

# CHAPTER I

## INTRODUCTION

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

Speaking is one of the ways to express ideas, feelings, experiences and knowledge to other people in formal or informal situation. Lacking the ability to communicate orally, people cannot success in school or society, and hence the main purpose of language learning is to develop speaking proficiency. According to Nunan (1991), success of mastering language is measured in terms of the ability to carry out a conversation in the (target) language. It implies that speaking is the indicator of mastering the language.

As teaching speaking is important aspect in language learning process, this is a crucial part of second language learning and teaching. Despite this fact, for many years, teaching speaking in Indonesian context has been undervalued and English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues. However, today's education world requires that the goal of teaching speaking should improve students' communicative skills. Only in this way, the students can express themselves depend on the social context. It is essential that language teachers pay great attention to teaching speaking.

Indeed, teaching speaking is not an easy task to do. There could be several difficulties met by the teacher in conducting teaching speaking. for example, the students one from different social background who have

different motivation in learning English. According to the researcher, there is close correlation between motivation and competence. The students who have high motivation have high competence in English. On the other hand, those who have low motivation tend to have low competence. Besides, the students' anxiety also becomes the hindrance in teaching speaking. Anxiety can be caused by their low language competence which is often called linguistic difficulty. The anxiety occurs when the students are afraid of making mistake or error in speaking. Based on the observation in SMP N 2 *Kartasura*, the students' anxiety could be seen when the students were doing speaking activities. They spoke with lower voice and looked like very nervous. In addition, they lacked confidence to speak naturally.

Another common problem or difficulty in teaching speaking is class management. Ideally, the speaking class just consists of 10-20 students. However, most of schools in Indonesia the speaking class consist of 35-40 students. This condition automatically hinders the process of teaching and learning speaking. It is impossible for the teacher to cover all the students in one time. In this situation, the students can not speak up optimally. They have limited time to practice speaking. 5 Students have 15 minutes to speak. It can be inferred that every students has 3 minutes to speak. This is not optimal to build the students speaking ability.

Other problem includes students' behavior. For example, they do not pay attention to the teaching learning process even they make some noises in the class, sometimes they want to be the center of speaking or topic.

Other problem is that students have no interest in teaching learning process. The researcher realizes that those problems can give impact in accomplishing the goal of the teaching speaking.

Teachers have to use strategies to cope with those problems. To motivate the students to speak, teachers have to apply difference teaching method and use interesting teaching material. The strategies used by the teacher not only should be interesting but also make the students to speak confidently and naturally. Teachers also could use several strategies such as using varieties of activities, using media in the class, etc.

The present study is interested describe the difficulties in teaching speaking and the strategies used by teacher in teaching speaking at junior high school. The title of this study is **“COPING WITH DIFFICULTIES IN TEACHING SPEAKING TO STUDENTS OF SMP N 2 KARTASURA”**

## **B. Problem Statement**

The problems of this research are:

1. How is the teaching speaking learning process conducted in *SMP N 2 Kartsura*?
2. What are difficulties in teaching speaking faced by the teacher?
3. How does the teacher cope with the difficulties?

**C. Limitation of the Study**

## 1. Subject

The subject of this research is the English teacher of SMP N 2 KARTASURA who teaches the first year from VII A – VII B.

## 2. Object

The object of this study is the difficulties in teaching speaking.

**D. The Objectives of the Study**

Dealing with the problem statement, the objectives of the study are to describe:

1. The teaching learning process in speaking class to students of SMP N 2 Kartasura.
2. The difficulties faced by the teacher in teaching speaking.
3. The strategies used by the teacher to cope with difficulties in teaching speaking.

**E. The Importance of the Study**

## 1. Theoretical Benefit

## a. Language Teacher

The result of this research is very useful for language teacher because it provides some information about the strategies can be used to cope with difficulties to teaching speaking. The writer hopes that after reading this paper, they can develop their own

teaching strategies especially in coping with obstacles to teaching speaking.

b. Language Learner

The result of this research can be very useful for both of teacher and student or learner. After reading this research, the learner will get the knowledge the ways or strategies can be used to cope with obstacles to speaking.

c. Other Reasearcher

This research can be useful to other researcher who wants to conduct a research that is related to the same theme; teaching methods in english teaching in other place.

2. Practical Benefit

a. Language Teacher

Learning English has generally function as developing the English communication process. The result of describing teaching strategies used by the teacher to cope with obstacles to teaching speaking can be reference for English teacher in order to cope with difficulties to teaching speaking in secondary school.

b. Other Researcher

The researcher will get clear description of the implementation of teaching Speaking strategies used by the teacher and apply these strategies in daily teaching. Then for everyone who

reads this paper, it can help him on understanding how to learn the English language to be easier.

## **F. Research Paper Organization**

The organization of this research is arranged as follow:

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

Chapter II is underlying theory, which consists of previous study and theoretical review.

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

Chapter IV is research finding and discussion that consist of the speaking teaching – learning process, difficulties faced by teacher in teaching speaking and the strategies used by teacher to cope with difficulties.

Chapter V is conclusion and suggestion.