CHAPTER I
INTRODUCTION

A. Background of the Study

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 subject 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 the 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 learn, 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.

By speaking, we can convey information and ideas, and maintain social relationship with other people. The components of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension.

The teaching of English in senior high school is intended to develop the student’s communicative competence which emphasized four skills covering listening, writing, reading, and 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 well because people
identify the English mastery with their English speaking and in order that they can communicate with others.

Language is not only taught and learned, but it is used as a habit. Therefore learning speaking is difficult because it must be practice as a habit to master it. Speaking skill is emphasized to make student speak the components of speaking, such as grammar, vocabulary, pronunciation, fluency, and comprehension. Those components should be produce well when speaking English to avoid different meaning from the speaker to the listener. The way of teaching speaking is intended to give basic competence about the language itself and to give opportunity for the students to express their idea in speaking class. But teaching speaking is not an easy job for several reasons. First, it relates to the condition of students who lack of the vocabulary mastery. Second, they like to use their native language more than English language in the teaching learning process. Third, they rarely practice to use English to communicate. Fourth, most of the students are not confident to speak English in speaking class, especially in front of the class. The other problem related to the student is they are not interested in the method given to them. To make students able to speak, teacher must be creative enough to manage the class so that the students are actively involved in the interaction.

There are many problem appear in the teaching learning process, as found by the researcher when doing an observation at SMA N 1 Gondang Sragen. The first, students are shy and not confident in speaking
English especially in front of class. The second, the students are bored and unmotivated to learn since they have limited opportunity to express their idea. The third, they rarely practice to use English to communicate. And the last, the students are not interested in English learning process. They become passive in English learning and they are not able to speak. Therefore, the English teaching learning process is not effective.

Based on the problem faced in SMA N 1 Gondang Sragen above, there are some difficulties in English speaking teaching. Learning process difficulty is usually faced by the teacher. The teacher must find out some methods to teach English in order to make students interested and not bored. The last, 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 genre-based approach for observation. Based on the explanation above, the writer is interested in conducting the research entitled “A DESCRIPTIVE STUDY ON TEACHING SPEAKING SKILL ADOPTING GENRE-BASED APPROACH AT THE SECOND YEAR OF SMA N 1 GONDANG, SRAGEN IN 2011/2012 ACADEMIC YEAR”.

B. Problem Statement

Based on the background of the study, the writer states the research problems as follows:
1. How is the procedure of teaching speaking skill adopting Genre-based Approach to the second year of SMA N 1 Gondang Sragen in 2011/2012 academic year?

2. What are the implementation of genre-based approach in teaching speaking skill at the second year of SMA N 1 Gondang Sragen approach in 2011/2012 academic year?

3. What are the problems faced by the teacher in teaching speaking skill at the second year of SMA N 1 Gondang Sragen adopting Genre-based approach in 2011/2012 academic year?

C. **Objective of the Study**

   Based on the problem statement above, there are three objectives of the study they are as follow:

1. To describe the procedure of teaching speaking skill adopting Genre-based Approach to the second year of SMA N 1 Gondang Sragen in 2011/2012 academic year.

2. To describe the implementation of genre based approach in teaching speaking skill at the second year of SMA N 1 Gondang Sragen in 2011/2012 academic year.

3. To identify the problems faced by the teacher in teaching speaking skill at the second year of SMA N 1 Gondang Sragen adopting Genre-based approach in 2011/2012 academic year.
D. Benefit of the Study

The writer really hopes that this research has some benefits for the writer herself. The benefits of the study are as follows:

1. Practical Benefit.
   a. For the English Teacher
      The result of this study will help the English teacher solve the problem on student’s speaking skill at the second year of SMA N 1 Gondang Sragen adopting genre-based approach in 2011/2012 academic year.
   b. For the Future Researchers
      They will get more knowledge and information about a descriptive study on student’s speaking skill at the second year of SMA N 1 Gondang Sragen adopting genre-based approach in 2011/2012 academic year.

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.
E. Research Paper Organization

In conducting her research paper, the writer conducts her study into five chapters, as follows:

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

Chapter II is review of related literature. It discusses previous study, notion of speaking, element of speaking, speaking skill, teaching speaking skill, step in teaching speaking, technique for teaching speaking, notion of genre, and principle genre-based approach.

Chapter III is research method. It deals with the type of the research, object of the research, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is research finding and discussion of research finding.

Chapter V is conclusion and suggestion.