CHAPTER I
INTRODUCTION

Concerning the objectives of this present study, this chapter is going to discuss background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of key terms. This chapter is important to provide clear foundation for the researcher in conducting this present study on the next stages. Then, each section is presented as below:

1.1 Background of the Study

In this part the researcher is going to introduce an idea from a prominent scholar that of, ‘Teaching is showing or helping to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand’ (Brown, 2007, p.7). Based on the idea above, the researcher comes to a personal understanding that teaching somehow is the process of transferring knowledge through some ways such as giving instruction, guiding, facilitating, and setting the condition from something that the learners did not understand it before.

Teaching process requires some aspects that should be fulfilled. One of the aspects is in the teacher's side who has a duty to teach. Teacher is not allowed to teach carelessly in every teaching activity. According to Dimyati and Mujiono (2009, p.41), the teacher has to use the theories and principles of a particular study in order to act appropriately in teaching and learning. In other words, teachers need to learn theories and principles of learning in order to conduct their teaching activities.
Therefore, the purposes of teaching and learning organized by teacher can be achieved successfully.

According to Harmer (2007, p. 265) ‘Teacher tends to talk about the way we use language in terms of four skills, those skills are categorized into two categories: receptive and productive skill’. Receptive skill is a term used for reading and listening while productive skill is the term for speaking and writing. It means that English teachers are required to teach those four skills to achieve students’ goal in learning language. In this case, the students are regarded mastering the language if they master those four skills. Therefore, the four skills of language cannot be separated from each other, because it is one package to master language.

Speaking is a crucial part of second language learning and teaching. It is related with Nashruddin’s theory (2013, p. 53), speaking is a productive skill in which becomes the main purpose of many language learners learning language. It means that speaking skill is the first skill that the learners want to master as the goal of language learning. Many learners who learn English as a foreign language are regarded to have good speaking ability as the measurement of mastering a language. Therefore, speaking can be the main reason why the learners mastering speaking skill.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school. It is relevant to Harmer’s theory (2007, p. 348), “the most important part of teacher’s job is when organising speaking activities to make sure that students understand exactly what they are supposed to do. It means that
teacher requires providing speaking activities that contribute a great deal to students in developing their speaking ability. In any kinds of curriculum, the speaking skills systematically written in curriculum that is intended to be directed toward teaching and learning process thoroughly. In this case, the curriculum is implemented from primary education to higher education.

‘The curriculum is generally defined as a plan developed to facilitate the teaching and learning process under the direction and guidance of school, collage, or university and its staff members’ (Winecoff, 1988, p.265). It is clearly shown that curriculum is designed to provide a set of teaching and learning process in order to achieve the goal of teaching and learning at formal school. Thus, curriculum is the important element in learning process. If the curriculum is well organized and designed, the learning process is believed to be successful.

Mulyasa (2013) stated that 2013 curriculum has the aims to improve the quality of the process and the outcomes of education which focuses on character building and moral values. Based on the idea above, it can be said that 2013 Curriculum expects the learners to be able to increase their insight independently and comprehend their character values.

In this 2013 curriculum, the teachers have a textbook to balance the quality in teaching and learning activity in Indonesia. In addition, when the researcher joined the teaching practice 2 (PPL 2), he found that the teacher gave the kind of teaching speaking activity which is accordingly not appropriate with the students’ need. In other words, the teacher tends to be more active than students in speaking class. This condition causes the students’ speaking ability weak. Based on the explanation above
the researcher was interested in exploring the variety of teaching speaking activity based on the 2013 Curriculum and identify whether the teaching speaking activity impacts on students’ speaking ability.

Furthermore, this present study is expected to give beneficial information and understanding in teaching speaking. Besides, the result of this present study may give some important knowledge as a reference for the others potential researchers. Therefore, the researcher is going to conduct a study entitled “An Analysis of Activities in Teaching Speaking at SMAN 9 Malang.”

1.2 Statement of the Problems

Based on the background above, the researcher formulates some research questions as follow:

1. What are teaching speaking activities implemented by teacher at eleventh grade students of SMAN 9 Malang?

2. Does the current speaking activities have impact on the students’ speaking ability at eleventh grade students of SMAN 9 Malang?

1.3 Purpose of the Study

Based on the statement of the problems above, the purposes of the study as follows:

1. To understand the variety of teaching speaking activities implemented by teacher at eleventh grade students of SMAN 9 Malang.

2. To know the impact of the current speaking activities on students’ speaking ability at eleventh grade students of SMAN 9 Malang.
1.4 Significance of the Study

Theoretically, this present study is expected to able to give beneficial contribution to the English teachers. Thus, they can find the result of this study to obtain new information and to give input for the teachers.

Practically, this present study is also aimed to give the following benefits. First, it is expected to be useful for English teachers in terms of evaluating teaching speaking activity. In brief, teacher might implements the teaching speaking activity appropriately to students’ need. Second, it is expected to be useful for the students in learning speaking, they are able to be active in speaking class. In other words, the students can speak fluently towards the teaching speaking activities implemented by teacher. The last, this study is expected as a reference for further potential researchers.

1.5 Scope and Limitation

This present study is focused on investigating the variety of teaching speaking activities and the impacts of teaching speaking activities on students’ speaking ability. Meanwhile, the researcher limits this study on eleventh grade students of SMAN 9 Malang in the academic year 2014/2015.

1.6 Definition of Key Terms

In order to avoid misinterpretation of the content of this study, some words used in this study as the key terms are defined as follow:
1. Analysis: Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it. (Creswell, 2002, p.10)

2. Teaching: ‘Teaching is Showing or helping to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand’. (Brown, 2007, p.7)

3. Speaking: Speaking is, as a productive skill, a purpose of many language learners learning a new second or foreign language” (Nashruddin, 2013, p. 53)

4. Speaking Activity: Speaking activity is, the various of activities in teaching and learning speaking that contribute a great deal to students in developing basic interactive skill (Kayi, 2006)

5. 2013 Curriculum: 2013 Curriculum is is the newest curriculum that is applied by the government for replacing KTSP (Kurikulum Tingkat Satuan Pendidikan) that emphasizes on affective aspect or changes of students’ behavior and competency among attitude, skill, and knowledge impartially (Mulyasa, 2013, p.7)

In summary, this chapter has already introduced the background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms. To expand the researcher's knowledge and...
support the theoretical views in this topic, it is important to examine some theoretical views in Chapter 2.