

CHAPTER I

INTRODUCTION

1.1 Background of the Study

It is stated in the 1994 curriculum that at the end of the teaching learning English, the S. M. U. students are expected to be able to read, understand, speak and write in English through the selected THEME based on their development and interest level, the mastery of vocabulary level (about 2500 words for IPA and IPS programs, and more or less 3000 words for language program), and the suitable structure.

Furthermore, the teaching of language skills (listening, speaking, reading and writing) should be taught in an integrative way, however, the emphasis should be on reading.

Besides the above points, this school curriculum aims at applying the teaching of English to the proper use of the language and communicative function. In order to achieve the communicative ability, the S.M.U. students are required to master the general knowledge and ability in English which is described in the curriculum. They are language elements (sound/spelling, structure, and vocabulary) and language skills (listening, speaking/dialogue, reading, and writing).

Next, it is also stated that one of the statements in the curricular objectives of the GBPP 1994 for S.M.U. is that students are expected to be able to apply the speaking ability in English through simple conversation.

To achieve this ability, Rivers, in her book "Teaching Foreign Language Skills" says that the ability to converse in a foreign language is developed through frequent practice in conversing in that language. Thus, it is necessary for students to get sufficient

practice to achieve the speaking ability. However, in reality, students tend to stay passive due to their limited ability, shyness and fear of making mistakes. As teachers, we are responsible for creating a suitable atmosphere in order to give the students a relaxing situation, so that they are able to participate actively during the speaking class. This is also based on Dubin and Olshtain's statement (1977: 202) which says "in order for communication to take place, everyone needs to feel relaxed and without concern over grammatical or pronunciation errors".

Considering the above reason, the writer in this occasion would like to suggest a technique for teaching speaking by using a tape recorder.

1.2 Statement of the Problem

With reference to the reason for choosing the topic, the statement of the problem under study is formulated as follows:

1. What are the advantages of using tape recorder in teaching speaking to S.M.U. students?
2. What kinds of suitable materials can be used?
3. What are the steps in presenting those materials?

1.3 Objectives of the Study

Derived directly from the above-formulated problems, the objectives of the study are:

1. Describing the advantages of using a tape recorder in teaching speaking to S.M.U. students
2. Describing the suggested suitable materials taken from cassettes

3. Describing steps in presenting a model of teaching speaking by using a tape recorder

1.4 Significance of the Study

This study is designed as an attempt to encourage the students to speak during the speaking class in extra curricular activity through the listening of the materials from cassettes. Here the writer proposes a technique of how to teach speaking through listening of materials from cassettes, with the hope that the ideas discussed in it might be of some contribution for the teachers, especially, those teaching speaking.

1.5 Scope and Limitation

As the title is "A Suggested Technique for Teaching Speaking by using Tape Recorder to S.M.U. Students in Extra Curricular Activity", this thesis discusses mainly one technique of how to teach speaking by using a tape recorder and it is presented to the first year students.

This consideration takes place because the S.M.U. students have already got enough knowledge in English compared to those S. M. P. students.

In order to give suitable materials for them, the writer chooses easy short passages, which are appropriate with their knowledge in English. Due to the limited time, this suggested technique will be presented in the classroom for 20 - 25 students, within 90 minutes, once a week as an extra curricular activity.

1.6 Definition of Key Terms

There are many definitions of speaking given by many language experts. Philip Babcock Gove, for example defines speaking as giving oral expression to thought,

opinion or feeling engaged in talk or conversation, but the term speaking used in this study means to converse or to communicate in a given situation (Gove, 1976: 453).

The term "Listening, according to Sara W. Lundsteen (Lundsteen, 1971:9), refers to a process by which spoken language is converted to meaning in mind",

Next, a short passage is a short extract from a speech or piece of writing, quoted or considered separately (Oxford, 1962: 710).

While teaching is giving instruction to somebody, causing to know or be able to do something, giving somebody knowledge, skill, etc. and giving lessons at school (Oxford, 1962: 1035)

Finally, extra-curricular activity is an activity done outside the classroom hour. The purpose is to give students a chance to gain knowledge and skills, concerning this study, extracurricular activity means activity that focus on teaching speaking.

1.7 Methodology of the Study

There is no field research done in writing this thesis. What the writer has done is only library research in which she has read several books, journals, etc. to get necessary opinions to support her ideas. The titles of the books, journals, etc. can be found in the bibliography section.

1.8 The Organization of the Thesis

This thesis consists of five chapters. The first chapter is the introduction. It deals with the background of the study, statement of the problem, of the study, significance of the study, scope and limitation, definition of key terms, methodology of the study and the organization of the thesis. Chapter two contains some theories related to the learning

of speaking and the learning of listening. The third chapter contains suggested materials to be applied during the speaking class. While chapter four is about how to teach speaking through listening to the materials from cassettes. The conclusion and suggestion are presented in the last chapter, chapter five.