

CHAPTER 1

INTRODUCTION

A. Background of the Study

The teaching of English includes four skills: listening, speaking, reading, and writing skill. The learners should be capable of mastering those four language skills. Based on the four language skills, speaking constitutes a difficult skill to be mastered by the learner because it's the primary skill taught to the students.

To equip the students with good speaking skill, the teacher should provide good material, methods and learning assessments. Teacher should not only make students active, but also make students understand about what the teacher explains. The teacher should make students interested in English, instead of making them afraid. The teacher must give motivation to the students. When the students enjoy English, it can be a good way for the students to learn English. So, there is no statement from the students that English is a difficult subject, but English is easy to learn.

Speaking is an important skill, because by this skill people can carry out conversation with others, give the ideas and exchange the information with others. In the speaking, the learners should practice more every day and they should be self-confident. They prefer to keep silent to speak English because they worry if other students laugh at them. That is one of the problems in English teaching-learning process. Hence, the writer wants to know the English teaching-learning at

the first year of SMP N 02 Colomadu and the difficulties faced by them when they speak.

In the teaching-learning process of speaking, the teacher needs to apply the method or techniques that can make the students consider that English is not a difficult subject especially in Junior High School. The teacher should explore student's ability and motivation. Actually there are methods in teaching English as a foreign language to increase student's ability and motivation. These methods are used to increase the student's attention to the lesson. However, not all methods are helpful for the students. The method used in teaching should be adjusted with their characteristic.

Every school has different style in teaching speaking. For example, the teacher uses Communicative Language Teaching (CLT) to teach speaking. In the classroom, the teacher asked the student to tell about their experience in front of the class one by one. Then the other students give questions. This method can improve the learner's communicative competence. The students are more creative in speaking English.

From the reasons above, the writer is interested in conducting the research entitled ***A Descriptive Study on English Speaking Teaching-learning Process at the First Year of SMP Negeri 02 Colomadu Karanganyar in 2013/2014 Academic Year***. The researcher hopes that this writing will be useful for the readers.

B. Problem Statement

Based on the background, the research problems are as follows:

1. How is the implementation of teaching-learning studied process of speaking in the first year of SMP Negeri 02 Colomadu in 2013/2014 academic year?
2. What are the problems faced by the teacher in speaking teaching-learning at the first year of SMP Negeri 02 Colomadu in 2013/2014 academic year?
3. What are the problems faced by the first year students of SMP Negeri 02 Colomadu in 2013/2014 academic year?
4. How does the teacher overcome the problems faced by the students in learning speaking?

C. Limitation of the Study

In this research, the writer limited the research on teaching-learning process of the first year students of SMP Negeri 02 Colomadu in 2013/2014 academic year that is focused on speaking skill.

D. Objective of the Study

The objectives of the study are to describe:

1. The implementation of teaching-learning process of speaking in the first year of SMP Negeri 02 Colomadu in 2013/2014 academic year.
2. The problems faced by the teacher in teaching-learning process of speaking in the first year of SMP Negeri 02 Colomadu in 2013/2014 academic year.

3. The problems faced by the students in learning speaking by using their teacher's method at the first year students of SMP Negeri 02 Colomadu in 2013/2014 academic year.
4. The ways the teacher the problems faced by the teacher in teaching speaking and the problems faced by the students in learning speaking.

E. Significance of the Study

There are two kinds of advantages, namely theoretical and practical significance.

1. Theoretical Significance

- a. The researcher hopes that, this result of the research paper can be used as the reference in the English speaking teaching-learning to the first year students.
- b. The finding this result of the research will be useful to the readers who are interested in analyzing teaching speaking to the first year students.

2. Practical Significance

a. For the Writer

The result of the research can be used as one of the ways to develop the writer's knowledge and experience.

b. For the reader

The reader will get more information and knowledge of the English speaking teaching-learning at the first year students of SMP Negeri 02 Colomadu.

c. For the English Teacher

The result of the research can be useful for English teacher in giving additional in English speaking for the first year students of Junior high school.

F. Research Paper Organization

The research paper is divided into five chapters. Chapter I is introduction, which consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II present of underlying theory that deals with previous study and theoretical review which deals with notion of speaking, teaching speaking, and activities in speaking, genre-based approach in teaching speaking.

Chapter III is research method, which presents of type of the research, subject and object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents research finding and discussion of the implementation of teaching-learning process of speaking at the first year of SMP Negeri 02 Colomadu, the problems faced by the teacher and also the students, and the problem solving used by the teacher.

Chapter V presents conclusion and suggestion followed by bibliography and appendix at the end of research paper.