

**A STUDY ON THE TECHNIQUE OF TEACHING ENGLISH  
SPEAKING TO THE SECOND YEAR STUDENTS  
AT SMA NEGERI 3 PEMALANG  
IN 2007/2008 ACADEMIC YEAR**



**RESEARCH PAPER**

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by

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## **CHAPTER I**

### **INTRODUCTION**

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

Language is a means of communication. People use language as an instrument to form their thought, emotions, and activities. Language cannot be separated from human beings because it plays an important part in human beings activities. Language is the most vital instrument for human life. Without language, no science can be taught and developed. English is not only taught for Indonesia University students but also for elementary school, Junior High School, and Senior High School students.

English is one of the languages in various of fields, namely business, politics, educations, and other fields of life. There are many reasons for learning a foreign language. Some learn English to increase the range of communications (for example, if one learns only English, he can communicate with over 400 million other people. If he also learns Spanish, he could speak to any of the 297 million Spanish speaking people in Latin America, Spain, and other parts of the world. That means, he could communicate with 700 millions people, approximately 14 percent of the world's population study. Others learn English to gain knowledge of customs and ways of life of other nations (while learning English, for instance he finds out how the English live, behave, and think). English is learned since a person expects that it can help him enrich his knowledge of his own language (for example, when native

speaker of English study Latin, they can improve their understanding of many thousands English words that leave Latin roots). In addition, it is expected to enrich one general stock of knowledge (it can be the key that unlocks new field of information. If one learns English, he will be able to read any subject he may wish to study). Others also learn English since it is believed it helps one gain a spirit of board in ways different from him. By these reasons, English is the language taught in many countries in the world. Some countries take English as their native language, some countries take it as their second language and some countries take it as their foreign language.

Teaching English as a foreign language is not easy as the other subjects. So teaching English requires a lot of experiences in order that the teaching of English can achieve the goal intended. The teaching of English like the other subjects has many factors influencing namely teachers, students, material, method, and facility.

Each of factors plays an important role in achieving the goal of teaching. When the teaching of English does not get the best result, we may not blame only the teachers, but we must evaluate the other factors either material, students or even the technique used.

Of the four language skills, namely listening, speaking, reading, and writing, speaking is the most important skill, because it is one of the abilities to carry out conversation in the language. Speaking is an interactive process of constructing meaning that involves producing, reserving and processing information.

By mastering speaking skill, they can carry out conversation with others, give ideas and change the information with interlocutor. The learners must work as much as possible on their own, talking to one another directly and not through the medium of the teacher talks and consequently the students can not develop their speaking skill. Many students said that English is also difficult. It is number two after mathematics subject. So usually they feel afraid of follow English lesson in their class. They prefer to keep silent than speak English because they worried if other students laugh at him. Teaching English in junior high school only focuses on reading and writing.

There are some classroom techniques which can be implemented by the teacher in the teaching speaking: information gap, jigsaw activities, role-play, and simulations. **Information gap** is a useful activity in which one person has information that the other lacks. **Jigsaw activities** are a bidirectional or multidirectional information gap. Each person in a pair or group has some information the other persons need. **Role-plays** are also excellent activities for speaking in the relatively safe environment of the classroom. In a role-play, students are given particular roles in the target language. **Simulations** are more elaborate than role -plays. In a simulation, props and documents provide a somewhat realistic environment for language practice. Contact assignments involve sending students out of the classroom with a stated purpose to talk to people in the target language.

The teaching English process at SMA Negeri 3 Pemalang covers four language skills; listening, speaking, reading, and writing. The student could investigate, interpret, and communicate themselves. Speaking is the most important skill, because it is one of the abilities to carry out conversation in the language. Speaking is an interactive process constructing meaning that involves producing, receiving and processing information.

The teaching English speaking at SMA Negeri 3 Pemalang was held in the first, second, third, fourth, fifth, and sixth semester. Because the number of speaking are great enough and the time available is very limited, the material of teaching English could not be taught completely and seriously.

In speaking skill a student firstly may not be ashamed to practice speaking foreign language although in short conversation with his friend. And secondly, when he will begin performing a long conversation, he is expected to be able to speak correctly and fluently but there are many students who are a shame to practice speaking foreign language.

From the explanation above, the writer is interested in conducting a research with the title "**A STUDY ON THE TECHNIQUE OF TEACHING ENGLISH SPEAKING TO THE SECOND YEAR STUDENTS AT SMA NEGERI 3 PEMALANG IN 2007/2008 ACADEMIC YEAR**".

## **B. Problem Statement**

From the explanation above, the writer formulates the statement of the problems as follows:

1. What technique is implemented by the English teacher teaching English Speaking at SMA Negeri 3 Pemalang?
2. What are the problem faced by the teacher and the students in teaching English speaking at SMA Negeri 3 Pemalang?
3. How does the teacher overcome the problems of teaching English speaking?

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

In this research, the writer limits the study to make the research easier. In SMA Negeri 3 Pemalang, there are many interesting aspects to study, but the writer only focuses on the technique of teaching English speaking for the second year students at SMA Negeri 3 Pemalang in 2007/2008 academic year.

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

Based on the statements of the problems above, the objectives of the study are:

1. to describe the technique implemented by the English teacher in teaching English Speaking.
2. to describe the problem of teaching English speaking faced by the teacher and the students of SMA Negeri 3 Pemalang.
3. to find some ways to solve the problems of teaching English speaking

## **E. Benefit of the Study**

There are two major benefits in this research, namely practical benefit and theoretical benefit.

### **1. Practical Benefit**

#### **a. For the writer**

This study can be used as one of the ways to develop the writer's knowledge and experience.

#### **b. For the reader**

The reader will get a large knowledge of the technique of teaching English speaking to the second year students at SMA Negeri 3 Pemalang.

#### **c. For the English teacher**

The English teachers can choose the right way in teaching English conversation to be taught to the second year students of senior high school.

### **2. Theoretical Benefit**

#### **a. The result of the research paper can be used as the reference in the technique teaching English speaking to the second year students.**

#### **b. The finding of the research will be useful to the readers who are interested in analyzing teaching English speaking on the second year students.**

## **F. Research Paper Organization**

In order to make this research paper easy to follow, the writer organizes it as follows: Chapter I is introduction. This chapter consists of background of the study, problem statements, limitation of the study, objectives of the study benefits of the study, and organization of research paper.

Chapter II is review of related literature. This chapter involves the previous study, the type and example conversation, teaching English as a foreign language for Indonesian students, and technique of teaching speaking.

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

Chapter IV is research finding and discussion. It focuses on the research finding and discussion of research finding.

Chapter V is dealing with conclusion and suggestion.