

CHAPTER I

INTRODUCTION

A. Background of the Study

In the classroom students do their educational activity which is learning, but they also do another activity like playing and socializing with their friends. Classroom is a small miniature of wide society filled with many elements. Classroom is a real social context where its elements (teacher and learner) enter into equally real social relationship each other, but, in the sense of education, it's an artificial environment for teaching, learning, and using a foreign language.

The process of teaching and learning is the most common element in the language class. Language teaching, in a simple word, can be defined as the activities which are intended to bring about language learning. It is assumed that language teaching is proposed to help people to learn and use the language.

The process of teaching and learning almost occurs in the classroom. Classroom is not a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact one another. These elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom.

Language learning occurs through meaningful interaction. Interaction, then, will certainly involve students. In other words, it can be said that language learning is a two-way interaction between all the elements in class. Those elements handle the same significant role in deciding whether the learning will achieve its aim or not. Each element cannot dominate the others. The teacher, then, handles a significant role in creating an atmosphere that stimulates students to participate in the classroom. The teacher also has to plan certain activities and interactions in order to achieve or produce a particular behavioral outcome.

One important element, besides the teacher, is the students that also play many significant roles. In the language classroom, the students can be positioned as object; but sometime they have to put themselves as subject. It means that they are not only as receiver but also as an independent one who can speak up, give ideas, and contribute to language in the classroom.

English consists of four language skills, namely listening, speaking, reading, and writing. Teachers should develop these four language skills in order that their students could use the skills to communicate or express their thoughts, feeling, and opinions in English.

Speaking is one of the skills in learning English. Speaking is the representation of language orally. Speaking skill is for communicating with other people throughout the world by taking a speaking course. Communication is important in teaching speaking. It should improve student

communication skill, because only in that way, student can express themselves and learn how to follow the social culture in speaking class.

The teacher usually has some methods in teaching-learning process. Teaching methods are needed in teaching-learning process, especially in teaching speaking. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. When the students are having an idea to speak, they confuse to begin their speaking. They need some guide to speak and to get more idea.

In learning English there are four basic skills that must be mastered by the learners. Four skills are equally important, one of them is speaking. Every learner should be able to speak correctly. Speaking correctly is one of the main capitals in learning and teaching language. As a prospective educator, Muhammadiyah University of Surakarta students should have mastered the skill to speak correctly as it will be used to teach. If speaking is not completely mastered by them so it can be a bad mark to them as teacher and it can disturb the teaching learning process that will be done by them soon.

There are many students of different semester in the class of speaking II at Muhammadiyah University of Surakarta. It can be original from 2nd semester but it also can be from the higher semester like 4th semester, 6th semester and 8th semester. The original students from 2nd semester is the students that actually exact to get that material in that grade, so teaching-learning methods that used in the university grade still fresh and

not really boring. It will be vice versa with the higher semester. For the 4th, 6th, and 8th semester, speaking 2 is the material that they have got in the past. So that in giving material to them need some new method that can motivate them to learn speaking 2 again with enjoy like what the second semester students feels. If the method and the atmosphere in the speaking 2 teaching-learning class is good, so the students can easily master the material and teaching-learning process can be more efficient. It can increase the students' ability in speaking.

Many students faced problems in speaking, not only for the novice learners but also the adult learners. The adult learners can be students of university. In English Department of Muhammadiyah University of Surakarta, speaking skill must be mastered at all. It is important to explore the material until it is really understood. Although at the beginning of learning speaking the students have not mastered, students can repeat it at the other time.

Based on the background above the writer decides to carry out a research entitled *A Descriptive Study on Teaching-learning Process of Speaking at the Second Semester of English Department of Muhammadiyah University of Surakarta in 2011/2012 Academic Year*.

B. Previous Study

The research has a close relationship with the study entitled *Descriptive Study on Teacher-learner Interaction in Speaking Class at the*

First Year of SMPN 2 Bendosari Sukoharjo in 2010/2011 Academic Year.

The research is conducted by Wahyuningsih, a student of Muhammadiyah University of Surakarta 2011. In her research, she focuses on describing the teacher-learner interaction in speaking class, the strategies of the teacher to elicit interaction, and the problems faced by the teacher and learner on interaction in speaking class. The result of the research shows that teacher-learner interaction in speaking class of SMPN 2 Bendosari Sukoharjo is good but the interaction is dominated by the teacher. The language functions used in the interaction are praising or encourage, asking question, giving direction, lecturing, students' response, and silence or confusion. The method of speaking classroom interaction is Flanders' Interaction Analysis System (FIAS). There are two types of interaction occurred in speaking class namely: learner-instructor interaction and learner-learner interaction. The characteristics of teacher talk are teacher's language modification, teacher's question, and teacher's feedback. The characteristics of student talk are students' pause and students' fluency disorder.

The second research is entitled *A Descriptive Study on English Speaking Teaching-learning Process at the Eight Year Students of SMPN 1 Boyolali in 2010/2011 Academic Year.* The research is conducted by Widayat, a student of Muhammadiyah University of Surakarta 2011. In her research, she focuses on describing the technique applied of teaching-learning of speaking process, to identify the problem faced by the teacher and the students, and to know the problem solving used by the teacher. The result

of this research is that the English teacher of the eight year students in SMPN 1 Boyolali applies four methods in teaching speaking such as GTM, DM, CLL, and CLT by combining them with various techniques such as role play, games, conversation practice, and repetition and translation. The problems faced by the teacher are classroom management, limited time, and different competences of the student. The problems faced by the students are limited vocabulary, pronunciation, grammar, and nervousness. Then, the problem solving applied by the teacher are giving advices and motivation about the importance of their activity in speaking class, giving more exercise about grammar to the students, and accepting the consultation from the students about the difficult material out of class.

The writer analyzes *A Descriptive Study on Teaching Learning Process of Speaking at the Second Semester of English Department of Muhammadiyah University of Surakarta in 2011/2012 Academic Year*. The difference between this research and the previous research is in subject of the study. On the previous studies which have been found the subject of the study is the speaking class at the junior high school student, while in this research will be the speaking class of university student of Muhammadiyah University of Surakarta in 2011/2012 academic year. The similarity between this research and the previous research is in the object of the study. The research studies about teaching learning process on speaking.

C. Limitation of the Study

In this research, the writer limits the methods in teaching-learning process of Speaking II of English Department students of Muhammadiyah University of Surakarta in 2011/2012 academic year.

D. Research Problem

The problem of this research is “How is the teaching learning process in Speaking II of UMS in 2011/2012 academic year?”

Based on the problem statement above, the writer raises some subsidiary research question as follows:

1. What are methods of teaching learning process in speaking at English Department of Muhammadiyah University of Surakarta?
2. What are the strengths and the weaknesses of the method used in teaching-learning process of Speaking II at English Department of Muhammadiyah University of Surakarta?

E. Objective of the Study

Based on the research problem, the objectives of the study in this research are:

1. To describe the methods used in teaching learning process in Speaking 2 at English Department of Muhammadiyah University of Surakarta.

2. To classify kinds of the strengths and the weaknesses of the method used in the teaching-learning process of Speaking II at English Department of Muhammadiyah University of Surakarta.

F. Benefit of the Study

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

1. Practical Benefit

There are some practical benefits:

- a. For the writer herself

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

- b. For the readers

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

- c. For the teacher and the learners

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

2. Theoretical Benefit

- a. The result of the research can be useful for the English teacher in giving additional input in speaking class.

- b. The writer hopes that this research will be one of references for other researcher who will conduct the same object with the different perspective.

G. Research Paper Organization

To enable the writer in arranging her research and to make it easy to understand, the writer drives this research into five chapters, they are as follows:

Chapter I is introduction. This chapter deals with the background of the study, previous study, limitation of the study, research problem, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. This chapter presents the definition of speaking, the components of speaking skill, and teaching speaking.

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

Chapter IV is research finding and discussion. This chapter discusses the description of the class, the description of teaching-learning process, the result of teaching implementation, the strength and the weakness of teaching-learning process.

Chapter V is conclusion and suggestion.