CHAPTER I
INTRODUCTION

1.1 Background of Study

Nowadays, English is a language which is used mostly by people around the world to communicate. It makes us easier to communicate with foreign people if we master English and it is required if we want to compete in this globalization era. Therefore, English is a foreign language which is taught at school in Indonesia as an important subject.

There are four skills in English that should be taught by teacher at school. Those are reading and listening (receptive skills), speaking and writing (productive skills). Among those skills, speaking is an important part of second language learning and teaching. According to Tarigan (in Pratiwi, 2012), speaking is an ability to express and deliver idea, suggestion, thought and feeling in the form of sound, articulation. When the teacher teaches in the class, he will deliver or explain the course through speaking. The students also learn about speaking at the same time. According to Harmer (2007, p.123), “Good speaking activities can and should be extremely engaging for the students”. This means that students should participate fully during the speaking class. Then, if the teacher has set up the activity properly and give useful feedback then they will get satisfaction from it.

During the teaching learning process, the teacher wants the students to be able to explore and share their ideas or express their feeling directly by speaking up. When the teacher teaches in class and the students give responds or can
answer the teacher’s questions, it means that the goal of teaching learning process in speaking has been achieved. However, most students prefer to keep silent or be passive during the speaking class. The possible reasons behind this are feeling shy, limited vocabulary, or maybe they are afraid of making mistakes in pronouncing or using inappropriate tenses in their sentences. One way to make the teaching learning process runs well is the use of teaching methods in a speaking class.

The success of teaching learning depends on the teaching methods used by the teacher. This is because when the teacher implements proper methods to his students, they will understand about the course easily. Richards and Rodgers (2001, p.19) stated, “method is the level at which theory is put into practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented”. This means that teaching method is the teacher’s way to implement his plan in teaching learning activity. The whole things to be prepared before teaching include the materials and the sequence while teaching one skill in order to deliver the materials precisely. If the teacher chooses the proper methods, he will teach the course easily and the information will be delivered well to the students; then the teaching learning activity will be successful. Accordingly, the teacher must prepare the lesson plan and the method that will be used before teaching in the class. There are many methods to teach English, but just a few of them can be implemented. It depends on the skill that will be taught by the teacher.

In implementing the methods, the teachers will likely to face some difficulties. The teacher’s task is not only choosing the method that will be used, but also knowing the problems that may occur in teaching learning process when
implementing the method. By identifying the problems, the teacher will find the solution to solve it. There are many factors which cause those problems. One of them is students’ condition during the class. Therefore, the method used should be suitable for the skill and the students.

There have been some studies about teaching methods. Maulidah (2013) found that the teacher in her study at Al-Izzah Islamic Boarding School Batu-Malang implemented three methods when teaching English. They were audio-lingual method, direct method, and students team achievement division (STAD). Specifically, in teaching speaking the teacher used direct method. The result of her research indicated that the implementation of direct method in teaching speaking made it easy for the students to understand the materials because they had chances to express their idea and made them more active. Meanwhile, Mustikowati (2004) discovered that the methods used by the teacher in teaching English at SMUN 3 Probolinggo were grammar translation method, communicative approach, direct method, and audio lingual method; in teaching speaking the teacher applied the combination between communicative approach and direct method. The finding of her research showed that the methods could encourage students to speak actively. It can be said that the teachers used some methods in teaching speaking to make their students more active in speaking class.

Based on the researcher’s preliminary observation on November 26th, 2014 at SMA Yayasan Pandaan, most students were passive during the speaking class and they preferred to keep silent without giving any response when the teacher asked them to speak up. From what have been said above, the researcher is
interested in conducting a research with the title “Teaching Methods Used in Teaching Speaking to the First Grade Students of SMA Yayasan Pandaan”.

1.2 Statements of the Problems

The statements of the problems are briefly stated as follows:

1. What teaching methods does an English teacher use in teaching speaking to the first grade students of SMA Yayasan Pandaan?
2. How does the teacher implement the methods in teaching speaking to the first grade students of SMA Yayasan Pandaan?
3. What difficulties does the teacher face in the implementation of the methods?
4. How does the teacher cope with the difficulties?

1.3 Purpose of the Study

Based on the statements of the problems above, the purpose of this study are:

1. To know the teaching methods used by the teacher in teaching speaking at first grade students of SMA Yayasan Pandaan.
2. To describe how the teacher implements the methods in teaching speaking to the first grade students of SMA Yayasan Pandaan.
3. To identify the teacher’s difficulties in implementing the methods.
4. To describe how the teacher copes with the difficulties.
1.4 Significance of the Study

The result of this research is expected to be useful for:

- English teachers, by knowing the methods in teaching speaking and how to implement the methods, English teachers will be able to choose the proper methods for themselves when teaching English especially in speaking class. Moreover, by knowing the teacher’s difficulties when implementing the methods and how the teacher copes with those difficulties, it is hoped that English teachers can reduce their difficulties when teaching speaking in class.

- Students of English department, the result of this research can be a learning material related to teaching speaking or they can apply the methods during the teaching practice at school.

- Further researchers, the result of this research can be an alternative for them as reference in order to enrich their knowledge of teaching methods especially in teaching speaking.

1.5 Scope and Limitation

The scope of this study is the teaching methods used by English teacher in teaching speaking, how the teacher implements the methods, the teacher’s difficulties faced in implementing the methods, and how the teacher copes with the difficulties. The limitation is on English teacher of the first grade at SMA Yayasan Pandaan.
1.6 Definition of the Key Terms

To avoid misunderstanding of the terms which are used in this research, the definitions of the key terms are given as follows:

*Method*, the level at which theory is put into practice and at which choices are made about the particular skill to be taught, the content to be taught, and the order in which the content will be presented (Richard, 2001)

*Teaching Speaking*, teaching to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximum individual language use (Sugiyana, 2000)

*Implementation*, the process of putting into practice a method in teaching speaking by the teacher in SMA Yayasan Pandaan

*SMA Yayasan Pandaan*, it is one of private senior high schools in Pasuruan regency. This school consists of 3 classes and each class is divided into IPA (natural science) and IPS (social science).