

## CHAPTER I INTRODUCTION

### 1.1 The Background of the Study

Language is one of the essential things to communication, and it is used as a tool of communication among nations all over the world. When people communicate, people make things common. Communication may take place between units of very different sizes and complexity. It may occur with individuals, groups, organizations, social classes, nations, countries, and regions of the world (Rosengren 1999:1). Communication is used to express the speaker's feelings, ideas, etc to the hearer. There are so many languages in the world, the different country uses different language. As an international language, English is very important and has many interrelationships with various aspects of life owned by human beings. Nowadays, English is taught in every school, starting from kindergarten, going to elementary school, continuing to Junior High School, and Senior High School. English is taught seriously because the school has its purpose for why the students learn English. English students can prevent their existence in the modern world. Besides, they can face globalization and can compete with others. According to Ginting (2013:1), English is widely used for international purposes, and the countries in the world are offering opportunities to learn English. International life and communication are possible mainly through English. It's getting prime importance, especially with the era global. One of the English language skills that any foreign language learner must master is

speaking. Before you can write or read in English, the first thing that you must know is you have to understand what people say, and you can replay it by speaking because speaking is a tool for communication and conveying information.

Speaking is either a productive or active skill. Though the four skills are equally important, speaking becomes an essential tool to communicate that needs to be accomplished. In other words, the goal of the language is communication, and the aim of speaking in a language context is to promote communication efficiency.

Nunan (1991) states that for most people, mastering speaking skills are the most critical aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

People require speaking to interact among them. In speaking activity, many things that should be paid attention to do not relate to what is being said, what the language is used, and who our interlocutor is.

On the other hand, grammar skills are also needed to complete the mastery of English. In grammar, we learn how to construct a sentence that becomes too good. If a sentence is spoken in wrong grammar, listeners will still understand what the meaning of the speaker said.

Grammar in speaking is not too essential. But it doesn't mean grammar is not essential. Grammar is crucial, but if you want to practice your conversation and fluent in English, you need to work on your speaking skills

by watching a movie, a conversation with your friend, or with yourself in front of a mirror, and you could use some applications that can make you talk with the native speaker directly and improve your speaking ability.

The study of grammar may not be essential to reach the most efficient way of speaking (Thornbury, 2005). Some people think that if they want to communicate fluently in English, they need to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. However, speaking is more than it. The speakers of English have to be able to talk in different genres and situations (Harmer, 2001).

Please know that native speakers are not concerned with the grammar in speaking. Native speakers know that their interlocutor can speak in English and understand what they say. So if students learn about grammar and do not practice their speaking ability, they will not be able to speak fluent English, and their conversation will be there at the lowest level.

Based on the researcher's experience when she was doing Teaching Practice (PPL) in one school in Medan and also making such approach to the students and the teacher to get information about their teaching and learning process, especially in speaking. The researcher found out some problems related to instructional activities in that school. Those problems are that :

- 1) The students have low speaking
- 2) The students are not confident in speaking English
- 3) The students have low motivation in learning English.

- 4) The students did not participate actively in the instructional activity.
- 5) The students seemed to get bored soon and were not interested in English subject.
- 6) The teacher just explains about the material, gives the task, translates the text, and asks the students to look for the meaning of new words in their dictionary.
- 7) The teacher translates what she said to the students and sometimes teacher not speak English fully

Considering the situation above, the English teacher needs to provide a better strategy for helping students improve their speaking skills, especially in conversation. The researcher used one strategy in teaching speaking ability while doing Teaching Practice, which is the direct method. The topic that the researcher chooses is an Advertisement. The researcher explains about an advertisement, and then the researcher asks students some questions about advertisement directly without translation.

The result of learning on the student at SMPN 37 Medan on Teaching Practice by the researcher found out that student mastery of speaking ability and understanding a sentence without being translated is low. Students are not able yet to understand what the teacher said without translating. From the results of research, it is known that the total number of students in ninth grade SMPN 37 Medan, totaling 32 students. Just 3-5 students can understand what the researcher said without translation. Another 15 students can answer

questions in English if translated, and 12 other students listen and do not actively participate in the classroom.

Based on the observation, the factors that cause students' low speaking ability are factors from the students themselves and elements from the teachers. The causative factor of students is that students tend to lack confidence in speaking English, students are afraid to use the wrong words, students are so scared if the grammar is misused, and they lack vocabulary that students own. While the factor causing the low ability of students to speak English from the teacher's aspect is the lack of teacher creativity in using teaching methods that can help students.

Based on the research findings above, the researcher is interested in observing and interviewing at SMPN 37 Medan to find out how the English teachers at SMPN 37 improve their students' speaking ability? And after the researcher finds out how the English teachers improve their students' speaking ability, the researcher will observe the ways teachers use in teaching speaking ability.

## **1.2 The Problems of the Study**

Based on the background of the problem above, the problem of the study is formulated as the following :

1. How do the English teachers at SMP Negeri 37 improve their students' speaking ability?

2. What ways are teachers at SMP Negeri 37 Medan used to teach speaking ability?

### **1.3 The Objectives of the Study**

Based on the explanation stated above, this research is aimed to :

1. To describe the ways of English teachers at SMPN 37 improve their students' speaking ability.
2. To describe the ways teachers use in teaching speaking ability.

### **1.4 The Scope of the Study**

In learning the language there are four skills that individuals have to master that is writing, listening, speaking, and reading. In this research the researcher focus on speaking skills. Speaking is either a productive skill. Though the four skills are equally important, speaking becomes an essential tool to communicate that needs to be accomplished. There are so many causes why individuals difficult to speak in English or individuals can understand what native speakers say but don't know how to say it. So in this research, the researcher is interested to find out how the English teachers improve the speaking ability of students and what ways teachers use in teaching speaking ability at SMP Negeri 37 Medan.

## 1.5 The Significances of the Study

There are two significant outcomes expected in this study, namely theoretical and practical benefit as follows :

### 1) Theoretical Significance

The result of the study is expected to enrich the literature on English teaching in speaking and provide a useful reference for further research about how to improve students' speaking ability and the ways used in teaching speaking ability.

### 2) Practical significance

#### a. For the teacher

This research is expected to give some advantages for the teacher in ways of teaching speaking ability to the students. And the result of this study is also expected to assist teachers in developing the students' problem-solving abilities, so it can be used as signposts to further enhance and develop problem-solving skills in the learning process.

#### b. For the students

Through this study, the students are expected to be able to :

- Improve their skill in speaking ability.
- Develop thinking skills, problem solving, and intellectual skills.
- Help the students to more actively and brave in speaking in the classroom.

c. For the other research

The researcher is expected to have better knowledge about the ways of teaching speaking ability to the students and is expected to provide information as the starting point for the students to improve their speaking ability.

