

# **CHAPTER I**

## **INTRODUCTION**

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

Language means as communication in people's daily activities. People cannot do their activities without language, because it is useful to speak, to write and to inform. Information can be delivered clearly to others because of language. So people learn the language as the main purpose of communication. According to Edge (1999: 17) that communication is the goal of language. It is the main object of the language. The function of the language is also transferring information to get understanding each other.

There are so many languages in the world. Each country has got different national language that is used in its own country. The national language on different country has different dialect depends on culture of each country. The function of this national language is the same as to other languages. They are used for communicating knowledge and information. As an international communication, English becomes useful because most of people use it to communicate in relationship to other countries.

According to Fauziati (2009: 3) foreign language is learned to comprehend the reading text but on the other hand it is also studied by human who need it in communicating orally. In Indonesia, English is not always used by Indonesian in daily communication. English is only used in

educational language in many level of institution. So English is also called as a foreign language in educational institution.

In education, language as English is played an important role of intellectual, emotional and social development in human life. Language is also supporting the successful of learning all parts of knowledge. As a result, English is very important to learn and to study for all people in the world. In line with Asmani (2011: 20) that today Indonesia is in the year of 21st century, and the characteristic of 21st century inhabitants are their life full of knowledge and technology advance. Because of improving knowledge and technology, the people is demanded to compete in the international area.

In the year 2006 based on Sisdiknas Law No. 20 year 2003 in Wahyuni and Ibrahim (2012: 26) writes that the government of Indonesia has put English into compulsory subject of School Based Curriculum (SBC) or Kurikulum Tingkat Satuan Pendidikan (KTSP). This curriculum has also been supported by Permendiknas No. 22 year 2006. Wahyuni and Ibrahim (2012: 29) also explain about KTSP which is arranged by the government that some operational references are concerned. One of KTSP operational reference in increasing students' competence is producing student's autonomy be able to compete with other country.

KTSP program in Indonesia especially on English learning begins at pre-school students up to college students. This program has different target on each level of education. In Junior High School level, English learning has

target to the level of functional through all students. The functional target in this curriculum is communicating both oral and written to finish daily problems. This target is written on Permendiknas enclosure number 22 year 2006 (2006: 277). As the target written above, the school's program is still facing some obstacles to reach it because of students' intake for each school.

Teaching and learning English is a process of achieving the target of education curriculum. In achieving the target of English learning with functional language target at junior high school, it is not easy project for English teachers. Fauziati (2009: 131) states that understanding of English is not only understanding about knowledge of language but also the ability how to use it in communication. The mastery of English will face some supporting and some obstacle factors in achieving the target of language learning. As a result, language learning needs some supporting factors in its process.

Understanding the language is not only knowledge of how to read, how to speak and how to write but how to use it for communicating. The very familiar model in learning is Contextual Teaching and Learning (CTL) and the familiar approach in language learning to communicate is Communicative Language Teaching (CLT). On this method, teachers' hope that students can participate more in the learning process depends on the daily life context. Actually, there aren't any the best method or approach in

learning but teachers must master them all to make variation of learning. There are four skills of English but according to the most of English teacher's in Indonesia, speaking is the most difficult skill for students. Discussing about speaking skill for students of junior high school, according to the President of English Teacher's Group (MGMP) Tasikmalaya regency (2012), the difficulties of English speaking skill in Indonesia are from four aspects. They are Inhibition, nothing to say, low or uneven participation, and the use of mother tongue.

There is a different condition which is implemented at the state school of Semarang Regency. This school has some students who are good in English speaking. That students' competence of English can be seen from some English speaking competitions that this school joined. Most of the champions get the first up to the third champion in Speaking English Competition from regency level up to national level. The speaking English Competition that has always been done like English Debate, English Regional Olympiad, English Story Telling, ESA WEEK from UNNES and FLS2N from Semarang. There are so many championships that the students of *01 State Junior High School of Ungaran* joined.

Both conditions as explain above, there are two different conditions between English speaking obstacles in Indonesia and the students' English speaking ability achievement at *01 State Junior High School of Ungaran*. So,

there are significant differences that can be discussed related to the learning management of students' speaking ability here.

## **B. Problem Statement**

The formulations of this study are:

1. How is the learning management of the English teaching at *01 State Junior High School of Ungaran?*
2. How is the learning management of Students' English Speaking Ability at *01 State Junior High School of Ungaran?*
3. How is the Evaluation of Students' English Speaking Ability at *01 State Junior High School of Ungaran?*

## **C. Objective of the Study**

There are three objectives of this study. Those objectives are as follows:

1. To describe as a whole the learning management of English teaching at *01 State Junior High School of Ungaran*
2. To describe in detail about the learning management of the Students' English Speaking Ability at *01 State Junior High School of Ungaran.*
3. To describe comprehensively the Evaluation of Students' English Speaking Ability at *01 State Junior High School of Ungaran.*

## **D. Benefits of the Study**

### 1. Theoretical

- a. To give effective contribution theoretically for academic purpose in management aspect of English teaching, students' English speaking ability and also evaluation of students' English speaking ability.
- b. To give the concept contribution or model which can be as the reference in management of English teaching, students' English speaking ability and also evaluation of students' English speaking ability.

### 2. Practical

#### a. Principal

To give new inputs for the Principal of this school in cultivating all human sources about learning management of English teaching, students' English speaking ability and also evaluation of students' English speaking ability.

#### b. Teachers

To provide inspiration and idea on improving the process of learning management of English teaching, students' English speaking ability and also evaluation of students' English speaking ability at *01 State Junior High School of Ungaran*.

c. Students

To offer new science and knowledge for all students on students' autonomy to study English speaking at *01 State Junior High School of Ungaran*. Beside that it can add students' motivation up in using English as means of communication in their daily activity orally. So, students can decrease their shyness in English speaking with their environment.

d. Future Researchers

To provide actual and factual knowledge in learning management of English teaching, students' English speaking ability and also evaluation of students' English speaking ability. To give the steps of get better our competence to be a professional teacher.