

CHAPTER I

INTRODUCTION

1.1 Background of the study

English as an international language is used by many people all over the world to communicate among nations either in spoken and written interactions. In Indonesia, it is taught as a foreign language. As a language of science in this globalized era, it is very important for information and communication. Based on the curriculum, the Indonesian Department of National Education (Departemen Pendidikan Nasional) has stated that English is as a compulsory subject at Indonesian school. This fact makes the government forces the learners to master English.

In learning and teaching English, there are four basic language skills should be mastered namely: listening, speaking, reading and writing. Speaking is one of the crucial parts of second language learning and teaching. As one of the language skills, it enables people to communicate directly each other and also plays an important role for the success of language learning. According to Richards and Renandya in Widiati and Cahyono (2006:1), a large percentage of world's language learners study English is in order to develop proficiency in speaking. Students of second/foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback and Lazaraton, 1991 in Widiati and Cahyono, 2006; 1). Someone

can be told that he or she is capable in communicate effectively if he or she is able to show his or her English by practicing it through speaking. Finochiaro (1974) claimed that speaking is a real language, which means that the capability to communicate in a language can be shown through the skill of speaking. The skill of speaking refers to the students' ability to express mind or feeling orally or the capability to deliver messages directly.

Despite its importance, for many years, teaching speaking has been under valued and English language teachers always continue to teach speaking just teaching the grammar, repetition of drills or memorization of dialogues. Rustam (1993:32) reports his investigation that most Indonesian English teachers do not develop their own syllabus and material systematically based on the teacher preferences and the learner's need. The students taught to be achieved the target in institutional curriculum or their own syllabus. As the result, in learning English especially in speaking, most students are reluctant to speak. Mulyadi and Puspita (1991) stated that the most difficult part of the task of the teachers in the teaching English in senior high school especially in speaking class laid on how to encourage students to speak. The student seems often reluctant and afraid to speak when they involved in speaking class activities. The same problem also uttered by Chastain (1976) that many of the EFL students are self conscious and do not like to make mistake or appear stupid in front of their friends.

Actually there are several factors caused the students reluctant to speak English. Some of them are motivations, needs, attitudes, and students learning

style which are called internal factors. The other factor is external factor, such as environments, family, teacher and learning process in the class. Speaking activities which are given by a teacher in classroom are argued as external factor that crucial in determining speaking achievement of students.

Based on the researcher's observation, the same case also occurred to the students in several senior high school of SIBOLGA in which most of the teachers always teach grammar and vocabulary to the students. The fact is, of course being the problem for the teachers especially in teaching speaking. Teaching speaking is a complex process which can be affected by many factors. These include teacher and student characteristics, institutional culture, syllabus, materials and approaches to the teaching and learning demonstrated by teachers and students (Dunkin & Biddle, 1974).

In this study, the researcher concern with the process variables namely the classroom process, these variables are the main focus in this study of teaching speaking English. Dunkin and Biddle (1974) defined these process variables as the activities taking place during the teaching process of speaking English in the classroom.

1.2 Problems of the Study

The purposes of this study are to provide answer to the following questions:

1. How does the classroom teaching process of speaking English take place in senior high school students?
2. Why does the classroom teaching process of speaking English take place the way it does in senior high school students?

1.3 The Objectives of the Study

Based on all these descriptions and the research problems formulated above, this study attempted:

1. To describe the classroom teaching process of speaking English take place in senior high school students.
2. To elaborate the reasons of why does the classroom teaching process of speaking English in senior high school students take place the way it does.

1.4 The Scope of the Study

The present study will be limited to one of four teaching variables as proposed by Dunkin and Biddle (1974). The process variable refers what is the happening or what is being done by the teacher in the classroom teaching process of speaking English. So the focus is teacher behaviors during the real classroom activities. What is going on there in the classroom is the form of teachers' behavior cannot be separated from other related aspect, such as

teaching materials which is derived from predetermined syllabus, lesson plan predetermined on which the teacher's behavior are based on the position of these related aspects supporting aids in the attempt to understand the teachers' and the students' behavior during the teaching process as the process variable as mentioned by Dunkin and Biddle (1974). So based on the frame work, the process variables or teachers' behavior during the classroom teaching process is considered as the focused. And this research will be limited to describe the classroom teaching process of speaking English in second grade Senior High School of SMAN 1 Sibolga.

1.5 The Significance of the Study

The research findings are expected to give a valuable contribution both theoretically and practically for the readers, students, and English teachers. Theoretically, the research findings are expected to enrich the theories and references of the classroom teaching process of speaking English. And practically, it is to be useful and to be input for the students, teachers, and educational institution and the other researcher of the classroom teaching process of speaking English.