CHAPTER I
INTRODUCTION

This chapter describes about background of study, problems of study, purposes of study, significance of study, scope and limitation, and definition of key terms. All of the items will be explained below:

1.1 Background of the Study

English is very important to be learned because English is international language; it means that by knowing English well, people are able to communicate with the foreigners with the different language and culture. In Indonesia, English is the first foreign language that taught at school and it is considered as important subject to acquire the knowledge, and to develop technology, art, and culture. English is taught from kindergarten school until university. Teaching English is a subject that consists of four skills such as listening, speaking, reading and writing. Among those skills, speaking seems to be the important one. Richards and Willy (2002) state that speaking is the central element of communication. Speaking skill is measured in terms of the ability to carry out a conversation in the language. It is impossible for us learning speaking without teacher.

In addition, teaching is one of concepts in education activity. Ur states that the process of teaching should be broken down into elements for purposes of study in order to reach teaching aims, teacher should present and explain new martial, provide practice, and test the students. For conclusion, teaching is an
activity of delivering knowledge to students in order to receive, respond to, master, and develop the learning materials (2009: 11).

In other hand, Brown states that teaching is one of the activities that should be done by the teacher in order to share and giving knowledge to the learners.

It is in line with previous statement;

'’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 (2007 : 7).

It means that teaching is an activity done by the teacher for sharing or giving the knowledge to the students. Both of teacher and learners should be involved directly or in directly in order to make the teacher’s aim to be success.

There are many important components in teaching and learning process. One of those elements is method. Method is considering as the way on how teacher shares his or her goal on teaching and learning process. Methods offer the teacher alternative to what the currently think and do. According to Larsen & Freeman (2000), teaching method is an application of way or strategy used by a teacher that is put from theory in teaching and learning process to achieve the learning objective. So, by using method in teaching and learning process, the teacher will be more easily to transfer the information, select the resources and define the role of the students.

There are teaching methods that are commonly used in teaching English language (Freeman-Larsen, 2000). They are grammar-translation method, the direct method, the audio-lingual method, total physical respond method, Presentation, Practice and Production, suggestopedia, communicative language
learning, silent way, and communicative approach. However, those methods may not appropriate for teaching each skill in English. For example, Brown describes that in writing and reading skill it is more appropriate if the teacher uses grammar-translation method, because students are more focus on grammar rule, and then apply it in translating sentence and texts into and out of the target language (2007: 18). Meanwhile, in speaking, the teacher can apply some methods; direct method, audio-lingual method, and communicative language teaching, because from those methods there are three techniques appropriate for teaching speaking such as dialog memorization, chain drill, roleplay, conversation practice (Freeman-Lasen, 2000).

Teaching method becomes one of importance points on the teaching learning activities. English teacher should have teaching strategies to solve the problems face by the student. The teacher must be able to manage their assignments effectively. The teacher is demanded to motivate the students in order to learn English well.

To teach speaking is not an easy job because there are many problems in teaching speaking. Ur (2009: 121) states that there are some possible problems faced by the students in learning speaking. They are inhibition, nothing to say, low or uneven participants, and mother tongue use. Those problems may influence the firmness of teaching and learning process.

From the explanation above, it can be concluded that the teachers have to know some methods for teaching English skills. In order to make the students understand on what the teachers are going to teach in learning English, the teacher
itself should be mastered on how to use teaching method before coming to the class to teach.

Some research has investigated to teach speaking method. “Method in Teaching English Speaking at Eighth year of SMP Hj. Iswati Semarang in the Academic” done by Sugiortono (2010). Base on the research, it showed that the methods used to teach English speaking were direct method, communicative approach, community language learning, and suggestopedia. The methods were implemented well. It was arranged in three phrase activities: pre-activity, whilst activity, and post-activity.

Based on those facts and theories above, the researcher is interested in investigating the way the teacher applied the teaching methods and the students’ difficulties that appear when the teacher applied the methods in speaking skill of second grade at SMA Islam Batu. The researcher chose SMA Islam Batu because she found students have less interest in English subject especially in speaking skill when she observed them. So, the researcher tried to describe the implementation of the methods used by the teacher in teaching speaking when the teacher applied current teaching method and investigate the way the teacher overcomes the students’ difficulties in learning speaking when the teacher applied the method at SMA Islam Batu.

1.2 Statement of the Problems

Based on the background of the study above, the researcher formulates research questions as follows:
a. What are the methods used by the teacher in teaching second grade students of SMA Islam Batu?

b. What are the problems in applying the teaching method of speaking faced by the teacher in teaching second grade students of SMA Islam Batu?

c. What are the ways to cope with the problem in teaching speaking at second grade students of SMA Islam Batu?

1.3 Purposes of the Study

The purposes of the studies are to find out the answer of the problems stated above.

a. To identify the methods used by the teacher in teaching second grade students of SMA Islam Batu.

b. To figure out the problems in teaching speaking faced by the teacher in teaching second grade students of SMA Islam Batu.

c. To know the ways to cope with the problem in teaching speaking at second grade students of SMA Islam Batu.

1.4 Significance of the Study

a. Teacher

For the teacher of English, the researcher hopes the study can give a motivation to use an appropriate in teaching English speaking, so that the students will pay attention during the classroom interaction.

b. Institution
The researcher hopes that the result of the study can be used an input for SMA Islam Batu in developing English perspective and competency especially method in teaching speaking and ways to cope with the problem in teaching speaking.

c. Researcher

For the next researcher, it is hoped that this researcher can be used as one of the references to conduct similar researches. It also gives contribution for teaching and learning process.

1.5 Scope and Limitation

The researcher focuses on limit and scope suggested by the title of this research. She deals mainly for finding the method used by the teacher in teaching speaking at second grade students of SMA Islam Batu, the problems faced by the teacher in teaching speaking at second grade students of SMA Islam Batu, the ways to cope with the problems in teaching speaking at second grade students of SMA Islam Batu on academic year 2015/2016.

1.6 Definition of the Key Terms

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

a. Teaching is showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge causing to know or understand. (Brown, 2000). Teaching is the
action of giving instruction of speaking skill to make the students understand.

b. **Speaking** is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts Chaney (Kayi: 2006). In addition, speaking is the action of humans to deliver their thought in spoken language.

c. **Method** is a way in teaching learning process to reach learning goal (Brown, 2000).