

# **CHAPTER 1**

## **INTRODUCTION**

This chapter comprises the background of the research, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Research**

One of function the people use a language is for communication. Burn and Joyce (1997:54-55) explain that one of the aims of most language program is to develop spoken language skills and most programs aims to integrate both spoken and written language. Learning a language means using speaking in communication in oral or written form, and being able to express feeling, thought, and experiences in various contexts. Panel and Jain (2008:31) state “language is used to communicate our thought and ideas. Language is essential for our survival and development as human being”.

The people can speak with anybody in over the world by using a language. Panel and Jain (2008:25) state that the different languages are spoken in the world. The different languages are used all over the world. Language which used in international context is English. English is international language, every people need to get English language when they want to do trip to foreign country or for connecting people who have different tongues in over of the world. In education world, English is one of important

subject that must be learned by the learners, because learning English is not only to get education purposes, but also to get technology, art, science, culture and prior knowledge in this modern era. Patel and Jaen (2008:6) state that “this language is mother tongue of nearly 320 million people and another 200 million people use it as second language”. So, it is very useful to establish international relation to communication purpose and for the exchange of views with different countries of the world.

Any kind of teaching and learning English have improved in every country. It aims to improve English ability in each of country. As we know, there are four skills that must be known by learners to master an English language, they are Speaking, Reading, Listening and Writing. Harmer (1990:16) states that in the most general way we can identify four major skills, they are listening, speaking, reading and writing.

Furthermore, among those four skills in English language, speaking is one of skills that very important to master English. “The ability to function in another language is generally characterized in terms of being able to speak that language” (Nunan,1999:225). It means that the practice speaking is very important to master English.

Teaching speaking is very important to the learner, not only learn about the theory, but also how to practice speaking in real communication. According Harmer (2001:269) “Speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English”. Burkart (1998: 13) states that “In

communicative language teaching, the emphasis is on what the learner is able to do in and with the language.”

In teaching speaking are some strategy needed to make student understand easily and interest to learn English speaking. In our reality, many students have problem in teaching and learning speaking process, such as the students often fell afraid to make a mistake in front of their friends, the students shy and having low confidence, students do not want to talk or say anything, and students have low motivation to learn English etc. According to Ur (1996:121), there are some problems faced by the learners in speaking activities. The problems include students’ inhibition, nothing to say, the low of participation and the use of mother tongue. So, the teacher must be creative in making teaching speaking effectively and easy to understand by the student.

One of goal of teaching speaking is to communicate. Burnkart (1998: 2) states that the goal of teaching speaking skill is to communicate efficiently. The students should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusing in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Actually, many interesting and affective activities in teaching speaking that can be applied by English teacher, but the teacher must be able to choose the appropriate activities. Burkart (1998:2) explain that the choice of learning activities to present in the later sections of the module is

motivated by two considerations. First, the teacher recognize that students need controlled practice with new language forms, but they also need opportunities to create and innovate with the language, opportunities to express their own thoughts. Second, teacher further recognize that their own language learning experiences may not have regularly included these more creative, innovative activities. As a consequence, teacher probably needs more discussion of how to manage such activities in classes and hints on how to make them succeed.

Besides choosing the activities appropriately, choosing the material that suitable with student ability is also important. Media as one of tool in teaching does not may ignored, because media can make classroom being more interesting and can help the teacher in explaining the material, especially speaking material. Making in correct evaluation is also being a responsible for the teacher, because evaluation concerns with the students' improvement in achieving the learning goals.

In speaking class, students' ability in speaking must be supported by classroom management teaching speaking. It is purposed to get a goal in teaching speaking that is student can speak orally. The student can use language to communication to other. According to Brown (1994:29) communicative competence is the goal of a language classroom, then instruction needs to point toward all of its components: organizational, pragmatic, strategic, and psychomotor. The goal of the classroom is not to

substitute for the outside world, but to bring students to the point where they can use the outside world for further acquisition (Krashen, 1982).

In English class, teaching and learning speaking process is one of subject which is interesting to be observed. In this study, researcher wants to observe teaching speaking at SMP Islam Al Azhaar Tulungagung. In previous study that explain about teaching speaking which applied in senior high school, it explained that the activities are conducted like debate, describing something, discussion etc. However, between senior high school and junior high school have different level and also different ability, so the teacher should understand about the activities that can be done by their students.

Developing speaking skill must be done in every level, from elementary school until high school, so students' speaking skill will be more improving. Actually, it will be better if there are additional activities outside the classroom to improve speaking skill. So, not only teaching speaking in the classroom, but also there are learning activities outside the classroom, like SMP Islam Al Azhaar Tulungagung which applied it.

Talking about teaching and learning speaking in Indonesia, the main point is that English is explained by the teacher. Then the students understand the theory about that material. Finally the students just understand about the theory without any practicing. Therefore, English should be taught not only theoretical oriented, but practical oriented is also definitely important.

The uniqueness of this study is applying in practicing teaching speaking in the classroom which not only emphasize in the theory but also

emphasize in the practicing so that it will make students' confidence in practicing speaking. In addition, this school not only gives teaching speaking in the classroom, but also learning activities outside the classroom that will improve their speaking skill and their confidence to speak up in front of many people.

In this research, researcher focuses on how the practice of teaching speaking at SMP Islam Al Azhaar Tulungagung. It includes about what material are provided in teaching and learning speaking process, what techniques are used in the teaching speaking process, what media are used in the teaching and learning speaking process, what is the evaluation techniques used in the teaching and learning speaking process. In this research, researcher also wants to observe about learning speaking activities outside the classroom. From the description above, the researcher interested in carrying out the study on the teaching and learning speaking at SMP Islam Al Azhaar Tulungagung.

## **B. Formulation of Research Problem**

Based on the background of the study, the formulation of the research problem can be formulated as follow:

1. How is the practice of teaching speaking in the classroom?
2. How are learning speaking activities outside the classroom?

### C. Objectives of the Study

Based on the research problem above, the writer states objectives of study as follows:

1. To describe the practice of teaching speaking at SMP Islam Al Azhaar Tulungagung.
2. To describe the learning speaking activities outside the classroom.

### D. Significance of the Research

By conducting this study, the writer hopes that the results of this study can give contribution, especially for the students, the English teachers and the future researchers.

**For the students**, the result of this study is expected to be able to improve student's ability in speaking skill, the students will know the way how to practice their speaking in daily activity. It will encourage students desire to speak English, and increase their knowledge about speaking practice.

**For the English teachers**, the result of this study can give other way about how to teach speaking affectively, especially teaching speaking for junior high school. This study also help the teacher to improve their understanding, knowledge on variation of teaching speaking. Finally, in teaching speaking, the teachers do not only emphasize in the teaching theory, but also emphasize in practicing speaking. So, it will be very good to improve students' speaking skills based on the result of this research.

**For the future researchers**, the result of this study can enrich knowledge about teaching speaking, especially for junior high school. This study also can be used as a reference in conducting in similar area and will give some contribution and information about how teaching speaking in the school life.

#### **E. Scope and Limitation of the Research**

In this study, the writer only focuses on descriptive study on teaching and learning speaking at SMP Islam Al Azhaar Tulungagung. It discusses about how the practice of teaching speaking at SMP Islam Al Azhaar Tulungagung and how learning speaking activities outside the classroom. The scope of this study covers the teaching and learning speaking activities that applied in SMP Islam Al Azhaar Tulungagung both in the classroom and out the classroom. The limitation of this study is to find out the practice of teaching speaking at SMP Islam Al Azhar Tulungagung and learning speaking activities outside the classroom. The writer focuses on teaching speaking which include materials, technique in teaching speaking, media, and evaluation techniques. The writer also focuses on learning speaking activities outside the classroom.

#### **F. Definition of Key Terms**

1. Speaking is ability to express an idea, thought and feeling orally. Speaking is an interactive process of constructing meaning that involves producing



and receiving and progressing information (Brown, 1994; Burn & Joice, 1997).

2. Teaching is process of transfer knowledge, giving an instruction to the people. According to Brown (2000:7) teaching is a showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to now or understand.
3. Learning activities is the activity of obtaining knowledge
4. Teaching media is tool that can be used in teaching process.
5. Technique is a way of doing an activity which needs skill (Cambridge advanced learner's dictionary: third edition).
6. Evaluation is a systematic gathering of information for the purpose of making decision about student's assessment. The information is about what is known and can be done by the students to show their progress in teaching speaking.

## **G. Research Paper Organization**

The organization of research paper is given in order to make the reader know and understand the content of the paper easily. The organization of this research paper is given as follows:

Chapter I consists of background of the research, formulating of the research problem, objective of the research, research hypothesis, significance

of the research, scope and limitation of the research, and the last is definition of key terms.

Chapter II will focus on the review of related theories and literature related to speaking, teaching speaking, materials, technique in teaching speaking, media, evaluation of speaking, factors contribute to the successful in teaching speaking, student problem and solution in teaching and learning speaking.

Chapter III will contain further explanation about research design, data and data sources, technique of data collection, technique of data verification, and data analysis.

Chapter IV will contain explanation about research findings. It includes about data presentation and data finding. This chapter is very important, because in this chapter the researcher will analyze the data gotten. So, the data are processed in this chapter. Finally, all the data can be analyzed and interpreted based on the research problem.

Chapter V presents the discussion of this study.

Chapter VI will explore the conclusion of the study and also suggestion for further study.