CHAPTER I
INTRODUCTION

This chapter explains background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

As many other languages around the world, English has also various kinds of skills which are required to master, such as listening, speaking, reading, and writing. Among these skills, speaking is the most basic skill to be capable of since it is used to communicate with other people.

Speaking is one of the important skills in English as a foreign language (EFL). According to Fulcher (2003), speaking is the verbal use of language to communicate with others. While, Brown (2001) stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency, teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing, and listening. Thus, motivation is not always as big of an issue, but what often happens is students feel more anxious related to their oral production. As speaking is interrelated with the other skills, its development results in the development of the others.
According to Ur (in Harliana, 2007), “the learning process of speaking still faces many problems such as inhibition, nothing to say, low uneven participation, mother - tongue use”. Those problems have to be observed in order to reach the success of teaching speaking. The observation result will help teachers in deciding the suitable methods in teaching speaking. The result also can be a source in developing approaches or methods in EFL.

In teaching speaking, teachers need to know about the obstacles that may occur in the learning process. According to Magriby (2012) stated some problems come from the internal factors and others come from internal factors. Therefore, the problems in teaching speaking are complex. They are not only related with the student’s factors but also with the external factors. In the internal factors, the problems may be related with native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. The points of those problems are related with condition of students. In relation to the external problems, teaching speaking has a challenge to make suitable classroom hours because English lesson is only given four hours a week in senior high schools. As a result, the students have limited time to improve their ability in English. They do not have enough time to practice speaking outside the classroom because the teacher should teach based on the syllabus.

Teaching method is very important to research because it is the way of presenting instructional materials or conducting instructional activities. According to Alvin (in Nurhayati, 2001), “Teaching is an activity that tries to help someone acquire, change, or develop skills, attitude, appreciation and knowledge”. Without
teaching methods, the teacher will feel difficult to deliver their subject matter. Because many students are interested in something new related to the subject matter, teachers have to know about the effective way of teaching. Despite its importance, for many years, teaching speaking has been undervalued, and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

In a previous 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, and STAD (cooperative learning method). Meanwhile, Kurniawati (2006) found out that the Cooperative Learning Method used in a speaking subject in ESP class of University of Muhammadiyah Malang was successful when applied in heterogeneous groups.

Based on the explanation above, the writer is interested in conducting a research entitled “TEACHING METHODS USED BY THE ENGLISH TEACHER IN TEACHING SPEAKING SKILL FOR SECOND GRADE STUDENTS AT SMA MUHAMMADIYAH 3 BATU ”. This study is expected to be meaningful in giving information and description of the teaching speaking method.

In addition to teaching method, the success of teaching and learning process including the teaching and learning of speaking, is greatly influenced by some components namely the teacher, students, curriculum, facilities and environment. The teaching and learning of speaking can be done effectively if the whole influencing components support each other to reach the goal. So identifying the problems and the causes of the problems of the teaching-learning of speaking is very important. By
knowing the problems and the causes of the problems, the solution will be easily identified. And the later the teaching-learning of speaking process will run well.

However, some problems in relation to teaching methods of speaking arise at senior high schools. Based on the researcher’s preliminary observation at SMA Muhammadiyah 3 Batu, for example, English becomes one of the subjects that difficult is to learn. The students’ ability in understanding the content of conversation in that school is poor. In the other words, most of the students can not speak fluently because they have not basic knowledge in vocabularies. This can be seen from the mean score of the students’ speaking skill, that is 50.

With those reasons, the researcher is interested in analyzing the teaching methods used by the teacher in teaching speaking at SMA Muhammadiyah 3 Batu. Besides, the researcher chooses SMA Muhammadiyah 3 Batu because she taught English subject when she got PPL there. So, it will help the researcher study the kinds of teaching methods used by the teacher and the problem he faced.

1.2 Statement of the Problems

Based on the previous background of the study, this study is trying to answer the following problems:

1. What kinds of methods does the teacher use in teaching speaking skill at SMA Muhammadiyah 03 Batu?

2. What problems does the teacher face in using the teaching method for speaking skill at SMA Muhammadiyah 03 Batu?
3. How does the teacher solve his problems in using the teaching methods for speaking skill at SMA Muhammadiyah 03 Batu?

1.3 Objective of the Study

Based on the statement of the problems above, the objective of the study are:

1. To know the kinds of teaching methods used by the teacher in speaking skill at SMA Muhammadiyah 03 Batu.

2. To know the problems faced by the teacher in using the teaching methods for speaking skill at SMA Muhammadiyah 03 Batu.

3. To know the teacher’s solution of the problems in using the methods of teaching speaking skill at SMA Muhammadiyah 03 Batu.

1.4 Significance of the Study

It is expected that the result of this study will be useful for the English teachers. By knowing the kinds of teaching methods, the problems faced by the teacher in using the teaching methods and the teacher’s solution of the problems in using the methods of teaching speaking, the teachers will be able to choose and determine the appropriate method to teach speaking to their students with knowing the students’ respond and condition of the students in the classroom. It will help the teacher to determine the appropriate methods in order that the goal of teaching speaking will be reached. Second, the result of this study is expected to give contribution to the students in order that they know the suitable method in their
process of learning speaking and to encourage them to improve their competence. Third, for further researchers, it is hoped that the result of this study will give additional important information to investigate and analyze the other aspects of the methods in teaching speaking.

1.5 Scope of Limitation

The scope of this study is on the kinds of teaching methods, the problems faced by the teacher in using the teaching methods and the teacher’s solution of the problems in using the methods of teaching speaking and this study is limited only for one teacher who teaches at SMA Muhammadiyah 3 Batu especially at the second grade.

1.6 Definition of the Key Terms

To avoid misunderstanding, it is necessary to define the key terms used in this study.

1. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand (Brown, 1994). In this study, teaching is the action of giving instruction of speaking skill to make the students understand.

2. Strategy usually requires some sort of planning for setting goals. It used for helping the teacher faced with a new situation.

3. Method is an overall plan for the orderly presentation of teaching matters including the technique and media that are used. In this study, method is a
way of delivering the matter or information to the students for reaching the goal of speaking skill.

4. _Technique_ is the various methods and process developed through knowledge, skill, and experience. It is a classroom device or activity and it is more specific than method.

5. _Teaching Method_ is a way of presenting instructional materials or conducting instructional activities. In this study, a teaching method is a strategy a teacher uses to present the instructional materials of speaking.

6. _Teaching strategy_ refers to the teacher's teaching style, "what" and "how" the teachers instruction should aim to include all types of learners (Marcella 2007 in Putri 2010). It means the teacher's own way of trying their best to help students learn to speak.

7. _Teaching technique_ is an activity that used by the teacher with the sneaky tricks he/she all know and use to get the job done in the classroom.

8. _Speaking_ is the action of conveying information or expressing one’s thoughts and feelings in a spoken language. In this study, speaking is the students’ skill in conveying information in a spoken form.

9. _Problems_ is dealing with difficult choices and a state of difficulty that needs to be resolved. In this study, problems is an experiences that faced by the teacher in using teaching method of speaking skill.

10. _Solution_ is a means of solving a problem or dealing with a difficult situation. In this study, situation is used by the teacher to solve his problems in teaching learning speaking.