

CHAPTER I

INTRODUCTION

A. Background of the Study

In daily communication, English becomes the most essential language in the world. Especially in the education, teaching English is the most valuable lesson in most countries. English is an extremely important way of interaction in our modern society. It is used for communication to complete the human's needs in their life. Lastly, science and technology are presented in English as the main language for the application around the world.

Based on the reasons above, people should be able to communicate in English. Especially for the education in Indonesia, the government decides that English lesson should be learned from lower up to higher education grade. It means that English lesson is studied by students from Elementary to Senior High School.

The educational purposes of teaching a modern foreign language (English) is to develop the ability to use the language effectively for purposes of language and attitudes required for further study, work, and leisure (Kiet, 2000:56). Moreover students as human resources should be prepared well to face the global competition, so that they have to master English language.

In language there are four skills that should be mastered namely speaking, reading, listening, and writing. One of the language skills is speaking. Speaking is always taught by the teacher to the students in most

English course. The students have good English communication, if they can conduct and present the speaking skill fluently. In conducting a good speaking skill, the students must understand the way in pronouncing words, grammar and vocabulary, and also the communication skill in social life.

For the English learners in Indonesia, speaking English is quite difficult to understand, because English is not mother tongue of Indonesian people. In order to make them understand English, the learners should understand the four language skills; listening, speaking, reading, and writing (Depdiknas, 2003: 6). To achieve integrated language skills, all components of English language are taught deeply. It means that English as the foreign language is important to be taught and it is the main subject for the academic study in Indonesian school.

According to Rachmadiasari (2010) in www.mebermutu.org, the teachers in Vocational School often face some difficulties in English speaking teaching-learning process. Fear, shame, and incompetence, are the factors of vocational students that make teaching English difficult for teachers. To solve the problems, the teacher must find the appropriate method to attract the students to enjoy English. Communication between teacher and students is the most important thing that should be built, so speaking activity becomes an important part in teaching English, especially for vocational students.

Based on the phenomena, the important point in conducting this research is to give the clear and detail information about teaching speaking in

vocational school, especially the explanation of how the process is and what the strengths and weaknesses of the techniques applied in teaching speaking are.

This research is conducted in order to give the additional information and description of the teaching speaking in vocational school, especially for the English teacher to do the better teaching activity based on the phenomena of teaching speaking in vocational school.

Based on the reasons above, the writer is interested in conducting the research entitled “*A Descriptive Study on Teaching Speaking to the Tenth Grade Student of Automotive Class at SMK Muhammadiyah 1 Blora in 2013/2014 Academic Year*”. The researcher hopes that this writing is useful for the readers.

B. Problem of the Study

Based on the background of the study, the writer would like to present the problems of the study as follows:

1. How is the process of teaching speaking to the tenth grade students of automotive class in SMK Muhammadiyah 1 Blora?

The problem is answered specifically based on following questions.

- a. What is the goal of teaching speaking?
- b. What is the material for teaching speaking?
- c. What is the media for teaching speaking?
- d. What are the techniques for teaching speaking?
- e. How is the evaluation of teaching speaking?

2. What are the strengths and weaknesses of the techniques applied in teaching speaking to the tenth grade students of automotive class in SMK Muhammadiyah 1 Blora?

C. Limitation of the Study

In this research, the writer focuses only on teaching English speaking applied by the teacher to the tenth grade students of automotive class in SMK Muhammadiyah 1 Blora in 2013/2014 academic year.

D. Objective of the Study

In carrying this research, the objectives of the study are to describe:

1. the process of teaching speaking to the tenth grade students of automotive class in SMK Muhammadiyah 1 Blora. Specifically, it is to describe:
 - a. the goal of teaching speaking
 - b. the material for teaching speaking
 - c. the media for teaching speaking
 - d. the techniques for teaching speaking
 - e. the evaluation of teaching speaking
2. The strengths and weaknesses of the techniques applied in teaching speaking to the tenth grade students of automotive class in SMK Muhammadiyah 1 Blora.

E. Significance of the Study

In conducting this research, the writer hopes that this research gives a lot of significance.

1. Practical Significance

a. For the future researcher

The future researcher can improve and increase their knowledge about descriptive study of teaching speaking English by studying different perspectives.

b. For the reader

The reader will get larger knowledge and information about a descriptive study of teaching speaking English.

c. For the teacher and learners

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

2. Theoretical Significance

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

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

F. Research Paper Organization

The writer gives the organization of this research paper in order that the readers could understand the content of the paper as follows:

Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It is elaborated into previous study, the theory of teaching speaking, techniques for teaching speaking, evaluation for teaching speaking, characteristic of student, and characteristic of teacher.

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

Chapter IV is research finding and discussion. The research findings are how the process of teaching speaking is and the strengths and weaknesses of the techniques applied in teaching speaking to the tenth grade students in SMK Muhammadiyah 1 Blora.

Chapter V is conclusion and suggestion. It deals with conclusion and suggestion from the writer based on the research.