

# **CHAPTER I**

## **INTRODUCTION**

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

Nowadays, many people try to make competition with others. The language becomes important thing in this global era. So, people should be able to communicate with other people by using international languages. One of the international language is English. This language means a lot for people where they can switch knowledge and culture based on their own country by using English. Even there are a lot of skills in English, but people can learn it step by step from the easy one. The reason why English is so important because English is used internationally as universal language for many countries.

The skills in English means that to study English, people must learn four skills, namely, writing, listening, reading, and speaking. These four skills are usually considered as integrated system. In Indonesia, the four language skills are important to be learned and mastered by every individual. Because English is a language that needs to be said, so speaking is one of those skills that is necessary a lot. Speaking in a foreign language is viewed as the most demanding of the four skills. As a result, the teaching of speaking skill should be figured as central in foreign language pedagogy. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, in how they use their language to be pronounced. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

So, based on the above explanation about speaking, here, the researcher wants to analyze speaking class in one of university. Muhammadiyah University of Surakarta is the setting. The students of Muhammadiyah University of

Surakarta especially at fourth semester should learn speaking skill at speaking subject. Mastering the art of speaking skill is the single most important aspect of learning a second or foreign language, and the success is measured in terms of the ability to carry out a conversation in the language (Fauziati, 2010: 15). More specifically, the syllabus of speaking at English Department of UMS also says that after completing the speaking subject, students are able to do verbal communication accurately (based on structure rules of English language), correctly (according to context), and efficiently (according to function) in English language.

In English Department, there are four levels of speaking class. Speaking I 'daily conversation' learned by the first semester, speaking II 'situational communication' learned by the second semester, speaking III 'debating' for third semester, and the last speaking IV 'opening speech, language skills presentation, subjects presentation, and how to read a diagram in English' for fourth semester. The entire sub for each level are speaking I are introduction, unforgettable experience, role of youth, and future plans. The materials of speaking II is making a complex conversation. For example in hotel situation, restaurant situation, hospital situation, etc.. The material of speaking III is debate. Student can practice Australian, Asian, American, or British debate according to their lecturer. The students could improve their arguments, how to ask and give agreement and disagreement, and how to criticize some issues. The material of speaking IV is academic presentation. The students can explore their speaking ability for presenting something individually.

There are materials that should be taught in speaking IV for fourth semester. Those materials can be separated into several sub materials. Those materials are different between one to another. Those materials are opening speech, language skills presentation, subjects presentation, and how to read and present a graph in English.

The researcher is interested in analyzing teaching and learning process of speaking at the fourth semester of English Department of UMS. The reasons of the researcher in choosing speaking IV as the object of this research are: 1) the

level of material is complicated to be learned by the students. 2) the material in fourth semester are the integration of all of the material from first to the third semester. 3) the ability of student's speech is higher than first until third semester. 4) speaking IV is the last speaking level in English Department. In this reseach the researcher wants to conduct a reseach entitled "**TEACHING AND LEARNING PROCESS OF SPEAKING AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT OF UMS IN 2016/2017 ACADEMIC YEAR**"

### **B. Limitation of the Study**

In conducting this reseach, the writer makes limitation. The writer only focuses on the teaching learning process which consist of; teaching objective, procedures, lectures's role, and student's role at the fourth semester of English Department of UMS 2016/2017 academic year that is focused on speaking skill.

### **C. Problem Statement**

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

1. How is the implementation of teaching learning process of speaking at the fourth semester of English Department of UMS 2016/2017 academic year?
  - a. What is the teaching objective?
  - b. What are the procedures in teaching learning process of speaking
  - c. What are the role of the lecturer?
  - d. What are the role of the students?
2. What are the problems faced by the students and lecturer in teaching learning process of speaking at the fourth semester of English Department of UMS 2016/2017 academic year?

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

Based on the problem statement, the objectives of the reseach are as follows:

1. To describe the implementation of teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year. Specially it is to describe:
  - a. the teaching objective
  - b. the procedures of teaching learning process of speaking
  - c. the roles of the lecturer
  - d. the roles of the students
2. To describe the problems faced by the students and lecturer in teaching learning process of speaking at the fourth semester of English Department of UMS in 2016/2017 academic year.

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

There are two significance of the study:

##### 1. Theoretical Significance

The researcher hopes that the result of the study can be used as the reference for those who want to conduct a research in English teaching-learning process, especially in teaching speaking.

##### 2. Practical Significance

###### a. For the Researcher

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

###### b. For the reader

The reader will get more information and knowledge of the teaching learning process of speaking.

###### c. For the English Lecturer

The result of this study can be useful for English lecturer in giving additional in English speaking for the fourth semester students.

###### d. For other Researchers

The result of this study can be used as a reference in conducting other research, especially research on teaching speaking.

## **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 presents review of related literature that deals with previous study and theoretical review which deals with notion of speaking, aspect of speaking, teaching speaking, components of teaching learning process of speaking, and theoretical framework.

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, technique for analyzing data, and credibility data.

Chapter IV presents research finding and discussion of the implementation of teaching and learning process of speaking at the fourth semester of English Department of UMS and the problems faced by the teacher and also the students.

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