CHAPTER I
INTRODUCTION

In this chapter, the following topics will be presented by the researcher: background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms. Each section is presented as follows.

1.1 Background of the Study

In Indonesia, English is a foreign language thought in schools, courses, even in kindergarten or pre-school. There are four skills that must be taught in learning English, they are speaking, listening, reading, and writing. Based on the KTSP (Kurikulum Tingkat Satuan Pendidikan), students in Senior High School in Indonesia have to learn those four language skills.

Speaking is one of the skills that have to be taught in SMA (Senior High School). It is important to teach speaking because it is the requirement to be fluent in English. In this globalization era people are required to speak English well. According to Mc. Donough and Shaw (2003: 133) in many contexts, speaking is often the skill upon which a person is judged at face value. In other words, people may often form judgments about our language competence from our speaking rather than any of other skills. So, speaking skill is measured in terms of the ability to carry out the conversation in the language. This makes teachers think that speaking ability should be mastered by their students.
However, there are many students who cannot speak English fluently although they have been studying English since Elementary school. Students usually get difficulty in learning speaking. From example, they get difficulty to make a sentence based on appropriate grammar. So, they will be afraid to make mistake when they speak. It can be found when the teacher asks the students to have a conversation, they tend to keep silent. They will have a conversation after the teacher gives a dialogue. So, it needs some efforts to improve some students’ ability in speaking.

One of the improvements of the speaking instruction is giving some interesting methods to students. The teacher should give an attractive teaching method which includes materials, comfortable environment, self-confident teachers. According to Larsen-Freeman (2000), methods offer the teachers alternative to what they currently think and do. Methods in teaching are needed to get the teaching learning purpose because the teaching will be effective and successful if the teachers provide the methods in the class. Therefore, teachers need to provide attractive and enjoyable method for students to express their ideas orally using English.

There have been some studies about the methods of teaching English. The first is a research by Wijayanti (2008) who investigated method of teaching English used by students’ teachers of the English Department of University of Muhammadiyah Malang. The result showed that the teachers implemented four methods; they were audio-lingual method especially in listening subject, direct method especially in teaching speaking and reading subject, grammar translation method especially in teaching writing and reading subject, and STAD (Students Team
Achievement Division) which was used especially in writing subject. The teachers then implemented each of those methods through three stages; they were pre-activities, whilst-activities, and post-activities. The teachers used those methods because they could help the teachers create effective teaching learning activities.

Secondly, it is a research by Lisda (2008) who studied The Method of Teaching Grammar at SMK PGRI 3 Malang. The result showed that the teachers used Grammar-Translation method. There were also some strengths and weaknesses of the method applied by the teachers. The strengths of Grammar-Translation Method were that the students mastered the sentence pattern and were easy to understand teachers’ language. The weaknesses were the students were passive in class and got few vocabularies, the class situation was boring and strained, the teacher gave translation directly, and the students did not apply English as a means of communication in class.

From the previous researchers, it can be concluded that the teacher have to know some methods for teaching English skills, the weakness and the strength. So far, there have been no researches about the method of speaking in detail whereas speaking skill has its own method that is different from others skill. Moreover, a teacher also needs to know the advantages and the disadvantages of the methods. So that, the methods of teaching speaking is very interesting to study.

Based on the background above, the research on the method of teaching English speaking at the language program of SMA Muhammadiyah 1 Pamekasan will be conducted. The reason of choosing this school is that it is the only private senior high school in Pamekasan that has a language program. The language program is chosen because it has five hours a week for English subject, whereas science and
social programs only have 4 hours a week for English subject. Students in language program may have more time to study English than the other programs. The teacher in language programs can use several activities in learning English for 5 hours. The longer times can also be used to discuss the material that is difficult to understand by students. Furthermore, the teacher can add several activities that make students more fluent in speaking English. So, it is important to know the methods used in teaching English speaking in language program.

1.2 Statement of Problem

In this part, the problem of this study are formulated as follows:

1. What are the methods of teaching English speaking used by the English teacher at the Language program of SMA Muhammadiyah 1 Pamekasan?
2. How are the methods implemented by the English teacher at The Language program of SMA Muhammadiyah 1 Pamekasan?
3. What are the advantages and the disadvantages of the methods implemented by the teacher?

1.3 Purpose of The Study

Related to the statement of the problems stated previously, the purposes of the study are:

1. To know the teaching methods of speaking used by the English teacher at the Language Department of SMA Muhammadiyah 1 Pamekasan.
2. To describe how the methods are implemented by the English teacher at The Language Department of SMA Muhammadiyah 1 Pamekasan.
3. To know the advantages and disadvantages of the methods implemented by the teacher.

1.4 Significance of the Study

This study is important to be done because it will give some knowledge to the readers especially English Departments’ students about the teaching method of speaking at the Language program of SMA Muhammadiyah 1 Pamekasan. So, it can increase and enlarge their view about the kinds of teaching methods and how to use the method in the class.

For the English teachers, it will give some reference how to use the teaching method, especially in teaching speaking. So, it can help the teacher to choose an appropriate teaching method for their students.

1.5 Scope and Limitation

The study focuses on the teaching method of speaking at SMA Muhammadiyah 1 Pamekasan. It is limited to investigating the teaching method of English speaking used by the English teacher at the language program of SMA Muhammadiyah 1 Pamekasan.

1.6 Definition of the Key Terms.

In order to make the reader understand what the writer wants to analyse concerning her study, the definition of the key terms would like to be explained as follows.

1. Method

Method is a generalized set of classroom specifications for accomplishing linguistic objectives (Brown, 2001:16).
2. Teaching Speaking

Teaching speaking is showing or helping someone to learn how to speak or communicate orally, giving instruction, guiding in the study of speaking or how to speak using verbal language (Kimble & Garmezy, 1963).

3. Language Program

Language program is a class, which focuses on the language teaching program especially foreign languages.