

# CHAPTER I

## INTRODUCTION

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

Speaking is one of the fundamental skills essential to master in learning a foreign language. Not only does it bear a highly communicative value, but also it is generally regarded as the parameter of one's proficiency in a foreign language. Owing to such as a prestigious status, student's being able to produce the language becomes the ultimate goal of teaching of the spoken language.

Mastering the art of speaking is the most important aspect of learning a second or foreign language. The success is measured in term of the ability to carry out a conversation in the language. Bailey and Savage (1994: vii) state that:

“Speaking in a second language has often been viewed as the most demanding of the four skills”.

Learning English subject involves 4 (four) skills, they are reading, listening, speaking and writing. Learning English means learning language aspects and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language aspects. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students.

Brown and Yule (1983: 1-3) make a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain

social relations, and interactional function, which focus on the exchange of information.

One of the four language skills that must be learned by the students is speaking. Speaking helps the students to communicate in the target language. In doing workshops and designing materials teachers, use an expanded three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998): *talk as interaction; talk as transaction; talk as performance*.

Making students speak in the class is not easy because most students assume English is very difficult. The difficulties of students to speak are caused by some reasons such as students' reluctance, lack of motivation, uninteresting teaching technique, etc. In addition, the use of English for speaking is not simple, because speaker should also master several elements which are important such as: pronunciation, grammar, vocabulary, fluency, and comprehension.

The function of the teacher is not to tell the students what they should learn, but to help them select what they want to learn. The teacher becomes a facilitator of learning personal and social change by assisting the developing person at those points where help is requested.

Making students understand the message clearly and accurately is the central focus, rather than the participants and how they socially interact with each other.

“. . . talk is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in a science lesson) to explore concepts associated with floating and sinking. In

this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding (Jones, 1996:14).”

Teacher should have at their fingertips a set of exercises, task or activities that they can use with their classes whenever they need English. It is really exciting and positive experience to try various classroom activities because successful lessons depend on the use of variety of teaching methods.

Based on the situation above, the writer is inspired to conduct a study entitled **A Descriptive Study on Teaching Speaking Method to the Seventh Year Student of SMP Negeri 3 Baturetno.**

## **B. Problem of the Study**

Based on the research background, the writer states the research problems as follows:

1. What methods are used by teacher in teaching speaking?
2. What are the strengths and weaknesses of the methods used by teachers in teaching speaking?
3. What are the problems faced by teacher and students in speaking class?

## **C. Limitation of the Study**

In this research, the writer limits the problem only on the methods used by teacher on teaching speaking method to the seventh year student of SMP Negeri 3 Baturetno. Because to know the implementation of teaching speaking method to the seven year student of SMP Negeri 3 Baturetno.

#### **D. Objective of the Study**

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

1. to describe the methods used by the English teacher of SMP Negeri 3 Baturetno in teaching speaking.
2. to describe the strengths and weaknesses of the method used by English teacher of SMP Negeri 3 Baturetno in teaching speaking.
3. to describe the problems faced by the English teacher and students of SMP Negeri 3 Baturetno in speaking class.

#### **E. Significance of the Study**

The writer hopes that the result of this being research beneficial theoretically and practically:

1. Theoretically:
  - a. The result of the research can be used as the reference for those who want to conduct a research in English teaching- learning process.
  - b. The result of research can be useful for English teachers in their teaching - learning process, especially in teaching speaking.
2. Practically:
  - a. For teacher or lecturer.

This research might be useful for teacher or lecturer in giving additional input and can be used as the reference for those who want to conduct a research in English teaching-learning process.

- b. For other researchers.

This research is significant for stimulating the other researcher in conducting such kind of research in the future and just as reference.

- c. For the students.

This research will be helpful for the students to understand about speaking skill and it can motivate the students to speak English in their daily life.

## **F. Research Paper Organization**

To give clear understanding of the contents of this study, the writer presents the organization of the study. The organization of this study consists of five chapters. They are as follows:

Chapter I deals with introduction, covering the background of the study, problem of the study, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous study, definition of speaking skill, component of speaking skill, teaching speaking skill, and method of teaching speaking skill.

Chapter III is research method presenting type of the research, 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. It presents the data analysis and discussion.

Chapter V is conclusion and suggestion. After chapter V, the writer presents bibliography and appendix