

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking in foreign language, however is a challenging task for language learners since speaking, according to Murcia (2002:103) in Fauziati (2010:17) is “an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. She further mentions a number of features that interact to make speaking a challenging task for foreign language learners. Firstly, fluent speech contains reduced forms, such as contractions, vowel reduction, and elision, so that learners who do not get sufficient practice with reduced speech will retain their rather formal-sounding full forms. Secondly, slang and idioms are often used in speech; without facility in using these ubiquitous features of spoken language, learners are apt to sound bookish. Thirdly, learners also must acquire the stress, rhythm, and intonation of English which are a complicated task for many. Finally, the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker.

For these, language teachers should find out an appropriate technique of teaching to stimulate the students to be active. Based on the preliminary observation in the one class of the second year students of SMP N 1 TRANGKIL, the writer found that the teacher tried hard to use techniques to

teach speaking skill in which almost the students were interested to speak. However the writer still found some students who were passive in their class and they rarely practiced speaking. There are some students who were bored or they are not active to speak and they were are also afraid to speak English in front of the class because worry if other friends laughed at her. From those reason, the teacher needs some techniques for teaching speaking which can make the students more interested and motivated to learn English as well as they are not afraid to speak in front of the class.

Based on those problems, the researcher is interested to conduct problems further research entitled : **A STUDY ON THE TECHNIQUES FOR TEACHING SPEAKING TO THE SECOND YEAR STUDENTS *OF SMP N 1 TRANGKIL***.

B. Problem Statement

Based on the background of this research, the problems proposed by this research are:

1. What techniques are implemented by the teacher to teach speaking to the second year students of SMP N 1 Trangkil in 2012/2013 Academic Year?
2. What are problems faced by the students of SMP N 1 Trangkil in 2012/2013 in speaking class?
3. What does the English teacher do to overcome the problems?

C. Objective of the Study

Based on the problem statements, the objectives of this research are as follows:

1. To identify the techniques of teaching speaking to the second year students of SMP N 1 Trangkil.
2. To describe the problems faced by the students of SMP N 1 Trangkil in learning speaking.
3. To describe teacher does to overcome the problems of SMP N 1 Trangkil.

D. Scope of the Study

In doing this study, the writer limits the study on the techniques for teaching English speaking to the second year students of SMP N 1 Trangkil. Speaking meant in this research is the activity in learning speaking to communication using some techniques. Problems meant in this research is the problems faced by the students in learning speaking.

E. Significance of the Study

In this study, the writer expects that the research has some benefits:

1. The writer hopes that result of this study will help the students to improve then speaking skills.
2. The writer hopes that the result of this study can be used by the teacher as source to describe the general problems faced in speaking class by the students.
3. The finding of the research will be useful for readers who intend to analyze the techniques in teaching English speaking.

F. Research Paper Organization.

This research paper is divided into five chapters. They are:

Chapter I is introduction, It consists of background of the study, problem statements, objective of the study, scope of the study, significance of the study, and research paper organization.

Chapter II is review of related literature, including previous study, techniques, teaching speaking, techniques for teaching English speaking.

Chapter III is research method, concerning with type of the study, object and subject of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. The research finding several techniques for teaching English speaking to second year students of *SMP N 1 Trangkil*.

Chapter V presents conclusion and suggestion based on the analysis and discussion of the research finding.