

CHAPTER I

INTRODUCTION

A. Background of the Study

Language cannot be separated from human's life; it almost becomes air to breath. Human beings as a social and individual people need communication to fulfill their needs in their life. For communicating, someone uses and needs language, either in written or spoken form, formal or informal situation. Moreover, communication is needed in human daily activities, because without communication, human will not be able to interact with other people.

Speaking is an important aspect in language learning. By speaking, we can convey information and ideas, and maintain social relationship by communicating with other people. People who conduct 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. The components of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension. 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 relevance of message. 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 presents them to the listeners or the hearers.

As we know that speaking is one of the important and essential skills that people must practice. In education world, there are many kinds of subjects in teaching-learning process, one of the basic language skills is speaking. Speaking English becomes very important in using English for communication. By speaking with other people, the students are able to know what kinds of situation are in the world. People know that language is habit. Language is not only taught and learnt, but it is used as habit. So, the students of English class must be able to speak English well because people identify the English mastery by their speaking English .

In other words, the students are expected to be competent users of English in communicating with other people. For example, in teaching speaking, they are expected to be able to do and realize the speech in developing the competency. The teacher asked the student to speak, such as opening conversation, defending the conversation, closing the conversation, asking for help, etc.

In this research, the writer's reason in choosing SMP N 1 Kartasura is because SMP N 1 Kartasura has been applying *KTSP (Kurikulum Tingkat Satuan Pendidikan)* or School-based Curriculum. The school emphasizes speaking skill as the way of improving the student's language skill. This is aimed at developing orall skill of the students in learning English. In SMP N 1 Kartasura, the students often make errors of English, for example, the

students say “*I from Kartasura*”. The sentence is wrong; it should be “*I’m from Kartasura*”. The students become ashamed, unwilling, and unconfident if they make mistakes like the sentence above.

On the other side, there are some difficulties in English speaking teaching-learning process. The difficulty is usually faced by the teacher. They must find out some methods to teach English in order to make students interested and not bored. The last, the difficulty is also faced by the students. They do not realize that English is important for them. The students tend to study vocabulary, grammar, fluency, and pronunciation to improve their speaking skill. Meanwhile, the writer chooses a report text because it is an important thing for the students and it is one of the genres, which is taught at the ninth year based on the syllabus. Based on the explanation above, the writer is interested in conducting the research entitled **A DESCRIPTIVE STUDY ON TEACHING SPEAKING OF REPORT TEXT BASED ON SCHOOL LEVEL-BASED CURRICULUM AT THE NINTH YEAR OF SMP N 1 KARTASURA IN 2010/2011 ACADEMIC YEAR.**

B. Problem of the Study

Based on the background of the study, the writer states the research problems as follows:

1. How is the implementation of teaching speaking of report text based on School-based Curriculum at the ninth year of SMP N 1 Kartasura?

This general question is specified into some subsidiary questions:

- a. What are the learning objectives?
 - b. What are the materials given to the students?
 - c. How are the procedures in teaching-learning process?
 - d. How are the classroom activities?
 - e. What are the teaching techniques which are implemented by the teacher on teaching speaking of report text?
2. What problems are faced by the teacher on teaching speaking of report text based on school level-based curriculum at the ninth year of SMP N 1 Kartasura?

C. Limitation of the Study

In this research, the writer limits the research only on the teaching speaking of report text based on School-based Curriculum at the ninth year of SMP N 1 Kartasura in 2010/2011 academic year. Here, the school emphasizes speaking skill as the way of improving the student's language skill.

D. Objective of the Study

Based on the problem statement mentioned above, the writer has the following objectives:

1. to describe the implementation of teaching speaking of report text based on School-based Curriculum at the ninth year of SMP N 1 Kartasura,
2. to describe the objectives of teaching speaking of report text based on School-based Curriculum at the ninth year of SMP N 1 Kartasura,

3. to describe the materials given by the teacher,
4. to describe the procedures in teaching speaking of report text,
5. to describe the classroom activities in teaching speaking of report text at the ninth year of SMP N 1 Kartasura,
6. to describe teaching techniques for teaching speaking of report text based on School-based Curriculum at the ninth year of SMP N 1 Kartasura, and
7. to describe the problems faced by the teacher on teaching speaking of report text based on School-based Curriculum at the ninth year of SMP N 1 Kartasura.

E. Benefit of the Study

The writer really hopes that this research has some benefits to the writer herself and the reader as general. The benefits of the study are as follows:

1. Practical Benefit

a. For the writer herself

She can get larger knowledge about a descriptive study on teaching speaking report text based on School-based Curriculum at the ninth year of SMP N 1 Kartasura

b. For the teacher and the learner

The result of this study will help the English teacher and the learners solve the problem in teaching and learning English especially in teaching and learning speaking.

- c. For the readers

They will get large knowledge and information about a descriptive study on teaching speaking of report text based on School-based Curriculum.

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 can be reference for other researcher who will conduct the same object with different perspective.

F. Research Paper Organization

In order to make the research easy to follow, the writer organizes the research paper as follows:

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

Chapter II is review of related literature, which elaborates of previous study, notion of speaking, element of speaking, teaching speaking, steps in teaching speaking, techniques for teaching speaking, report text, and school level-based curriculum.

Chapter III is research method, which presents type of the research, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It focuses on the data analysis and discussion of the finding.

Chapter V is conclusion and suggestion.