of the Study

Based on the background of the study, the writer would like to present the problems below:

1. What is the technique that is applied in teaching-learning process of speaking on the eight year students of junior high school especially in SMP N 1 Boyolali?

2. What problems faced by the teacher in English speaking teaching learning process on the eight year students of SMP N 1 Boyolali?

3. What problems faced by the students in learning speaking on the eight year of SMP N 1 Boyolali?

4. What is the problem solving used by the teacher to overcome the problems faced by the students in learning speaking?

C. Objective the Study

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

1. To describe the technique that implied of teaching learning of speaking process on the eight year students of SMP N 1 Boyolali.

2. To classify problems faced by the teachers in English speaking teaching learning process at the eight year students of SMP N 1 Boyolali.

3. To describe the problems faced by the students in learning speaking skill by using the teachers methods.
4. to describe the kind of problem solving used by the teacher to overcome the problem faced by the students in learning speaking skill.

D. Limitation of the Study

In this research, the writer limits her research on English speaking skill teaching learning process applied by the teacher at the eight year students of SMPN 1 Boyolali 2010/1011 academic year, because the writer interested on the methods applied by the teacher in English speaking teaching-learning process.

E. Benefit of the Study

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

1. Practical Benefits

There are some practical benefits:

a. for the writer herself

She can get larger knowledge about descriptive study of English speaking teaching learning process.

b. for the reader

They get larger knowledge and information about a descriptive study of English speaking teaching learning process.

c. for the teacher and learners

The result of this study helps the English teacher and the learners to solve the problem in teaching learning English especially in teaching learning speaking.
2. Theoretical Benefits
   
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 is one of references for other researcher who conduct the same object with different perspectives.

F. Research Paper Organization

Chapter I is introduction that consists of the background of the study, problem statement, limitation of the study, objectives of the study, benefits of the study, and research paper organization.

Chapter II presents of underlying theory that deals with previous study and theoretical review which deals with notion of speaking skill, notion of teaching learning process, teaching English speaking, the learning cycles of teaching speaking, and approach and method in teaching English speaking.

Chapter III discusses research method, it relates to types of research, place and time of research, subject and object of the research, data and data sources, method of collecting data, and technique of analyzing data.

Chapter IV presents research finding and discussion of the implementation of teaching-learning process of speaking at the eight year students of SMP Negeri 1 Boyolali, the problems faced by the teacher and also the students, and the problem solving used by the teacher.

Chapter V is conclusion and suggestion that draws of conclusion, suggestion for the writer, also English teacher, students, and other researcher.