

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, the development of speaking skills is considered by linguists an important part of language teaching and learning. Wilkins, in his book entitled *Second Language Learning and Teaching*, states:

In recent years it has been argued on both linguistic and psychological grounds that spoken language should be the primary objective in language teaching. For various reasons the linguist has concluded that speech is the primary form of language and that writing is secondary to it and derived from it.¹⁾

Due to the fact, speaking has also got concern in the teaching of English in our country. It has been given to the students since the first year of SMP.

According to "Garis-garis Besar Program Pengajaran Bahasa Inggris" for SMA, teachers should teach the five language components: structure, reading comprehension, vocabulary, conversation and composition. In the conversation the students should be taught about inquiring capability or incapability, asking for information, praising someone, expressing regrets and so

1. D. A. Wilkins, Second Language Learning and Teaching. London. Edward A. Nold, 1979, p.61.

on. 2)

The objectives of teaching speaking in the junior and senior high school are to develop oral skills of the students and enable them to use simple English correctly in a variety of everyday situations. It is hoped that after studying speaking for five years, the students might be able to express their ideas, needs, feelings, thoughts in English orally.

Although there have been a lot of emphases on the teaching of speaking as it has mentioned above, many SMA students still cannot express their ideas in a real life situation. They, as Cole says, may master the structural patterns and probably performed them quite fluently, but they find difficulties to apply their mastery and fluency in the conditions of normal conversation. Cole states:

The students have good control of structure in oral and written drill but are unable to express their ideas in conversation.³⁾

The students find that the conditions are highly artificial and quite unlike with their given pattern practice. They even are not sure how to use their English in a formal style and informal situation.

2. Departemen Pendidikan dan Kebudayaan, Garis-garis Besar Program Pengajaran Bahasa Inggris untuk SMA, 1984.

3. Peter Cole, Some Techniques for Communication Practice, English Teaching Forum, Vol. X. no.1, Jan-Feb, p.3.

One of the reasons which makes the students unable to express their ideas in the real situation is that there are too many emphases on pattern practice in the speaking class without giving enough chances for them to express their own feeling, thoughts, and idea. Clifford H. Prator describes:

The purpose of language is communication. Until it is used for communicating ideas, it is not language but parroting; yet many of the textbooks written by some of America's most reputable linguists make little or no provision for communication. There are manipulative drills galore, but the student is never allowed to have an idea he wishes to convey, to find within himself the necessary words and the grammatical devices, and to express his thought.⁴⁾

According to Cole, Communication is not a formal activity that can be practised in drill such as pattern practice but it is a contentive action which grows out of the immediate needs of the speaker.⁵⁾ Contentive action here means the action of the speaker to say something based on the feeling or the movement of the heart because of the immediate needs of the speaker. Thus, in teaching speaking we should not only teach drill situations in the classroom, but also the actual communication situations outside the classroom. We even

4. Clifford H. Prator, Development of a Manipulation-Communication Scale University of California, Los Angeles. Cambridge, mass., Winthrop publishers, 1972. p.404-405

5. Peter Cole, Some Technique for Communication Practise, English Teaching Forum, volume X, 1972, p.3.

try to give the expression of the native speaker, how and when the native says something in the formal and informal conversation style.

Furthermore, there is often very little participation by students in speaking activities. When the writer did his PPL (Field Practice Program) at one of the senior high schools in Surabaya, he observed that, in speaking lesson, the students usually are passive and only the teacher speaks almost all the time. They are reluctant to participate in the speaking lesson because they are not encouraged to try to express their real thoughts in the language they are learning. In the matter of chance, the students need many opportunities to practise their speaking, to speak a lot much more than the teacher does. If they do not have enough chance and encouragement they will get bored, their motivation for studying the language will be lost, and they are reluctant to participate in the classroom.

The writer chooses the topic "Three Effective Steps in Teaching Speaking Through Reading Comprehension" because he realizes that teaching speaking is not easy and it needs effective steps to develop students' speaking ability. He considers that teaching speaking through reading comprehension can encourage the students to learn English actively, and to improve their speaking ability.

1.2 Statement of the Problem

The writer has chosen the topic concerning Teaching Speaking through Reading Comprehension for his thesis writing as he has observed that although there are many emphases on the teaching of speaking, the students still cannot express their ideas in the real life situation. The statement of the problem under the study is formulated as the following: "In what ways teaching speaking through reading comprehension improves the Senior High School Students' speaking ability?"

1.3 Objective of the Study

The objective of this study is to give suggestions on how teaching speaking through reading comprehension improves the senior high school students' speaking ability. The three effective steps applied by the writer hopefully can assist the teacher in teaching speaking and can keep him to overcome students' problem in developing their ability in communication.

1.4 The Significance of the Study

Speaking skill is considered to be primary in learning a language. Normally, before we learn how to write and read our first language, we learn how to speak it. Likewise, in the second language communication it is still important for the learners to learn how to speak.

This thesis is designed to make SMA English teachers aware of the contribution of the reading

comprehension in the teaching of speaking skills.

Hopefully, this study can be of some help for the teachers to teach speaking to the senior high school students effectively, and to assist the students to improve their speaking ability.

1.5 The Limitation and Scope of the Study

There are a lot of steps to develop the teaching of speaking, but in this study, the focus of this thesis is only on three effective steps in teaching speaking through reading comprehension to Senior High School Students. They are: (a) speaking before reading activities, (b) speaking while reading activities, and (c) speaking after reading activities.

The content of the reading comprehension applied in this thesis is limited to the intensive reading which is interesting and familiar to the students so that they can be encouraged to participate in the speaking activities. It uses simple grammar according to the level of the students.

The content of speaking is designed for the narrative speaking.

1.6 The Assumption of the Study

This study assumes that :

1.6.1 Through reading text students can be helped to get

many ideas that they need to begin and create their conversation.

1.8.2 Students might understand a new difficult term through reading text rather than only through listening to someone who is speaking directly to them.

1.8.3 Students are interested in the given story in reading text.

1.7 Organization of the Study

This thesis consists of five chapters.

Chapter one discusses why the writer chooses the title, the purpose of this study, the scope and limitation and the organization of the study.

Chapter two deals with the review of related literature.

Chapter three discusses about the contribution of ideas gained from aspects of reading comprehension to speaking skill.

In chapter four, the writer shows the three effective steps in teaching speaking through reading comprehension, namely speaking before reading activities, speaking while reading activities, and speaking after reading activities.

In chapter five, the writer draws a conclusion of what have been discussed and gives several suggestions on how to help the students improve their speaking ability.