CHAPTER I
INTRODUCTION

A. Background of the Study

In Indonesian curriculum, English has become a subject matter which taught from Secondary school to High school and also being one of the five subjects that tested on the National Examination. This subject is taught as an integrated subject to develop the students' language competences. One of English skills is learnt by the students in order to improve the communicative ability. Speaking is very important because it enables students to interact with others. Brown (1994: 262) stated that "Speaking in an interactive process of constructing meaning that involves producing and receiving and processing information". It is clear that speaking ability was highly required in order to gain informational literacy as stated in the *Permendiknas* article number one. The second purpose was to increase the competitiveness of the students among the global society. As the English is lingua franca, it is used by the global society to communicate even to make any relations. They also aim at developing the understanding of the students about the relationship between language and culture. Thus, the students need more practice to be able to speak English as second language.

In teaching learning implementation, the teacher must give the lessons of speaking skill, a part of the four language skills in English Lesson. According to the Role of Minister National Education article 22 about curriculum of English subject, the purpose of English learning is developing the communicative competence either written or oral to achieve informational literacy. The government believes that the communicative competence either written or oral is necessary in order to achieve an informational literacy, to gain the oral communicative competence.

English teachers play important roles to support and to help their students practice English. They must be creative in creating appropriate and interesting activities to help their students improve their oral production. They

should consider the students' interest which determines whether the activities are appropriate or not. Thus, they should be careful in selecting activities to teach speaking. Actually, there are several methods in teaching English as a foreign language to increase students' motivation. However, those are not helpful for the students without any teachers' roles which are very influenced to manage in class process. In fact, when the teacher conducts teaching learning process, the students get many problems. Students usually get difficulty to speak English based on appropriate grammar because the structure is different from Indonesian. The kinds of its difficulties are pronunciation, grammar, fluency, and diction on speaking English.

Regarding to the case above, Yule (2001: 25) stated that learning to talk in the foreign language is the most difficult aspect of language learning to talk for teacher to help students learning. Teacher does not only ask the students to speak but he should attract the students' interest to speak actively. Sometimes, it is very difficult to do because the students are often shame to speak even when they are just standing in front of the class. In other case, teacher usually finds out the appropriate technique to teach speaking skill. Speaking skill involves the students' ability in showing their ideas in correct pronunciations, fluently and accurately.

Based on the observation at SMPN 2 Jumapolo, there are only few students can speak English well, some of them cannot do well. The students are rarely having opportunity in speaking English to communicate with others and to share their ideas in class. Of course, this skill is difficult for them, but the teacher does not give much attention to it. The students always get boring activities in the English class while the teacher just uses textbook-based technique and reading aloud from book when teaching English is running. Another problem that appeared in speaking is in term of pronunciation and vocabulary. The students usually have the limited sources to learn vocabulary and pronunciation. Instead, the teacher is being the only source. They also face lack of self-confidence and motivation. As the consequence of it, they tend to be passive and merely listening to the teacher. The teacher just controls most

of the activities and using minimum media to support the teaching of speaking.

Furthermore, there are stated some characteristics of spoken that somehow can make oral performance difficult to do. Brown (1994:271) stated some of them such as: clustering, colloquial, performance variable, and stress, rhythm, and intonation. Clustering means could organize is not using language word by word but in phrasal. Students could organize their output both cognitive and physically (in breath) through such clustering. Meanwhile, there is a performance variable. There are process of thinking that could manifest a certain number of performance hesitation, pauses, backtracking, and correction. The student should be reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing this form. Beside, those entire thing, there are also stress, rhythm, and intonation. These aspects help the speaker to make message clearer.

Speaking English is difficult for the learner whose native language is not English as well. There are many factors inhibited the students to speak English. First factor is the vocabulary. There are many students have little vocabulary. Second is the aspect of speaking such as pronunciations, intonation, and fluency. Furthermore, there is an internal problem in which comes up from the students' themselves. It is the confidence of the students. Many students feel unnatural to speak foreign language.

In addition, there are many factors that make student speaking skill is low. Internal factors and external factors are the cause of its problem. Motivation, interest, and intelligence are the instance of internal factors. Meanwhile, economic background, learning materials and teachers' performance including their teaching methods are the instance of external factors (Wijarwadi, 2008: 8).

In the other hand, methods that used by teacher in the classroom teaching are also often considered as the factor that causes the students' speaking problem because it determines what and how of language instructions. Based on the writer's observation at SMPN 2 Jumapolo, there are

several techniques used by the teacher that implemented in classroom teaching. He often applies the drill technique in presenting speaking material before practicing the conversation on English textbooks. While, the students are just encouraged to memorize the dialogue in pair and then they perform it in front of the class. Besides, the teacher is being the central point in teaching learning process and students just receive what the teacher gives. Thus, the process of teaching speaking in class is very boring, as the consequence, the students practice passively in speaking English.

Based on the explanation above, the writer considers that the case of teaching speaking process is proper and interesting to be researched. Thus, he decides to conduct a study entitled "A Study on Teaching Learning Process of English Speaking in the Eight Grade Student of SMPN 2 Jumapolo: A Naturalistic Study".

B. Problem Statement

Based on the background of study above, the writer formulates the problem statement as follows:

1. what are the procedure of teaching speaking English to the eighth grade student of SMPN 2 Jumapolo?
2. what are the problems faced by the teacher in the teaching learning process of English speaking in the eighth grade student of SMPN 2 Jumapolo?
3. what are the solutions to solve the problems faced in the teaching learning process of English speaking in the eighth grade student of SMPN 2 Jumapolo?

C. Objective of the Study

From the problem statement above, the writer formulates several objectives of study as follows:

1. to describe the procedure of teaching speaking English to the eighth grade student of SMPN 2 Jumapolo,

2. to describe the problems faced in the teaching learning process of English speaking in the eighth grade student of SMPN 2 Jumapolo, and

3. to describe the solutions to solve the problems faced in the teaching learning process of English speaking in the eighth grade student of SMPN 2 Jumapolo.

D. Limitation of the Study

Because of the limited time and knowledge, the writer limits the scope of study as following.

1. Subject of the research is only the students of the eighth grade of SMP Negeri 2 Jumapolo in 2015/2016 academic year, and

2. Object of the research is the teaching learning process and the problems of English speaking learning at the eighth grade of SMP Negeri 2 Jumapolo.

E. Benefit of the Study

There are at least three kinds of benefits such as for the school concern, English teachers and researchers.

1. For the school

The result of the research is valuable to know the English speaking learning problems and what the grading of the students learning problems in speaking.

2. For the English Teacher

The result is being advantageous for the English teachers to minimize the problem in the teaching learning process for the English speaking in junior high school.

3. For the Researchers

This finding can be used to a reference and other considerations in investigating the problems in further research.

F. Research Paper Organization

In this research paper, the writer describes in five chapters as follows.

Chapter I is the introduction which consists of background of the study, problem statement, limitation of the study, objectives of the study, benefit of the study and research paper organization.

Chapter II is the review of related literature. It contains review or previous study, underlying theory, and conceptual framework. First, previous study contains several previous researches that conducted by other researchers which have relation with this study. Second, underlying theory is review of the theories by the experts that used to answer the issue discussed in the theory such as the theories of speaking and teaching speaking. Third, conceptual framework is the view of how the writer thinks about how to decide the issue that will be discussed in this study.

Chapter III is research method. In this chapter, the writer presents type of research, subject of the study, object of the study, source of data and data, method of data collect, and technique for analyzing data.

Chapter IV is analysis and discussion. In this chapter, the writer shows the data analysis and discussion of the finding.

Chapter V is conclusion and suggestion. In this chapter, the writer draws conclusion and suggestion.