

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for communicating and exploring ideas. Without language people will get difficulties to find ways to share their feeling or communicate their needs.

There are many languages in the world, one of them is English. As an international language, English has gained popularity all over the world including in Indonesia. The government of Indonesia state that English is the first foreign language to be taught covering many skills such as listening, speaking, reading and writing. Therefore, the student should have ability in reading and listening to support their speaking and writing from elementary. In junior high school and senior high school, it is taught a compulsory subject. It means that English language should be learned by every student.

As a second or foreign language English is taught since the beginning, because teaching English at this level will be the basis for the higher one. Based on the English Teaching Guideline in the 2004 Curriculum the general role of the language teaching is to develop the communicative competence of the student in language skill. The specific role of the language teaching

speaking, reading and writing. Therefore, the students should have abilities in reading and listening to support their speaking and writing.

The teaching English process that has been conducted to teach speaking in the past was traditional one where the teacher gave the sentence pattern to the students directly without teaching it in their speaking skill or reading skill. That's why the students found more obstacles to use the pattern in writing and speaking skills because the way to teach them about the grammar was difficult to be done. They usually got bored with this condition. The genre text that the writer offered is using recount texts.

One of the basic skills in English is speaking. Speaking is the ability that requires the process of communicative competence, pronunciation, intonation, grammar, and vocabulary mastery. For the beginner, speaking exercise is difficult to try. Naturally, they feel confused on the rule, such as grammar, vocabulary, pronunciation, and fluency. Some of the students are afraid to be active in speaking. This phenomenon makes many students have low scores in English. Speaking is not only taught and learned, but it is used as a habit. Students or learners should be able to speak English well, because usually people are seen as being able to master from their English speaking skill.

The problems also occur in SMUN 8 Surakarta when teaching learning process occur in the classroom, Most of the students complain that they do not understand how to speak English using past sentence and feel uneasy to try it.

Besides, they also have difficulty on the grammar and in translating many words in English, because they do not have a lot of vocabulary.

In learning English, the students in the first year of SMUN 8 Surakarta are expected to have a language competence including listening, speaking, reading, and writing, skills. One of the elements in language that can not be separated from learning English is speaking with recount texts, because it is fundamental in language learning and the students found more obstacles to use pattern in speaking skill because they do not understand how to speak English and feel uneasy to try it. For illustration, the students feel confused when teacher asks them to make some sentence or retell some text (short story) using past tense, because they don't master grammar, pronunciation, and especially they don't have a lot of vocabulary in translating many words in English. In addition, they say that learning English is confusing activity. For them, English is different from Indonesian. The students also say that they frequently get bored when learning English, especially speaking. Some of the teachers state that it is caused by the teaching technique which is applied by them. They are unable to create an interesting classroom situation. The teacher tells that when teaching learning process occurs in the classroom, students often seem unwilling to learn. Some of them are singing, some are laying their head and writing something that is not related to the material. In conclusion, they do not pay attention to the teaching-learning process.

Based on that reason, teacher must be creative in teaching speaking. Teachers should make the students express their idea in teaching speaking

class using genre based approach with telling unforgettable experience (story) to create relax condition and to motivation students in learning English speaking class. So it will help the students practice and increasing students' competence in speaking through their ideas.

In this study, writer is interested in observing genre based approach using recount texts method with telling unforgettable experience) teaching speaking for the first year students SMUN 8 SURAKARATA because teaching speaking must be practiced by the English teacher. Every teacher has different style in teaching speaking. It depends on how teacher deliver the speaking lesson. In this school the teacher is only as facilitator who creates condition that enables the students to be active in learning and gives stimulus to the students. It is appropriate with English teachers who teach speaking. The English teacher in SMU Negeri 8 Surakarta often use one-way communication in teaching the students. They still implement the direct method, which places the teacher as a center of class, while the students are less active. According to Zamdani (1998:113) teacher is not a central focus in learning. Teaching speaking focuses on making students active and creative. Students dominate the process of learning speaking; afterwards, it is dominated by the teacher or instructor. In this case, teacher is only a facilitator and controller who create the material, method, and technique.

B. Problem Statement

The problems of this research are the following.

1. How the implementation of telling unforgettable story in teaching speaking English class at the first year of SMU NEGERI 8 SURAKARTA?
2. Does telling unforgettable story improve the students' speaking competence of SMU NEGERI 8 SURAKARTA?

C. Limitation of the Study

In order that the study can be deeply examined, the writer needs to limit the study as follows:

1. The subject of the study is limited to the teacher and the student for the first year of SMUN 8 Surakarta.
2. The object of the study is limited on the speaking teaching learning process of telling unforgettable story and problem faced by the teacher and the student in teaching speaking.
3. The focus of the teaching is only on recount text.

D. Objective of the Study

The objectives of the study of this research are to:

1. describe the implementation of learning teaching speaking process for the first year at SMUN 8 Surakarta in 2009/2010 academic year.

2. to find whether telling unforgettable story can improve the students in teaching learning speaking for the first year to student at SMUN 8

Chapter II is review of related literature. It contains previous study and some theories that support the research. It deals with the notion of speaking, the explanation of speaking ability, the explanation of teaching speaking, the characteristic of teenager or adolescent, and the theory of recount texts technique.

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

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.