

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is taught and learned in Indonesia as the foreign language through formal education process such as school or university and informal education process such as courses. Eventhough, the two ways are different but both of them have the same goal that is to be proficient in English. English is taught from kindergarten level until university level and furthermore English becomes a study program in university level.

Teaching English should be done in the right technique on the four language skills; listening, speaking, reading and writing. Teaching speaking is a very important part of foreign language learning. In the process of teaching and learning, the four language skills are simultaneously performed and the ability to speak is an essential skill. The ability to speak in a foreign language clearly and efficiently contributes to the success of the learners in the school and in every phase of life. Therefore, it is essential that language teachers pay great attention on the way of teaching speaking. English teachers should lead students to pure memorization, provide a rich environment where meaningful communication takes place is desired.

As a professional teacher in language teaching, especially in teaching English as a foreign language, teachers mostly spend much time on appropriate teaching techniques for greater effectiveness in students' acquisition on English,

designing and implementing materials, test and practice teachers are responsible to educate the students from little or no knowledge to sufficient English speaking environmental.

This research focuses only on one of those four skills, namely speaking skill. Speaking or oral communication is an activity involving two or more people which the participants are both speakers and listeners. However, even students have memorized many English words, but they do not proficient in speaking based on the rule of English in speaking skill. Although students have been learning English for a long time, they could not speak English fluently with appropriate grammar, pronunciation and correct word order. So, in improving students' speaking skill there are many activities that can be used in classroom speaking activities. English teacher should apply precise activities in order to teach speaking in each level of education unit. By speaking the students can express their feelings, ideas or opinion during the learning process regarding material given in classroom speaking activities. Many of classroom speaking activities are applied in order to improve students speaking skill. There are a number of widely used categories of speaking activity by Harmer (2000: 348), such as: acting from a script, discussion, prepared talk, questionnaires, simulation and role play.

In teaching and learning process, many students cannot speak English well to communicate their ideas or their opinion systematically. It happens because in that process, the teacher only explains the material without giving the chance to students to communicate their ideas or their opinion. It can be solved by giving the chance to students to develop their ideas about certain topics and speak it out. One of the speaking activities in teaching and learning process is prepared talk. In thi

activity, students are given time to speak out their ideas about certain topics. Teacher prepares some topics and asks students to choose one of the topics that interesting for them. After choosing the topic, students prepare their ideas of the topic chosen then present it in front of the classroom. And after presenting there is answer and question between the listener and presenter. (Harmer, 2000). So, in this study, the researcher gives the chance to students to speak out their ideas or their opinion about the certain topics given.

From all of the explanation above, the researcher was interested to conduct a study entitled **“The Use of Prepared Talk to Improve Speaking Skill of the Eighth Grade Students of SMPK Saint Joseph Kupang in the School Year 2017/2018”**.

1.2 Statement of the Problems

Based on the background of this study, the researcher formulated the problems statement in form of the questions:

1. Is Prepared Talk effective or not in improving speaking skill of the eighth grade students of SMPK Saint Joseph Kupang?
2. To what extent is the improvement of speaking skill of the eighth grade students after being taught using prepared talk?
3. How is prepared talk used to improve the speaking skill of the eighth grade students of SMPK Saint Joseph Kupang?

1.3 Objectives of the Study

Based on the questions in the statement problems above, the objectives of the study are as follows

1. To know whether the Prepared Talk is effective or not in improving speaking skill of the eighth grade students of SMPK Saint Joseph Kupang in the school Year 2017/2018.
2. To know what extent the improvement of speaking skill of the eight grade students is after being taught using prepared talk.
3. To find out the way of prepared talk technique being used to improve the speaking skill of the eight grade students of SMPK Saint Joseph in the school year 2017/2018.

1.4 Significance of the Study

This study gives beneficial contributions to the theoretical field and practical field. They are specified in the following part:

1. For English Teacher

The result of this study can give reference and theoretical concept for the teacher of how to teach English speaking skill.

2. For the students

This study may give input to improve students' speaking skill at SMPK Saint Joseph Kupang.

3. For the researcher

This study can give lots of knowledge regarding how to teach speaking and in completing this writing; the researcher is trained in how to write a scientific writing appropriately.

1.5 Scope and Limitation

This study is a classroom action research which focuses on using prepared talk to improve students speaking skill. There are many techniques of teaching English especially speaking skill in the classroom of speaking activities during the learning process such as: acting from a script, discussion, prepared talk, questionnaires, simulation and role – play but in this study the researcher focuses on prepared talk, because the writer wants to know students' speaking skill through prepared talk. The aspects that will be analyzed are pronunciation, grammar, vocabulary, and fluency.

1.6 Definition of the Terms

To help the readers to understand this study, the writer presented some definition of terms used in this study.

1. Speaking

Speaking is a language art, which involved the selection and organization of ideas and the skill to communicate the ideas orally (Grolier, 1981). In this study speaking is organization of ideas orally done by the eighth grade students of SMPK Saint Joseph Kupang through Prepared Talk to the topic chosen.

2. Speaking Skill

Speaking skill is the skill to express oneself in life situation or the skill to report acts or situations in precise word or the skill to converse or to express sequence of the ideas fluently (Byrne, 1990). Related to this study, speaking skill is the skill of the eighth grade students of SMPK Saint Joseph Kupang to present their ideas of a topic elaboration in front of the classroom.

3. Prepared Talk

Prepared talk is one of the classroom speaking activities that students are required to choose one of interesting topic for them and they are given time to elaborate it. In preparing their ideas of the topic chosen, students may write the idea on their note. Then teacher gives students time allocation to present it in front of the class, after presenting, there is feedback or answer and questions between the presenter and the listener, (Harmer, 2000). In this study, the researcher uses Prepared Talk to measure speaking skill of the eighth grade Saint Joseph Kupang.

4. SMPK Saint Joseph Kupang

SMPK Saint Joseph is one of the Junior high schools in Kupang city located on 27 Herewilla Street, Naikoten- Kupang in which the writer uses as the location of the study.