CHAPTER I

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1.1. Background of the Study

The 1994 English Curriculum states that the aim of
teaching English to SMU students is that the students are
able to have skills in reading, listening, speaking, and
writing and the main emphasis is on reading skill.
The students learn the language in order to be able to
communicate in English both orally and written. While the
components of the language like grammar, vocabulary,
intonation, and pronunciation are taught to support the
learning of the four skills. It means that the emphasis of
teaching English is not on the structure but on the ability
to use the language in reading, listening, speaking, and
writing.

Speaking is then one of the important abilities
that the students have to master because they express their
ideas and thinking through speaking. According to Hook,
speaking and listening are basic to the functioning of
society. He says that without these vital forms of
communication, we could only with great difficulty carry on
our daily affairs because the processes of speaking and
listening enable us to discover what we already think and

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know about particular topic and through various experience to learn still more (Hook, 1971:44-67).

Mary Finnochiaro also says that speaking is considered primary. This can be proved by the fact that almost all speakers of a language can orally use the language to carry out their daily activities and to communicate all events and experiences they are involved in to other speakers (Finnochiaro, 1974:60). Therefore, speaking becomes an important item in language teaching.

In reality, however, the SMU students have low speaking ability or not all students can practice speaking in English. It is caused by some factors. Firstly, students are often reluctant and discouraged to speak in the target language. They are afraid of failure and laughter ; they do not like to make mistakes or to appear stupid in front of their friends. Secondly, students are often shy if they are asked to speak in the target language in front of their peers or teachers. Besides that, the SMU teachers also have difficulty in teaching speaking because usually the class is big. It consists of forty to fifty students that the teacher can not give enough attention to all of the students.

To overcome the constraints, the writer suggests 'Dialogue as a means of teaching speaking to SMU students'. The writer suggests it because of some reasons.

Firstly, dialogue is one of the meaningfully contextual language materials. It is very useful in helping the learners go to the communicative use of language since it represents real communication of ideas from one speaker to another (McCready, 1975:51). Secondly, dialogues have a social context, thus helping students to learn how to use the language both correctly and appropriately (McKay, 1987:96). Thirdly, according to me, the advantages of dialogues as a means of teaching speaking in a big class are the students can practice to speak together at the same time by repeating after the teacher and the students do not feel afraid if they make mistakes because they practice together.

As we know, dialogues have been used for teaching speaking in Senior High School. Usually, the written dialogue has been first given to the students ad they just listen and see the written dialogue when the teacher reads the dialogue. But in this study, the writer suggests a different step. The students are not allowed to see the written dialogue before they have used it orally enough to internalize it. This prevents the student who is literate in his own tongue from applying his own non-English spelling-pronunciation to the material.

We realize that many Senior High School students still read English using Indonesian spelling. This happens

because the influence of the first language is bigger than the second or foreign language. Therefore, the writer suggests the written dialogue is not given until the students have enough time to listen, repeat, and practice in order to avoid non-English spelling-pronunciation.

1.2. Statement of the Problem

Based on the background of the study, this thesis is written to answer the following questions :

(a) What are the advantages of teaching speaking through dialogues ?

(b) How can dialogues be used as a means of teaching speaking at SMU level ?

1.3. Objective of the Study

Derived from the above questions, the main objectives of the study are :

(a) to show the advantages of teaching speaking through dialogues.

(b) to describe the application of teachibg speaking through dialogues at SMU level.

1.4. Significance of the Study

The writer hopes this study will help the teachers who want to teach speaking through dialogues in SMU.

Besides it hopefully becomes some helps for the sudents who want to improve their speaking ability, especially in expressing ideas, vocabulary, grammar, and pronunciation.

1.5. The Scope and Limitation

The study deals with technique of teaching speaking through dialogues, and it is limited to the SMU students.

1.6. The Definition of Key Terms

To avoid misunderstanding and misinterpretation, the writer finds it is necessary to define some key terms :

1. A dialogue :

   is any oral interchange between or among two or more persons. It is a kind of language model. It represents real communication of ideas from one speaker to another (McCready, 1975:51).

2. Language Use :

   deals with the ability to use the language for communication in reading, listening, speaking, and writing.

3. Language Usage :

   deals with the rules or the forms of the language.

1.7. The Methodology of the Research

This study is library research. In other words, the writer has studied some books and papers and articles to complete her study.

1.8. The Organization of the Study

This study consists of five chapters. In Chapter I is the introduction, Chapter II is review of the related literature, Chapter III is the advantages of teaching speaking through dialogues, Chapter IV is the procedure of teaching speaking through dialogues, and Chapter V is the conclusion and suggestions.