CHAPTER 1
INTRODUCTION

In this present study the writer presents background of the study, statement of problem, purpose of the study, significance of the study, scope and limitation of the study and definition of key terms. Each sections is presented as below:

1.1 Background of Study

English as an International language has an important role to make communication with other people. It is useful to build International communication of society between different cultures and languages. Meanwhile, it is also one of the foreign languages taught in Indonesia starting from elementary school to university level. English has an important role in the school because many materials of the compulsory subjects are taken from English sources, so that the students need eagerness to learn English in order to follow the development of education. In teaching learning activities teachers should have some ways as it is stated in the teaching methodology theory to make students grasp knowledge easily. So that, the importance of English as an International language will be promptly tapped in.

Teaching is one of concept of education activity. It is an activity of delivering knowledge to students in order to receive, respond, master, and develop the learning material. According to Brown (2000: 7), teaching is stated by "showing or helping someone to learn how to do something, give instruction, guiding in the study of something, providing with knowledge, causing to know or understand". It means that teaching refers to the process of imparting the knowledge and skill from the teachers
to the learners. In teaching activity, teachers have important part to help and facilitate students in learning activities. The success of learning activity will depend on ways or methods of the teachers in delivering the materials.

In addition, the success of teaching learning process is greatly influenced by some components, namely teachers, students, methods, approach, strategy, technique, media and environment. The teaching learning process can be done effectively if the whole components support each other to reach the goals. Teaching learning process is not an easy work, because the teacher should master some skills, like writing, reading, speaking, and listening. Thus, teaching English will be more effective and efficient if the teachers implement appropriate teaching methods for students.

Method is an important aspect in teaching English. It can make teaching and learning activities to be targeted, so that the learning objectives will be easily achieved. According to Richard and Rodger (2001: 19), method is “an overall plan for the orderly presentation of language material, no part of which contradicts and all of which are based upon the selected approach”. It means that a method can be defined as the way used to implement a plan that has been arranged in real and practical activities to achieve learning goals. Before the teacher start the teaching process in front of the class, they have to prepare the methods for teaching. In line with that, Larsen-Freeman (2000: ix), argue that “as a foil for reflection that can aid teachers in bringing to conscious awareness of the thinking that underlies their action”. It means that methods offer an alternative to what the teacher think and do in classroom. Methods are needed to achieve the teaching learning purposes. By using
the methods in the class, the teachers will be able to transfer the information, select the resource and define the roles of the students more easily.

In the writer daily experience, teaching English in junior high school level is not an easy task. To teach the students, a teacher should find a good way to make the students enjoy and interested in learning English. There are several kind of methods that can be used by teachers in transferring the knowledge (Larsen-Freeman, 2000), such as grammar translation method, audio lingual method, direct method, cooperative learning method, total physical response method, desuggestopedia, silent way, and communicative approach.

In teaching and learning activities, not all methods are appropriate with teaching four skills of English. For example; grammar translation method is appropriate for teaching grammar, and it is less appropriate for teaching speaking because the characteristic of this method is that using mother tongue with little active use of the target language, and students are more focused on grammar rules and then apply it in translating sentences and texts into and out of the target (Brown, 2000). Meanwhile, in speaking the teacher can apply some methods: direct methods, audio-lingual methods, and communicative language teaching, because from those methods there are some techniques appropriate for teaching speaking such as dialog memorization, chain drill, role play, conversation practice, etc.(Larsen-Freeman, 2000). By having various methods, the teacher may decide an appropriate method for teaching speaking skill to make the students more active and interested in learning activities.
Beside considering components such as method, technique, and strategy in teaching learning process, the teacher should recognize the difficulties that appear in teaching learning in order to be able to solve them. Thus, the teacher can assist the students to reach the goal in their learning.

Teaching speaking is a very important part of language learning. The ability to communicate in English language clearly an efficiently contributes to the success of the learner in school and success later in every phase of life. According to Kayi (2006), teaching speaking is to teach learner to produce English, use and select word, and organize language. The aim of teaching speaking is improving the students ability in producing English orally as well as when they speak with teacher and other people. When the teacher teaches speaking skill, they must implement appropriate methods and techniques to make the students understand easily.

In the related research, Wijayanti (2008) found that the methods used by the teacher in teaching English at SMAN 2 Batu were audio-lingual method, direct method, grammar translation method, and cooperative learning method. The related research and the writer case are different. In that research, the researcher analyzes the method used in four skills (reading, listening, speaking, and writing), while, the writer focuses only in speaking skill.

Based on the explanation, the writer is going to investigate the way the teacher applies the teaching methods and the students’ difficulties that appear when the teacher apply the methods in speaking skill of seventh grade at MTs Muhammadiyah1 Malang. The writer chooses MTs Muhammadiyah1 Malang because
she found the students have less interest in English subject especially speaking skill when she observed them. So, the writer is trying to describe the implementation of the methods used by the teacher in teaching speaking skill, identify the students’ difficulties appear in learning speaking when the teacher applies current teaching method and investigate the way the teacher overcomes the students’ difficulties in learning speaking when the teacher applies the methods at seventh grade at MTs Muhammadiyah 1 Malang.

1.2 Statements of Problem

Based on the background above, some research questions are formulated to prompt the present study. These are as below:

1. How does the teacher apply the current teaching method(s) of speaking skill in teaching learning process?
2. What are the students’ difficulties that appear in learning speaking when the teacher applies current teaching method?
3. How does the teacher cope the students’ difficulties that appear in learning speaking when the teacher apply current teaching method?

1.3 Purpose of the Study

Based on the statement of problems, the purposes of study are stated as follow:
1. To describe the way the teacher apply the current teaching method(s) of speaking skill in teaching learning process.

2. To identify the students’ difficulties that appear in learning speaking when the teacher applies current teaching method.

3. To investigate the way the teacher overcomes the students’ difficulties that appear in learning speaking when the teacher apply current teaching method.

1.4 Significance of the Study

1. The result of this present study will be useful for the readers especially English Department students, the teaching methods used by the teacher would be very helpful because it can provide inspiration and knowledge related to teaching methods, especially in teaching speaking.

2. The result of this present study will be useful for the English teachers. The teachers may understand the information about the good methods which used by the teachers.

3. The result of this present study will be useful for the students in the school, because with a good method, the students will easy to achieve learning goals.

1.5 Scope and Limitation

The scope of the study is the methods of teaching English in speaking skill and the teacher’s overcome to the students’ difficulties of using the methods. The
limitation of the study is the students of seventh grade and the teacher who teaches them at MTs Muhammadiyah 1 Malang in 2013/2014 academic years.

1.6 Definition of the Key Term

1. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000).

2. Method is the process of planning, selection, and grading language materials and items, techniques of teaching, etc (Patel and Jain, 2008).

3. Speaking refers to an ability of the students to express the ideas, feeling, and opinion orally in simple utterances and in a suitable context (Brown, 2000).

In this chapter, the writer has already introduced some basic points related to the present study that consists of background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, and definition of the key term. To expand the chapter one and give more clear understanding about this research, chapter two will discuss about the review of the literature namely: teaching and learning, teaching methodology and method in English, teaching speaking, teaching method in speaking, students’ difficulties in learning speaking, the teacher’s cope to the students' difficulties and related study.