

CHAPTER I

INTRODUCTION

A. Background of Study

One of main concern of the most language teachers is how to help language learners to develop satisfying language proficiency has received. Speaking is one fundamental skill essential to master in learning a foreign language. Not only does it bear a highly communicative value, but also it is generally regarded as the parameter of one's proficiency in a foreign language. Owing to such as a prestigious status, student is being able to produce the language becomes the ultimate goal of the teaching of the spoken language. The major goal of teaching speaking skill is communicative efficiency. Communicating efficiency in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio – cultural aspect of that language. This understanding will enable us to use the right language in the right context for the right purpose and that we can be referred to as communicative competence. According to Hymes in Saleh (2013: 101) 'communicative competence refers to the level of language learning that enables language users to convey their messages to others and to understand others' messages within specific contexts. It also implies the language learners' ability to relate what is learnt in the classroom to the outside world.

However, the realization of that level of knowledge and understanding of is always challenge for foreign language learners. They often struggle through the obstacles. They should try to avoid confusion in the message because of the faulty

pronunciation, grammar, or vocabulary. In addition to know the sound, structure, vocabulary, and culture subsystem of the language, the speakers must think of the ideas they wish to express, either initiating a conversation or responding to previous speakers and be consciously aware appropriate functional expressions, as well as of the grammatical, lexical, and cultural features needed to express the idea (Syarifudin, 2012: 8).

According to Nunan (1990: 227) Another aspect of speaking that is particularly relevant for second language speakers concerns whether or not the speaking is planned or spontaneous. We tend to assume that all conversation are spontaneous, and so they are to a degree. However, we all have routines, set phrase, and other expression that we use when speaking spontaneously. In the case of second language learners, the provision of planning time can significantly increase levels both fluency and accuracy. Definitely, English teachers need access to a wide range of knowledge and skill to teach well in teaching speaking. Making the students to speak in the class is not easy because most student assume that english is very difficult. The difficulties of students to speak are caused by some reason such as students' reluctant, lack of motivation, uninteresting teaching technique, etc. Therefore, the performance of teachers in teaching speaking is one of the handfuls of factors determining school effectiveness, learning outcomes and directly affects students' achievement in speaking skill. To get the current status of teaching speaking quality, the performance of teacher leads to be better instructions and improved students learning when it is taken to curriculum materials that teacher used and the academic standard guides their work, the

assessment and accountability its measures to evaluate their teaching speaking success. The teachers should have ability to bond with the students understanding and resonating with their feelings and emotions. The teacher should be able to acknowledge that the only real constant in life is change. We know there is a place for tradition but there is also a place for new ways, new ideas, new system, and new approaches.

Teachers don't put obstacles in the way being blinkered and are always open and willing to listen to others' ideas. According to Meiers in Amin (2012: 227) Criteria determining of a teacher's professional status can be seen from the following three aspects: teacher's knowledge of what to teach (content or subject matter knowledge), teacher's ability (knowledge and skill) to teach the content, and teacher's ability to impart learning to students.

That situation can be seen in SMA Muhammadiyah 1 Ponorogo. It has many factors completely supporting to be great reputation school such as selected students each years, selected professional teachers, and prepared facilities. It creates English subject that provides the students with a attractive speaking atmosphere and takes a part efficiently in the communication. Moreover, it can make brave each others to speak English alternating turns at talk which are managed and sequentially organized by teacher through strategy.

For the reason above, the researcher wants to conduct research entitled : Descriptive Study of Teaching Speaking to the Bilingual Class Students of SMA Muhammadiyah 1 Ponorogo in the Academic Year of 2015/2016.

B. Statement of the Problems

1. How does the teacher prepare teaching speaking to the bilingual class students of SMA Muhammadiyah 1 Ponorogo ?
2. How is the teacher's strategy in teaching speaking to the bilingual class students of SMA Muhammadiyah 1 Ponorogo ?

C. Purpose of Study

1. To describe the teacher's preparation in teaching speaking to the bilingual class of SMA Muhammadiyah 1 Ponorogo
2. To describe the teacher's strategy in teaching speaking to the bilingual class students of SMA Muhammadiyah 1 Ponorogo

D. Importance of the study

The importance of the study is expected to be beneficial for:

1. For teacher and lecturer

This research might be useful for teacher or lecturer in giving additional input and can be used as the reference for those who want to conduct a reserch in English teaching – learning process

2. The researchers

This research is significant to simulate the next researchers in conducting such kind of research in future

3. The Students

This research will be helpful for the students to understand about speaking and it can motivate them to speak English in everyday life.

E. Scope and Limitation

1. Scope

This research is about teaching speaking

2. Limitation

This research focuses on descriptive study of teaching speaking of the bilingual class students of SMA Muhammadiyah 1 Ponorogo in the academic year of 2015/2016

F. Definition of Key Terms

In this study , the writer defines the terms as:

Teaching Speaking : The teaching speaking refers to the development of the micro and macroskills of communication through the application of communicative language teaching to improve students' speaking skill (Syarifudin, 2012: 3)

Descriptive : The collected data will be the words, pictures, and it is not numeral data (Moleong, 1988: 6)