

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study, significance of the study, limitation of the study and definition of key terms.

1.1 Background of The Study

English learned as a foreign language in Indonesia. In Indonesia English is learned from Elementary School until University level. In Elementary School English learned as a local content. In Junior and Senior High School English learned as a compulsory subject. In educational institution, teaching English as a foreign language has an educational function and clear instruction. Based on the National Education Curriculum or 2013 Curriculum (Permendikbud 2014), in Junior High School, English is one of compulsory subjects. In learning English, according to Brown (2000, p.232) English has four required skill. Those are listening, speaking, reading and writing. In the school, students learn all the English four skills.

In teaching and learning activities, students learn the four basic skills to be able to communicate using English, read English book or magazine, and write English text or paragraph, also to understand the meaning of English dialogue or English song in listening session. Teaching English especially speaking is really important because English is a world language. In this global era, students are

expected to use English communicatively because most of people use English as a world communication tool. Speaking activities is one way to use English communicatively.

Speaking ability is really important for interaction between people. People use language for interacting and communicating with others. English is a lingua franca, Harmer (2001, p.1) defines Lingua Franca is a language widely adopted for communication between two speakers whose native languages are different from each other. English as lingua franca used as a medium of communication between peoples of different languages. Louma (2004, p.9) says that speaking is a social and interaction in daily communication. Therefore, language and speaking ability play important role in communication.

Speaking is a common skill to make students easier to communicate using English. By speaking, students can practice their language that has been learned by them in English classroom. Practicing language by speaking can help students easier to communicate with others. Nunan (2003, p.48) says that speaking is the productive oral skill. Speaking is one of the central elements in communication. It is someone ability to communicate in pair or group orally. According to Vytriani (2012, p.2) in learning speaking, students are expected to use some expressions in spoken interaction or conversation. In learning speaking, speaking skill used to improve students' English ability because the language functions as means of communication.

Speaking is the most challenging skill of the four English skills. Brown (2003, p.172) describes that there are five components of speaking. Those components are grammar, vocabulary, comprehension, fluency and pronunciation.

In learning speaking, many problems faced by the students in speaking like students have lack of vocabulary, grammar and less confident. The problem in speaking also happened because English has different pronunciation with Indonesian language. Students still faced many problems in speaking because of many factors such as internal and external factor. Virgiyanti (2013, p.1) explains there are internal and external factor that caused students faced many problems in speaking. In internal factor, students have lack of vocabulary. In external factor, the supports from the environment in here students only use English inside the classroom and they have limited learning time in the class.

The time in teaching and learning English subject in the school is very limited. It is provided by the Minister of National Education and Culture regulation 2014 (Permendikbud 2014) in 2013 curriculum or K13. The curriculum provides for Junior High School, the students' learning time in English class two meetings in a week, which is 40 minutes in every meeting and 80 minutes for two meetings in a week. The curriculum gives minimum time in learning English whereas four skills should be learned in the regular classes. Thus, it is needed to have additional time for students to have English, one of which is through intra curricular program developed by each school.

One of the programs that are given by some schools to give additional time for students to learn English is through English Conversation Class. English

Conversation Class is a language learning program that established by some schools as a medium for students to practice speaking. According to Hussin, Moar and D'cruz (2001) enriching students' language program is needed to improve students' language proficiency. Language learning program such as English Conversation Class can improve students' speaking ability. Sari (2012, p.1) claims that the conversation class is a special class that focus on the development of speaking skill. In Junior High School, students learn the basic communicative task in speaking activities. Brown (2000, p.103) defines that the students in intermediate level can continue basic communicative tasks and there are so many topics given for students in this level. Junior High students can do communicative task with topic which is chosen by the teacher. In English Conversation Class students can practice their ability in speaking in the form of monolog or dialog. Students can interact by using English by using dialogue or role play. Broughton (2003, p.83) assumes that conversation class is an easy way in simply talking and it is the best way to improve oral fluency of students. Thereupon, in conversation class teacher can be more effective to improve students' speaking skill.

In SMPN 10 Malang, this school has English Conversation Class or ECC. English Conversation Class in this school established by the school as an intra curricular program. This program is established by the school inside the school hour and ECC is followed by the students who have this subject based on their school schedule. SMPN 10 Malang has English conversation class to support extra learning in English. English Conversation Class is given to the students once a week whereas the English subject given to the students twice a week. English

Conversation Class has 80 minutes in every meeting. The English Conversation Class and the English regular class are taught by different teacher. The teacher of English regular is teaching the English four skills such as reading, writing, listening and speaking whereas the teacher of ECC only focus on teaching listening and speaking skill. ECC is given to students to prepare their practical examination on the ninth grade. For English subject, the practical examination is held to test the students' speaking ability such as performing story telling or role-play. For English regular class, this subject is focused to prepare students for the national examination. Thus, English regular class and ECC have important role for students to learn English skills.

English Conversation Class in SMPN 10 Malang is given to the students in the formal academic learning process and it is based on the school schedule.

English Conversation Class is the additional program that given by school to have extra learning in English especially to improve students' speaking ability besides the English regular class. Based on the description about English Conversation Class, the researcher wants to describe the components of teaching such as the syllabus, teaching techniques, materials, media and assessment used by the teacher of English Conversation Class. Therefore, the researcher wants to study

“THE IMPLEMENTATION OF TEACHING SPEAKING IN ENGLISH CONVERSATION CLASS AT SMPN 10 MALANG”.

1.2 Problems of The Study

Based on the background of the study mentioned above, the researcher composes five research questions related to the implementation of teaching speaking in English conversation class at SMPN 10 Malang, as follows:

1. What is the syllabus used by the teacher in English Conversation Class?
2. What are the teaching techniques used by the teacher in English Conversation Class?
3. What are the materials used by the teacher in English Conversation Class?
4. What are the media used by the teacher in English Conversation Class?
5. What is the assessment given by the teacher in English Conversation Class?

1.3 Objectives of The Study

The research is to describe the implementation of teaching speaking in English conversation class at SMPN 10 Malang. In this study the researcher studies about the syllabus, the teaching techniques, the materials, the media and the assessment used by the teacher in teaching speaking.

1.4 Significance of The Study

The finding of the study will be useful to give feedback to the English teacher of English Conversation Class to improve the quality of teaching speaking. This research used as a feedback by reflecting the activities in teaching speaking in English Conversation Class.

For the researcher and the English teacher in general, this research will give information about the teaching speaking in English Conversation Class. This research may be useful as a guidance to teach English especially in teaching speaking.

1.5 Limitation of The Study

In order to limit the scope of the study, the researcher gives limitation on the study. This study is limited to describe the components of teaching speaking such as syllabus, teaching techniques, materials media and assessment used by the teacher of English Conversation Class on the eighth grade at SMPN 10 Malang.

1.6 Definition of Key Terms

To avoid misunderstanding of the meaning of the terms in the research, the researcher provides the terms as follows:

1. Teaching Speaking: a very crucial part of foreign language Learning.

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. (Nunan, 2003 p.48)

2. Conversation Class: students extra learning program besides regular

English class, which more focuses on improving students speaking skill.

Conversation class occupies a unique place in the process of learning

English as a second or foreign language. (Jackson, 2012 p.1)

3. Intra curricular program: a program established by the school. The

program is followed by the students based on the school schedule. The

activity was done in the formal academic learning inside the school hours.