CHAPTER I

INTRODUCTION

In this chapter, the researcher presents seven topics related to this research. Those include background of the research, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research, definition of key terms.

A. Background of the Research

Language is an instrument to express an idea, opinion, mind, and feeling. Current in Diane Larsen (1986) describe that language is for communication. Moreover, nowadays, language is supposed to be important to be learned in all countries in the world. Almost all of the countries in the world use English as the second or become the foreign language. English is one of the important languages that must be mastered in the international communications.

There are four skills that must be mastered in teaching learning English, there are listening, writing, reading, and speaking. The most important one of them is speaking. Ur (1991: 120) states "Of all the four skills, speaking is considered to be able to be the most important skill. Learning speaking becomes the greatest interest for foreign language learners". Besides, Richards (2002:201) states "A large percentage of the world's language learners study English in order to develop proficiency in speaking". In short, the ability of English is measured by its result in speaking skill or oral communication. Speaking is one of the four language skills which should be develop in teaching English in line with Hedges

idea (2000:261) that suggest "learning speaking is very important for students". For many students learning to speak English is a priority. They may need this for a variety of reasons such as for exchanging information or for influencing people, like to persuade the other people to believe about what they said.

Speaking in foreign language is very complex task because the speaker has to understand the nature of what appears to be involved. For example, learners need linguistic competence to be able to use the language appropriately to give context. It means that learners must also acquire knowledge of how the native speaker uses the language in the context of structured interpersonal exchange, in which many factors interact.

Learning speaking need more chance to practice the target language. Teacher must give good speaking activity to support the students' speaking ability. Harmer (2003:8) states, "Good speaking can and should be highly motivating. If all the students participating fully and the teachers has set up the activity properly and can then give sympathy and useful feedback. They will get tremendous satisfaction from it". The speaking activities can and should motivate the students to practice speaking well. With good activities, the students are motivated to speak English well.

One of goal in teaching speaking is to be communicatively efficient. Here learners should be able to make themselves understood, using their current proficiency to the fullest, and learners should try to avoid confusion in delivering and messages due to faculty pronunciation, grammar, vocabulary, and to observe

the social and culture rules that apply in each communication situation. Therefore, teacher needs to create communicative condition that support learner not to be shy in practicing their speaking communicatively. There are two characteristic of communicative teaching, there are: (1) the students and the teacher use only to learning speaking, teachers have a strategic role in shaping the character and intelligence of the students. Along with Law 20/2003 and the provisions of article 1 of Law no. 14/2005 for Teachers and Lecturers unequivocally determine that the teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in childhood education including formal education, elementary education, and secondary education.

There are some influencing the teaching learning process successful, for example the method, the media, and the technique, etc. According to Mackey (1975: 157), all teaching, whether good or bad, must include some sort of selection, some sort of gradation, some sort of presentation, and some sort of repetition. It includes selection because teachers cannot teach all of what teachers have selected at once; teachers have to put something one after others. Finally it includes repetition because teachers cannot make other people learn the language without repeating the materials they are learning; teachers have to teach language skills with practice; all skills depend on practice. Therefore, all methods should include four steps of teaching a language (Bambang, 2006: 13).

Among Senior High School in Tulungagung SMAN 1 Boyolangu has many achievements in academic and in non academic. The teacher taught

speaking activity was interest to stimulate the students when teaching English process. Since 39 years ago SMA Negeri Boyolangu already shows achievement as measured by the achievement of the National Education Standards is exceeded. This is reflected in the achievement of which based on the Decree of the Minister of National Education No. 1823/C.C4/LL/2009 dated June 24th, 2009 about establishment *Sekolah Penyelenggara Program Rintisan Sekolah Menengah Atas Bertaraf Internasional* 2 (RSMA-SBI), where SMA Negeri 1 Boyolangu Tulungagung as one of them. In addition, achievements of English in SMAN 1 Boyolangu, some of them there are in the academic achievements are The 1ST Winner News Reading *Se-Kabupaten*, Semifinalist LEGATO (English Olympiad) UM 2009, Semifinalist Management English Fun Fair UNAIR 2010, Semifinalist LEGATO (English Olympiad)UM 2011, Rank 5 Edutainment, Semifinalist Management English Fun Fair UNAIR 2010, Semifinalist LEGATO (English Olympiad) UM 2010, Juara Harapan 2 LEGATO (English Olympiad) UM 2010, English Contest UB 2010, 3RD winner National English Olimpiad UMM 2012, Finalist LEGATO (English Olympiad) UM 2013, Semifinalist LEGATO (English Olympiad) UM 2013, Semifinalist LEGATO (English Olympiad) UM 2012, the 5th LEGATO (English Olympiad) UM 2014. The students in this school often follow English Olympiad in and outside province. The fact above shows that SMAN 1 Boyolangu Tulungagung has good quality in teaching and automatically the teachers in this school also have good quality especially in teaching speaking.

From the background of the study above, the writer wants to know in teaching learning process especially teaching speaking. Therefore, the writer is interested in conducting research by tittle "A study on teaching speaking at SMAN 1 Boyolangu".

B. Statement of the Research Problems

Based on the background of the study, the problem of this study is formulated as follows:

1. What materials are used in teaching speaking at SMAN 1 Boyolangu?

2. What methods are used for teaching speaking at SMAN 1 Boyolang

3. What media are used in teaching speaking at SMAN 1 Boyolangu?

4. What strategies are used on teaching speaking at SMAN 1 Boyolangu?

5. What is the evaluation in teaching speaking at SMAN 1 Boyolangu?

C. Objectives of the Research

This study intended to get solution and description of the problem through analysis and study that have been previously mentioned in the research problems, they are:

1. To find out the materials in teaching speaking in SMAN 1 Boyolangu.

2. To find out the methods used for teaching speaking at SMAN 1 Boyolangu.

3. To find out the media on teaching speaking at SMAN 1 Boyolangu.

4. To find out the strategy on teaching speaking at SMAN 1 Boyolangu.

5. To find out the evaluation in teaching speaking at SMAN 1 Boyolangu.

D. Significance of the Research

The researcher hopes that the results of the study are expected to give contribution for the researcher, the teacher and the student.

1. The English Teacher

This study helps them to improve their understanding in learning speaking that focused on the used methods for teaching speaking.

2. Future researcher

The finding of the study can be useful for other researchers since it can be reference to conduct further research about some aspect in teaching speaking.

3. For students

To make the students more practice in speaking as well as possible and the learners can increase their knowledge about English language.

E. Scope and Limitation of the Research

In this study, the writer only focuses a study on formal teaching. Formal teaching is classroom-based, provided by trained teacher. It is conducted only for the eleventh grade students of SMAN 1 Boyolangu. It only discusses the teaching of speaking in regular class. It does not discuss the teaching learning process conducted outside the class such as extracurricular activities.

F. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is "A study on teaching speaking at SMAN 1 Boyolangu"

a. Teaching is a process of conveying or transferring knowledge to the people.

b. Speaking is a skill that our students in learning, compared to the other language skills. Speaking defined as an ability to express, idea, thoughts, and feelings orally (Solikin, 2013).

c. Method is the plan of language teaching which is consistent with theories.

d. Media is anything which used in teaching learning process to be successful.

e. Strategy is steps do by the teachers' in teaching learning process to implementing the overall plan and long term, in order to educate, guide, and direct students towards a better (Nanang Fatah, 2004:25).

f. Evaluation is a systematic gathering of information for the purpose of making decisions.