

CHAPTER I

INTRODUCTION

A. Background of the study

Language is the system of sound and words used by human to express their thoughts and feelings.¹ In language, there are consist of many part. One of significant part is speaking. Speaking is one of International language in the world. It is also the famous and important language in the world , used in formal and non formal communication. It is very useful for everyone to be able to communicate in English in order to take a part in the world progression.

Now days, English is used by many countries in the world. It can be stated tha English is an international language. As an international language it is very important to share the information and knowledge in many aspect of life, such as, education, culture tourism, business, politics, etc. People use it as communication and interaction each other and also from a country to another country. It is not only useful for communication but also for development the science and technology and many kins of study. As a foreign language English is thought from elementary up to university. Therefore, the students are hoped be able to speak English as good as possible.

¹Randolp Quirk, The Students Grammar of the English Language, (England:Longman, 1990),2.

In education, all of teachers need language for communication with students. Language is a system for the expression of meaning English is one of interational language that are used by many people in the world and many areas of everyday life.

English is a foreign language for Indonesia. Learning a foreign language is an integrated process that the learner should study the four basic skill: Listening, Speaking, Reading and Writing. We use the skill to understand th world through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we wanr.

English also learned by many students in the world, one of it is students in Indonesia. As a foreign language, certainly English different with Indonesia Language. In learning English there are four skills: Listening, Speaking, Reading and Writing. ² All of them must be taught to fulfill understanding or comprehension of language.

Speaking is important from learning second language, the students must increase skill communicative competence of student because the student can expression themself and learn how to use language very well with speaking we can expression ideas and spontaneous and free think. Many

²J.B.Heaton, Writing English Language Tests (New York:Longman Group UK Limited,1988),8.

people in our country, can speaking but they cannot speaking very well. The students must learn second language by interacting each other.

According to early observation, researcher founded that there are a lot of the seventh grade students of SMPN 1 Mlarak Ponorogo who have low ability in speaking. It caused students shy to say anything to other persons and also afraid make mistake. Based observation on the field that students are invited to speak english beyond English lecturer they are quite, include there are no response. When discussion took place, the students still have problems in learning speaking English.

Based on description above it is necessary to observe the problem of learning speaking skill. As a simple, the study focuses on the seventh grade students of SMPN 1 Mlarak Ponorogo. The title of study is “**Problem of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in academic year 2015/2016**”.

B. Focus of the research

To avoid far-ranging discussion, this study by analyzed problems of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in academic year 2015/2016

C. Statement of the problem

Based on the background of the study above, the researcher formulated the problems as follow”

1. What is problems of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in academic year 2015/2016 ?
2. What are the teacher’s effort to solve the problems of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in academic year 2015/2016.

D. Objective of the study

Concerning with the problem statement, this study has some objectives described as following:

1. To analysis problems found of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in academic year 2015/2016.
2. To know the teacher’s effort in solving the problems of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in academic year 2015/2016.

E. Significance of the study

The result of the research is expected to give useful information and contribute for educational environment.

1. Researcher

This study increases the researcher's knowledge and experience so that researcher can apply the research in their life.

2. Teacher

This study expected can be input to the teacher, especially English teachers, in their teaching activity to their students. And it is expected can give reflection to teachers so that they can conduct teaching process effectively and make their students more active in classroom.

3. Students

This research is expected to be able to improve students' ability, especially their activeness in speaking, so that student want to try to be active in their speaking class, other that, students can try to dig their confidence and use it to their communication in daily activity.

4. School

This research is expected to give benefit toward English instruction and to produce students' competence that has abilities especially in English lesson.

5. Readers

This study is expected to give contribution to readers and it can enrich references to the readers who want to conduct research.

6. Parents

This study also expected give to parents' awareness to support the students' learning in English, so that the parents can give more attention in the students' learning home.

F. Research Methodology

1. Research design

This research applied a descriptive qualitative research design. It does so by analyzing words rather than numbers, and by reporting views of the people who have been studied.³ Therefore, it can be stated that the research data is collected naturally by observing a phenomenon while it is happening and by conducting a communication with the respondents. A qualitative research also promotes human (researcher) as the research instrument.

Qualitative research is frequently done in the form of descriptive research. The descriptive research has a goal of describing the process, condition, and characteristic of an event. Base on the statements, it can be concluded that qualitative research is a kind of research which is done based on the phenomenon condition (get information thoroughly the direct

³Mohammad Adnan Latief, *Research Methods on Language Learning*, (Malang: Universitas Negeri Malang Press, 2012), p. 76

interaction between the researcher and the research object) in the process of collecting data.

2. Researcher's role

In qualitative research, there are three types of researcher's role. They are complete observer, observer as participant and complete participant.⁴ In this research, Researcher becomes an observer as participant. The researcher got interaction with the subject's activity in the research location while the researcher collects the data and organizes it specifically. The data that the researcher collected and organized will be analyzed, interpretation and reported by the researcher as a result. Thus the researcher did not merely observe or completely participants in this research.

3. Research location

This research takes place at SMPN 1 Mlarak Ponorogo. It is located at Jl. Raya Mlarak 2 Ponorogo. The researcher takes the school as the place of the study because the school is reachable. It enable to researcher conducting the research more effectively.

⁴Norman K.Denzim and Yonna S Lincoln, Handbook of Qualitative Research, (California: SAGE Publications,Inc, 1994), p.248

4. Data source

Data source is the subject where the data to be found. Data source in the research is the subject where the data obtainable.⁵ Data source in the research is the subject where have come from obtainable information. For this case, data source in this research are words and action as basic data of source it from like interview, and observation. The other data including: document, record, relevant book and observation that is done when teaching and learning process was going on.

5. Techniques of data collection

a. Observation

In this study researcher applied observation as a method for collecting data. It is directly research that focusing the attention to the specific object by using all senses. Sari Wahyuni stated, “Observation is the selection and recording behaviors of people in their environment.”⁶ It means that observation is an activity where researcher does in the field to collect data. Observation also fosters an in depth and rich understanding of a phenomenon, situation and/ or setting the behavior of the participant in that setting. Thus, the researcher must conduct a face to face interaction with subject of the research.

⁵Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta (PT RinekaCipta. 2006). P.129

⁶ Sari Wahyuni, *Qualitative Research Method: Theory and Practice*. (Jakarta: SalembaEmpat,2012).25

b. Interview

Interview is the dialogues conducted by interviewer to get the information from the people who are interviewed. The interview is a conversation, the art of asking question and listening.⁷ Interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statement from the interviewer.⁸ By an interview with respondents, the interviewer can obtain information used as source of data. The researcher holds an interview with: Mr. Hadi Mulyo as an English Language teacher of seventh grade students.

c. Documentation

Documentation study is the method to collect data, the researcher may obtain information from books, transcripts, newspaper, agendas, etc. Documents, on the other hand, are prepared for personal rather than official reasons and include diaries, memos, letters, field notes, and so on.⁹ In this research, documentation study is applied to find the description of SMPN 1 Mlarak Ponorogo.

6. Data Analysis

Bogdan states that data analysis is the process of systematically searching and arranging the interview transcripts, field notes and other

⁷ Norman K and Yvonna S. Lincold, Handbook of Qualitative Research, P.353

⁸ <http://en.wikipedia.org/wiki/Interview>, Wednesday, 25 December 2015, 17.41

⁹ Norman K and Yvonna S. Lincold, Handbook of Qualitative Research, p. 393

materials that you accumulate to increase your own understanding of them and enable you to present what you have discovered to others¹⁰. Based on the statement, data analysis is conducted when the researcher complete of the process of collecting data.

Miles and Huberman explain that Qualitative data analysis is a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consists of three current flows of activity: data reduction, data display, and data verification.¹¹

a. Data reduction

Data reduction refers to the process of selecting, focussing, simplying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data Reduction is Occuring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questionss, and which data collection approach to choose.¹² is a stage of summarizing, classifying and focusing on essential; things. In this stage, researcher needs to separate the accurate data from the inaccurate ones. Through the data reduction, the researcher may focus on the data that will be analyzed.

¹⁰ Robert. C Bogdan, *Qualitative Research for Education*, (USA: Library of Congress cataloging in publication data,1992),153

¹¹ Matthew B. Miles and Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), p. 10

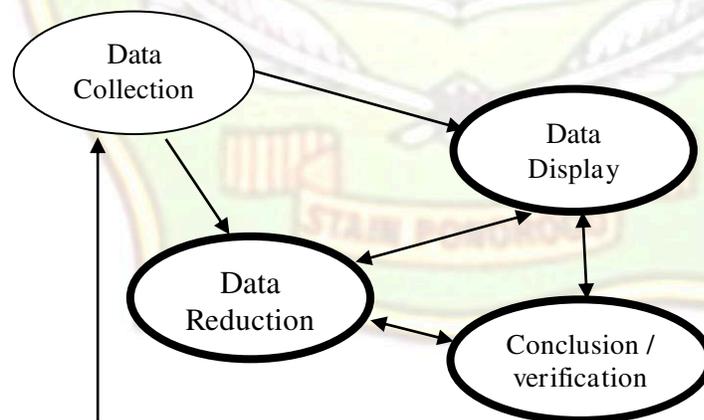
¹² Miles, Matthew B, *Qualitative Data Analysis*, (United States of America: SAGE Publications, 1994), 10.

b. Data display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding.¹³ In this stage, the researcher made the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

c. Verification/ conclusion drawing

In this case, the researcher make conclusion The conclusion can be in a form of thick description. It is the answer of the research problems, the problem of learning speaking and teacher's effort to solve that problem. Based on the explanation, the stages of data analysis can be showed in this picture:



¹³ Ibid

7. Checking the Data Validity

The validity can be done through the techniques bellow:

a. The observation

It means the researcher finds the characteristics and elements in the situation that relevant with the chosen issue.

b. Triangulation

It is technique used in checking the validity of the data through different tool and time in qualitative method. Triangulation has come to mean convergence among researchers (agreement between field notes of one investigator and observations of another) and convergence among theories.¹⁴

8. Research Procedures

In this research, there are some procedures conducted by the researcher. They are planning, application, and reporting, as below:

a. Planning

This procedure includes arranging the research plan, choosing the research location, organizing permission, choosing and using the informants, and preparing the research instrument that relates research ethnic.

b. Application

This procedure included:

- a) Understanding the research preparation
- b) Entering the field

¹⁴ Norman K and Yonna S. Lincold, Handbook of Qualitative Research, p.438

c) Interacting with the subject while collecting data

d) Analyzing data

c. Reporting

In this activity, researcher wrote a research reported in form of thesis writing about the observed of problems of teaching and learning speaking and teacher's effort to solve that problems.

G. ORGANIZATION OF THE RESEARCH

As description of the researcher idea design that poured in this thesis, the researcher organization of the thesis that is divided into five chapters. Chapters can consist of subs that connected and an entire unity.

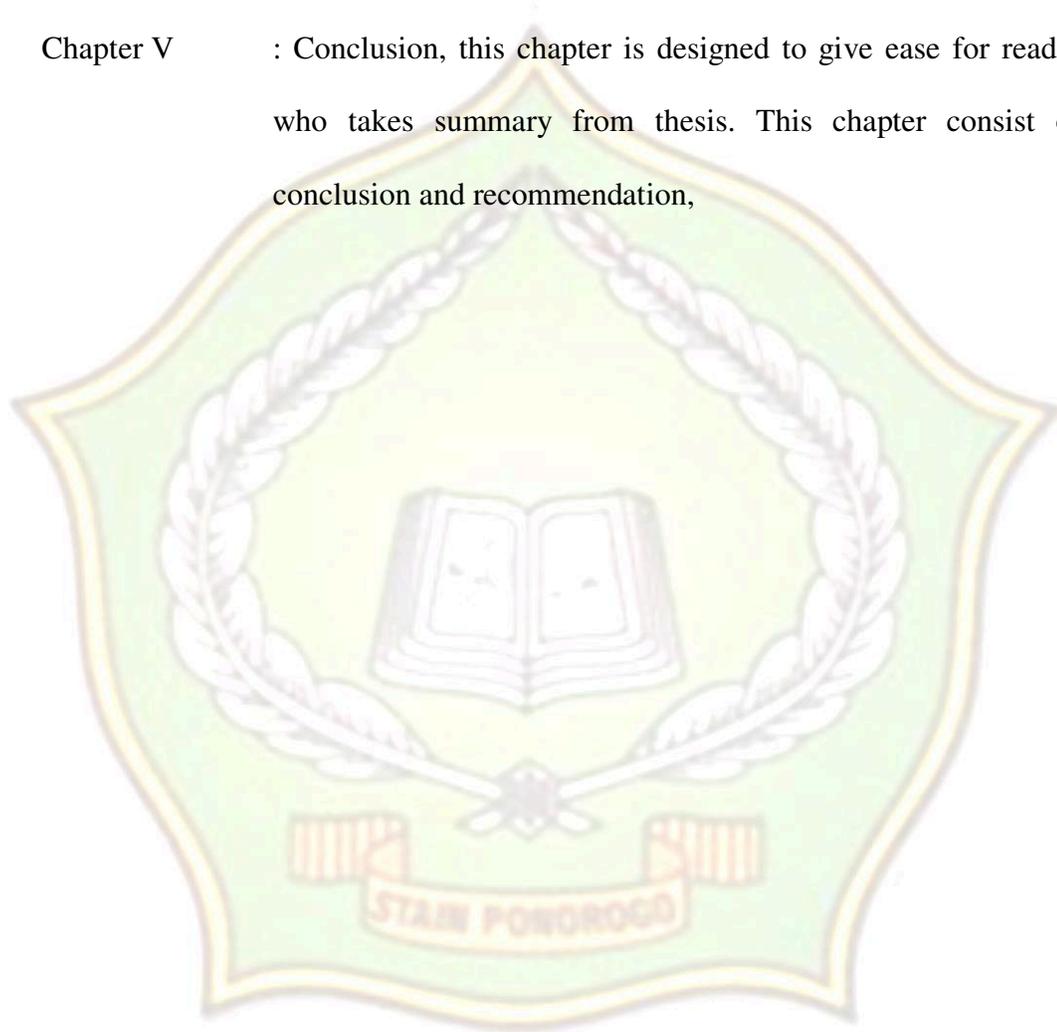
Chapter I : Introduction in this. In this introduction, explains background of the study research focus, statement of the problem, objectives of the study, significance of the study, organization of the thesis.

Chapter II : Theoretical Analysis about Learning and English Speaking skill.

Chapter III : This chapter contains serving of data that includes general data that is connected with research location that consist of purpose, condition, and objective of SMPN1 Mlarak Ponorogo, the establishing history geographical position, organization structure and explanation of special data that consist of data about the research focus.

Chapter VI : This chapter contains data analyzing of the research about the problem on learning speaking skill at the seventh grade students of SMPN 1 Mlarak Ponorogo in Academic year 2015/2016

Chapter V : Conclusion, this chapter is designed to give ease for reader who takes summary from thesis. This chapter consist of conclusion and recommendation,



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Analysis

This chapter present review of related literature used in this study. The reviews of related literature have a purpose of providing previous studies and information concerned with the research problems, including over views of problem analysis in learning speaking skill.

1. Definition of Learning

In similar meaning, we can ask question about constructing like learning and teaching. Consider about some traditional definition. A search in contemporary dictionaries reveals that learning is “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction”.¹⁵ More specialized definition might read as follow.” Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice”.¹⁶

Breaking down the component of the definition of learning, it can extract that:

- a. Learning is acquisition or getting

¹⁵ H. Douglas Brown. Principles of Language Learning and Teaching (Addition Wesley Longman. Inc: San Francisco State, 2000), 7.

¹⁶ Ibid.

- b. Learning is retention of information or skill
- c. Retention implies storage systems, memory, cognitive organization.
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e. Learning is relatively permanent but subject to forgetting.
- f. Learning involves some forms of practice, perhaps reinforced practice.
- g. Learning is a change in behavior.

2. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and process information.¹⁷ In addition, Brown and Yule stated in their book, “Speaking is to express the needs request, information, service, etc”.¹⁸ From those speaking definitions, The writer can conclude about speaking is the way of people to speak and interact to other people in habitual condition to share the meaning of information or service.

Speaking can be processed to communication requirement. In speaking, we get some ways to explore our speaking while express our emotions. So, we can convey our own mean to other people independently. We can prove our opinion in Jack C. Richards’ book, “Speaking is a form of

¹⁷ Kathleen M. Bailey, Practical English Language Teaching Speaking (Singapore: Mc. Graw Hill, 2005), 2

¹⁸ Gillian Brown and George Yule, Teaching The Spoken Language: Approach Based on The Analysis of Conversational English (Australia: Cambridge University Press, 1989).35

language skill as communicative competence that can be developed when it is really used in real life as means communication. Speaking is a developed as an important means of expressing meanings”¹⁹. Furthermore, Jones said, “Speaking is how you say something can be important as what you say in getting your meaning across”.²⁰ In addition, “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”²¹. The point of the theories is speaking can be developed in real life communication. It is used to convey our means to other people while show our expression in producing, receiving, and processing information.

The students who want to talk continually, they will get used to talk with easy. Because like Nunan say that oral interaction can be characterized in terms of routines, which are conventional ways of presenting information, which can either focus on information or interaction.²² In learning process, the students’ involvement is very

¹⁹Jack C. Richards, *Methodology In Learning Teaching* (UK: Cambridge University Press, 2002), 68.

²⁰ Rhodi Jones, *Speaking and Listening* (London: The Bath Press, 1989).

²¹H.D. Brown, *Teaching by Pribcples: An Interactive Approach to Language Pedagogy* (Englewood Cliffs, New York: Prentice Hall Regents, 1994).5

²²David Nunan, *Language Teaching Methodology* (London: International book Distributors Ltd, 1998), 40.

important. The process of speaking in learning foreign language will be easy if the students involved for communication actively.²³

Speaking skill is an effort to use language freely, being able to speak which puts more emphasis on interaction, communication and understanding someone to other.

3. Definition of Speaking Ability

Speaking ability is an important element in communication. It has to be mastered to conduct effective communication, because it can help speaker to speak in English. Speaking ability is described as the ability to express oneself in life situation, or the ability to report act situations in prose words, or the ability to converse or express a sequence of ideas fluently. Speaking ability also is defined in development of the relationship between speakers on his/her hearer.

According that definition, we take conclusion about speaking ability is a potential to express speaking activity or a circumstances to convey purpose of speakers' ideas.

²³Furqanul Azies, *Pengajaran Bahasa Komunikatif : Teori daan Praktek* (Bandung: PT Remaja Rosdakarya, 1996), 93.

4. The purpose of Speaking

The ability to speak fluently presupposes not only a knowledge of language feature, but also an ability to process information and language “on the spot”.²⁴

Speaking is uttering words in ordinary voice. Speaking is making someone understand about what is told or to make someone understand about information.

5. Successful speaking activity.

In speaking class many students feel shy and afraid to practice English speaking. It is teacher role to help the students to practice in speaking activity. They are four characteristics of successful speaking activity:

a. Learners talk a lot

The period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken by the teacher talk.

b. Participation is even

Classroom discussion is not dominated by a minority of talk active participants. All of the students get chance to speak, and contribution are fairly evenly distributed

²⁴ Jeremy Harmer, *The practical of English Language Teaching* (USA:Longman, 2009), 269.

c. Motivation is high

The students of the learners are eager to speak. It is because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to one another, and of an acceptable level of language accuracy.²⁵

From the criteria, students need accuracy in speaking so that students can get the point of their conversation. Then, students need fluency in speaking to conduct effective communication in real life and students also need comprehension in speaking so that students can get good quality in our interaction to other people.

6. Characteristics of Good Speakers

In the modern world, we are constantly confronted with the requirement of effective speech – to apply for a job, to telephone, to discuss problem with friends or in clubs effectively, or give short talk. All those reasons need good speakers that have the characteristic from Carrie Rasmussen's opinion as follow:

²⁵ Penny Ur. A Course in Language Teaching (United Kingdom) : Cambridge University Press , 1996), 120

- 1) Good model should be able to articulate and enunciate sounds as correctly as possible.
- 2) Able to develop a pleasant speech quality.
- 3) Knowing correct pronunciation.²⁶

If we comprehend above characteristics, those are covering speaking skill in previous point. Those are good requirement to produce effective and efficient communication in real life.

7. The Factors in Learning Second Language

Second language learners come from many backgrounds. The differences in learner' motives, skills and requirements make their methods in learning the language varies. The various methods make different outcomes. Thus, the use of second language is implied in the various learning methods.

According to Ellis, there are five general factors that contribute the individual learner; they are age, aptitude and intelligence, cognitive style, motivation, and personality.²⁷

²⁶Carrie Rasmussen, *Speech Method In The Elementary School* (New York: The Ronald Press Company, 1949), 15

²⁷Rod Ellis , *Understanding Second Language Acquisition*, (Oxford university, 1985), p.10

1) Age

Age is a major factor in about how and what to teach.²⁸ People of different ages have different needs, competences and cognitive skills. The most common beliefs, young children learn faster and more effectively than other age group as the first three years is a golden period of brain development. Children who learn a new language early have a facility with a pronunciation which is sometimes denied older learners. But, older children (children from about the age of 12“) seem to be far better learners than younger ones in most aspects of acquisition, pronunciation excluded.²⁹ Older children can do something to increase their cognitive abilities. Such as joining some courses, they also can acquire second language by using technology. Lightbown and Spada said in Harmer that older learners are ineffective learners because they usually begin learning from to the upper level of proficiency in second language without learning the very basic level. They may have greater difficulty in approximating native speaker pronunciation than children do.³⁰

In further explanation Ellis said that adults have a greater memory capacity and are also able to focus more easily on the purely formal

²⁸Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman,2007),p.81

²⁹ Ibid

³⁰ Ibid,p 81

features of a language.³¹ That becomes one of the reasons in why many older learners found themselves successful in learning language.

2) Aptitude and intelligence

Aptitude and intelligence We often have to face a situation when some students are better at learning language than others. It is caused by these two factors in the learning process. People have different aptitude and intelligent for different kind of study.

Intelligent is general ability that governs how well we master a whole range of skills, linguistic and non linguistic, whereas aptitude refers to the special ability involved in language learning.³²

Usually aptitude has been measured in term proficiency scores achieved by classroom learners. Some of researches mentioned that aptitude is major factor determining the level of success of classroom language learning. Harmer stated that learners with a wide variety of intellectual abilities can be successful language learners.³³

Harmer's statement shows that aptitude and intelligence are not necessarily considered as a birth gift especially in learning language. People with variety aptitude and intelligence have equal chance to be

³¹ Ellis , Understanding Second Language Acquisition, (Oxford university, 1985), p.11

³².Ibid, p. 81

³³Jeremy Harmer, The Practice of English Language Teaching, (England: Longman,2007),p.81

successful in learning language, although the variety in the process and outcome is inevitable.

3) Cognitive style

People learn and process new information in different ways. It means everyone learns and processes information in their way. Cognitive style is less about decisions that individual actually make and more about the processes used to make them. Individuals vary in predictable ways along four dimensions of cognitive style. That is, they differ in the way in which they gather and process information.³⁴

One's cognitive style generally operates in an unconscious manner. That is, while an individual may be aware of the outcome of the information processing process he or she is often unaware of the mental processes used to acquire, analyze, categorize, store and retrieve information in making decisions and solving problems.³⁵

It seems that cognitive style is out of one's ability to control. But as mentioned above, one can always evaluate his or her outcome in learning, including in learning second language to analyze in which area one should improve. Therefore, even cognitive style operates in unconscious manner, but the outcome can be improved consciously.

³⁴http://www.uri.edu/research/lrc/scholl/webnotes/Dispositions_Cognitive-Style.htm

³⁵ Ibid,

Riding and Rayners purpose cognitive style and learning strategies is to describe individual differences based on two models. One model comprises four basic cognitive mode derived from the intersection.³⁶

4) Motivation

Based on theory of SLA, learner motivation and needs have always had a central place in learning language. Learners who are interested in the social and cultural customs of native speaker of the language they are learning are likely to be successful. Conversely, learner with little interest in the of life of native speakers of the second language or with low instrumental motivation can be expected to learn slowly and to stop learning some way short of native speaker competence.³⁷

Jeremy Harmer in his book “The Practice of Language Teaching” mentioned that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.³⁸ This statement indicates that according to Harmer, motivation comes from one’s internal self in which has effect to drive and push someone to do something according to his or her goals.

³⁶ <http://www.tesl-ej.org/wordpress/issues/volume5/ej20/ej20r7>

³⁷ Rod Ellis , Understanding Second Language Acquisition, (Oxford university, 1985), p.11

³⁸ Jeremy Harmer, The Practice of English Language Teaching, (England: Longman,2007),p.81

In further definition has written by Brown that motivation is probably the most frequently used, catch all term for explaining the success or failure of virtually any complex task.³⁹

In addition, Jeremy explained that motivation comes from two sides.⁴⁰ They are outside factor or extrinsic motivation and inside or usually called by intrinsic motivation. Extrinsic motivation is the result of any number of outsides factors. For example: the need to pass the exam. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself. According to Brown, the intrinsic motivation propels learner toward improvement will be perhaps the strongest influence.⁴¹

Motivation is essential for someone to be successful. It means that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. So, motivation is very important factor that influence second language learning. Allowing learners to bring their own knowledge and perspective into the learning process

³⁹Douglas Brown, Principles of Language Learning and Teaching, (San Francisco:longman,2000)cet.ke-4 p.160

⁴⁰Jeremy Harmer, The Practice of English Language Teaching, (England: Longman,2007),p.98

⁴¹Douglas Brown, Principles of Language Learning and Teaching, (San Francisco:longman,2000)cet.ke-4 p.160

1. Encouraging creative language use
2. Helping learners to identify the strategies underlying tasks they are engage in
3. Developing ways in which learners can record their own progress

4. Personality

Difficulty in speaking may caused by shyness or personality factor which are independent of the language being used. So, learner usually afraid of making mistake, shy of the attention that their speech attracts, or they may be lack of vocabulary, grammatical and have not good pronunciation. Those factors prevented a learner to feel confidence when they speak. So, teacher should create creative learning to overcome this problem. We have to remember that „speaking is productive skill“, so how can learner produce while she/he faces this problem.

8. Problem in Teaching and Learning Speaking

Now day, learning speaking becomes the greatest trend for foreign language learners. It may be caused of English as international language. But, based on Sinarta in Bambang, yet the lasts survey shows that classroom situations in the teaching and learning speaking is not conductive (class not alive, teacher's domination of the speaking activity).⁴²

⁴² Penny Ur, A Course of Language Teaching,(Cambridge: University Press, 1996), 121.

Besides, according to Penny's argument, some fundamental problems that appear in the speaking class include inhibition, complete silence, and low participant.⁴³ Furthermore, Penny said learners are often afraid to say things in a speaking classroom. They worried and shy in making mistakes.⁴⁴

The entire phenomenons above are common happened in many school especially in Indonesia. These may be caused because speaking is complex. There are many difficulties in speaking. Douglas Brown said that there are eight difficulties in speaking:

- a. Clustering: fluent speech in phrasal, not word by word.
- b. Redundancy: the speaker has an opportunity to make meaning clearer trough the redundancy of language.
- c. Reduced forms: contractions, elisions, reduced vowels, etc.
- d. Performance variables: a certain number of performance hesitations pauses, backtracking, and corrections.
- e. Colloquial language: understand well about idioms and phrases of colloquial language.
- f. Rate of delivery: an acceptable speed along with other attribute of fluency.

⁴³ Ibid

⁴⁴ Ibid

- g. Stress, Rhythm, and Intonation: there were important characteristic of English pronunciation to convey important messages.
- h. Interaction: the creativity of conversational negotiation.⁴⁵

From all difficulties that mention above, this may be these all are caused by problems that happened in the classroom or in the speaking class. The students feel shy and afraid to make a mistake. Finally they decided to be listener in speaking class.

9. Teacher's Effort To Solve Some Of The Problem

a. Use group work

This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that no all utterances will be correct, and learners may occasionally slip into their native language: nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

⁴⁵ H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, (San Francisco: Logman, 2001), 270.

b. Base the activity on easy language

In general, the level of language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to teach or review essential vocabulary before the activity starts.

c. Make a careful choice of topic and task to stimulate interest

On the whole, the clearer the purpose of the discussion the more motivated participants will be (see Unit Two)

d. Give some instruction or training in discussion skills

If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

e. Keep students speaking the target language

You might appoint on the group as monitor, whose job it is to remind participants to use the target language, and perhaps report

later to the teacher attached, the very awareness that someone is monitoring such lapses helps participants to be more careful.⁴⁶

However, when all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modelling the language use yourself: there is no substitute for nagging!.

B. Previous Research Finding

1. The previous research finding is taken by Dina Nuriana, the Student of English education study program language and arts department of STAIN Ponorogo by the title “Teaching and Learning Speaking Environment (Descriptive Study of MTs Wali Songo Ngabar Ponorogo”.

The result of this research showed :

- a) to create teaching and learning speaking environment the English teachers at MTs Wali Songo Ngabar Ponorogo create two aspects such as creating physical space and creating cognitive space.
- b) The problem faced by teacher and the teacher's efforts to overcome the problem in creating teaching and learning speaking environment.

⁴⁶ Penny Ur. A Course in Language Teaching (United Kingdom) : Cambridge University Press , 1996), 121

2. The writer has found a thesis written in 2013 by Muzammila Akram, Ph.D. Student, Department of Science & Mathematics Education, University Technology Malaysia (UTM)

Title : a study to analyze the problems of post graduate students in speaking English language at the Islamic university of Bahawalpur, Pakistan.

The result of this research showed:

- a) Majority of the respondents agreed that speaking of English language must be compulsory at post graduate level, students feel problem in speaking English because of inadequate vocabulary and grammar illiteracy. Students feel shyness in speaking English because they think if they will speak wrong English; rest of the class will laugh. Students of English medium schools speak English confidently at post graduate level. Majority of the respondents agreed that students of English medium schools speak English fluently with proper accent and pronunciation. Respondents agreed that students of Urdu medium school firstly translate the Urdu into English and then speak English. Mother tongue effects on the accent of English language. University teachers motivate the students for speaking English language. Students do efforts for speaking English language with poor

accent and pronunciation. There must be a compulsory subject of English language at post graduate level. Respondents showed agreement that there must be some extra classes on English language speaking.



CHAPTER III

FINDINGS

A. General Data

1. Research Location

SMPN 1 Mlarak is one of the education institution in Ponorogo stood on 1982 and on the year also this school has operated. This school occupies an area 10.166 m² with building large 2.265 m². SMPN 1 Mlarak registered as Accreditation school with score 89,35 (A) with the number 201051108001. This school includes the development school includes the development schools in its area. It can be known by SMPN 1 Mlarak status is National School Standard (SSN) since 25 August' 2008 with SK No. 034/C3/DS/2008.⁴⁷ SMPN 1 Mlarak has 16 classrooms with 526 students which are educated with 37 teachers. Since SMPN 1 Mlarak was built in academic year 1982/1983 there some head master who lead SMPN 1 Mlarak:

- a. Tukirin , BA
- b. Kuswandi
- c. Sri siswarno, S.Pd.
- d. Drs. Agus Setijo Adi
- e. Drs. Tri Sulaiman
- f. Ni Wajan Binarti, S.Pd, M.Pd.
- g. Drs. Haryono, M.Pd.

⁴⁷ Look at Transcript Documentation: 01/D/2-5/2016

2. Geographical Location

SMPN 1 Marak located at Jln. Mlarak no. 2 Joresan Mlarak Ponorogo. The school buildings located at southeast of center of Ponorogo suburb at north of center Mlarak government office. School location is strategic because it placed in center of district government business. Many public services are easily found surround the school area like: market, hospital, district, hotspot area, bank and fashion outlet.⁴⁸

3. School Organization

School organization at SMPN 1 Mlarak contains: School commite, Headmaster, Vice of headmaster, Administration Staff, Vice of Curriculum, Vice of Students, Vice of Infrastructure, Vice of Public Relation, Guardianship of class, Teacher, Students.⁴⁹

4. Vision and mission

a. Vision

Vision on SMPN 1 Mlarak is achievement, competence, and personality value based on faith and piety. Indicator of vission:⁵⁰

- 1) Realizable of inteligent, competitive, a great interest in the country, and pious graduates

⁴⁸ Look at Transcript Documentation: 02/D/2-5/2016

⁴⁹ Look at Transcript Documentation: 03/D/2-5/2016

⁵⁰ Look at Transcript Documentation: 04/D/2-5/2016

- 2) Realizable KTSP in the school
 - 3) Realizable standard of effectively and efficiently teaching and learning process
 - 4) Realizable standard of the relevant education infrastructure
 - 5) Realizable educator professionalism
 - 6) Realizable standard of education management
 - 7) Realizable standard of education evaluation
 - 8) Realizable standard of education financing
 - 9) Realizable standard of education culture quality
 - 10) Realizable standard of enjoyable, peaceful, beautiful, clean, and leafy condition in the school environment
- b. Mission ⁵¹
- 1) Develop education Unity Level Curriculum (KTSP) which diversified based oriented on increasing students' guiding based on potency, development, necessary, and students' importance, and also environment demands.
 - 2) Optimally of teaching and learning process based on CLT, PAKEM, Cooperative Learning, and learning based problem solving approach.
 - 3) Increasing GSA (Gain Score Achievement) in national examination

⁵¹ Look at Transcript Documentation: 05/D/2-5/2016

- 4) Optimally in educator and staffeducator self-development activity
- 5) Quality and quantity of infrastructures based on ideal necessary
- 6) Applied MBS optimally
- 7) Built relationship with school committe in order to finding school financial
- 8) Optimaly in carrying out of continuity authentic assesment
- 9) Optimally in implementing of religion
- 10) Increasing academic and non academic achievement

5. Educational personality and staffs

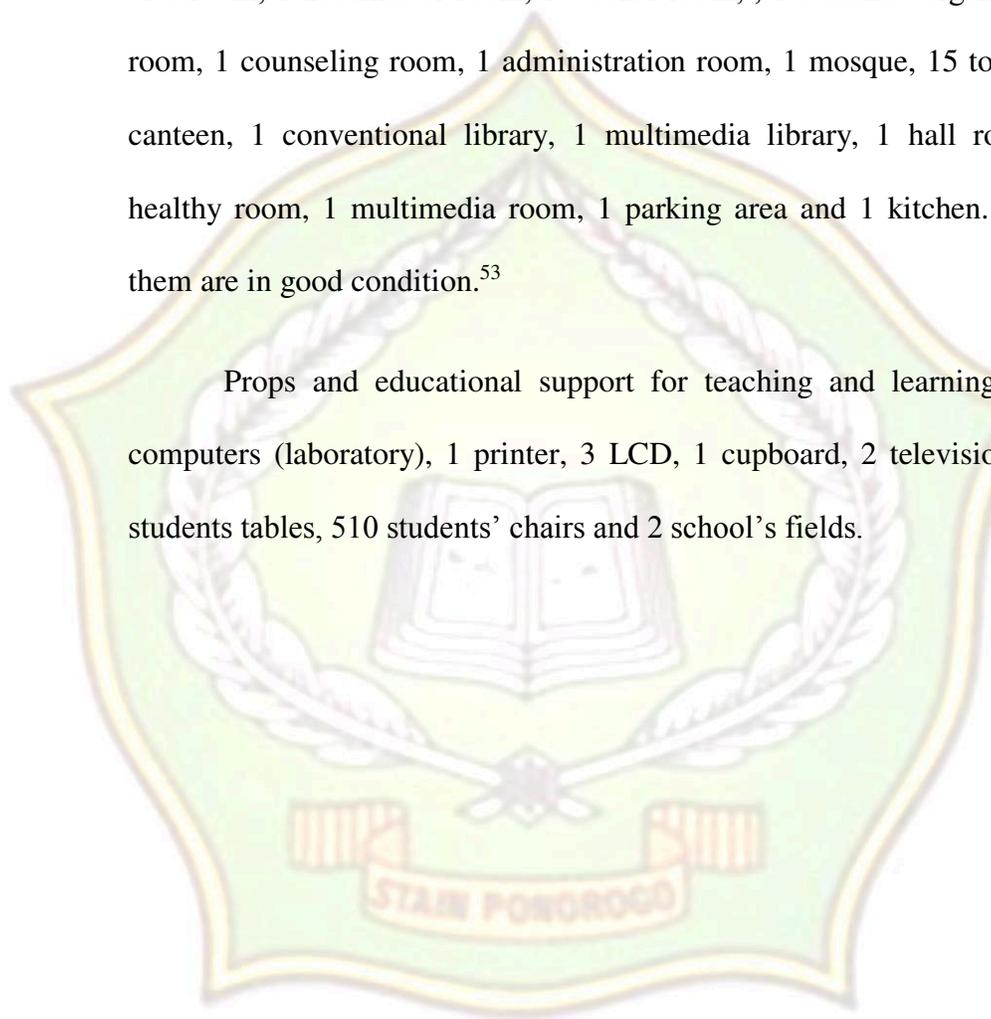
A teacher is a person who provides schooling for others. A teacher who facilities education for an individual student may also be describing a personal tutor. The role of the teacher is often formsl and ongoing, carried out by way occupation or profession at a school on other place of formal education. There are 38 teachers as permanents teacher and 1 teacher as not permanent at SMPN 1 Mlarak.⁵² There are 469 students which are spread from seventh grade until ninth grade.

⁵² Look at Transcript Documentation: 06/D/2-5/2016

6. Facilities and infrastructures

Facilities and infrastructures at SMPN 1 Mlarak is condition of building, props, and educational support. Condition of building contain 17 classroom, 1 headmaster room, 1 teacher room, , 1 students' organization room, 1 counseling room, 1 administration room, 1 mosque, 15 toilets, 1 canteen, 1 conventional library, 1 multimedia library, 1 hall room, 1 healthy room, 1 multimedia room, 1 parking area and 1 kitchen. All of them are in good condition.⁵³

Props and educational support for teaching and learning is 24 computers (laboratory), 1 printer, 3 LCD, 1 cupboard, 2 television, 225 students tables, 510 students' chairs and 2 school's fields.



⁵³ Look at Transcript Documentation: 07/D/2-5/2016











B. Primary Data

1. Problem Analysis on Learning Speaking Skill At The Seventh Grade Of The Students Of SMPN 1 Mlarak Ponorogo In Academic Year 2015/2016

The finding of the data that have been collected through the problem of the seventh students at SMPN I Mlarak in academic year 2015/2016 would be presented in this chapter. The data was collected by the interview, observation and documentation.

The researcher interview Mr. Hadi mulyo as the English teacher at seventh grade students of SMPN 1 Mlarak. Mr. Hadi stated:

English language learning is presented through face to face activities , practices , tasks independently structured and unstructured learning English competency emphasized to communicate both verbally and in writing through the four language skills (listening , speaking, reading and writing).⁵⁴

The goal of teaching speaking skill is communicative efficiency. Students should be able to make themselves understood by what they say. Students should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and so observe the social and cultural rules that apply is each situation of communication.

⁵⁴ Look at Documentation Transcript : 04/D/5-4/2016

The students' ability to understand the materials which presented by teacher also depends on how the teacher give the materials, what methods are used in the delivery of materials speaking, as soon as the teacher's own characteristic.

In this study, problem analysis of the students is very important, especially in the process of learning speaking skill to the students in the classroom.

Based on the observations that researcher conduct in the English learning at seventh grade students of SMPN 1 Mlarak Ponorogo. Teacher use repeat teaching methods which can make students more easily to understand the material of speaking and more practice their speaking English in the classroom.

Teaching of English Speaking at the seventh grade students of SMPN 1 Mlarak using drill method. It is like a statement delivered by Mr. Hadi in an interview. Mr. Hadi said "We use drill method to introduce word by word at seventh grade students, so student can be able to spell word by word."⁵⁵

⁵⁵ Look at Interview Transcript number: 01/I/5-4/2016

Speaking English teaching and learning in SMPN 1 Mlarak face many problems, based on the interview result with English Teacher, that is

we find some students' problem in English learning process especially for teaching and learning speaking, such as ; students not mastered vocabulary enough, less of their motivation to follow learning process well, lack of students activity in the process of teaching and learning English (especially for speaking materials), and also sometime cause of students just meet and practice English language in the classroom."⁵⁶

Based on the research that researcher found some problem when English teaching and learning conducted in classroom. There are many problems found in learning speaking, such as;. Students are not focus to the material of speaking that was extended by teacher, it's may be caused many students does not master vocabulary well, and also students have no motive to express themselves ".⁵⁷

Based on the result of data analysis, some causes of students problems in relation to low or uneven participation were also found in learning speaking. The students were less participating in class because of some reasons. Some causes of students' problems in relation to nothing to say were also found in learning speaking. In terms of why the students felt afraid to speak in class.

⁵⁶ Look at Interview Transcript number: 02/I/5-4/2016

⁵⁷ Look at Observation Transcript number: 01/O/4-4/2016

The some students also said learning speaking English is very difficult for them, because they find it difficult to build sentences when they try to express their ideas. So, students feel worried about making mistakes. It's make students have low participation in the process of learning speaking.⁵⁸

From the data analysis above, the learner have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. The following are the problems of speaking skill:.

- a) Lack of vocabulary
- b) Students are not focus to the material of speaking that was extended by teacher.
- c) less motivation of students himself.
- d) lack of students activity in the process of teaching and learning English (especially for speaking materials)
- e) Students feel afraid to speak English in the class.

⁵⁸ Look at Interview Transcript number: 03/I/5-4/2016

2. Teacher's effort to solve problem of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in Academic year 2015/2016

The teacher effort to solve problem in learning speaking skill at the seventh grade students of SMPN 1 Mlarak Ponorogo by using drill technique and give motivation. As the interview result with teacher.

Mr. Hadi stated:

Early use drill method, for development . if the student may be able, using Retelling. Because with repeat from teacher, students can recognize, words and sentences. Teachers also encourage students to view a short video of news or video, Then write down one or two of the expressions in the video”.⁵⁹

The use of drill technique is expected to assist students in recognizing the spelling or pronunciation correctly in words. Then in the form of spelling the word can be developed in the form of a sentence. After the method of spelling in words and sentences, students will be introduced to the retelling story as a method of development in teaching speaking.

Besided drill techniqu, teacher also use retelling story. Retelling is an excelent way for students to know how much they remember. It does not mean to memorize the exact words, but how they retell using their own words, retelling requires students to increase their knowledge of how stories work and apply it in speaking activity. The teacher can use retelling as a way to asses how well students comprehend a story.

⁵⁹ Look at Interview Transcript number: 03/I/5-4/2016

“Besides the application of methods that support the case delivery of material speaking to the students, The school also provides specific guidance for students in view of being able to follow a English speech contest discussed . Besides, there is an additional 2 hours of English lessons after hours effective for the introduction telling story and more”.⁶⁰

From some method that are implemented by the school are most students more interested in the using video to improve their English speaking proficiency. Based on the interview with Wipra as students class VII of SMPN 1 Mlarak, as follow:

“I prefer to using video and retelling story, because with this method students can more easily understand and practice speaking material.”⁶¹

According to the data documentation, there are many efforts that conducted to solve students’ speaking skills at the seventh grade students of SMPN 1 Mlarak Ponorogo, that is:

- d. Drill technique to know pronunciation in learning speaking.
- e. Use short video to know some expression in learning speaking
- f. Retelling story as part of speaking activities in class.

However, teacher’s effort to solve problem in learning speaking skill not only that method above. In each end of academic year, the school always recommend students when held a speech contest foreign language which incorporated in the program PORSENI.

⁶⁰ Look at Interview Transcript number: 04/I/5-4/2016

⁶¹ Look at Interview Transcript number : : 05/I/5-4/2016

CHAPTER IV

DISCUSSION

In this chapter the researcher discusses the result of the research which had done at SMPN 1 Mlarak Ponorogo in Class VII A and VII B in Academic year 2015/2016.

A. Problems analysis of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in academic year 2015/2016.

Teaching and learning process is a process of interaction between students and teachers in order to achieve the learning objectives. Learning English can be said to be successful if the students can understand the material presented by the teacher. It can also be said to be successful in a lesson when teacher, students and the methods used to deliver the content matches the condition of class and students. However, sometimes the English language learning is to be conducted difficult when there is no match between teacher, students, and the methods used.

There are four English language skill. There are reading, writing, listening and speaking. Skill that must be mastered more by students is speaking . Because, speaking is mostly used as a judgment or measurement in the mastery of English language. It is often measured from the fluency and correctly of speaking So, speaking is an important component in the English language . Based on fact, learning speaking English are required to make

students to be able to use English communication as the function of language basically. It is expected to give more priority to practice speaking English rather than mastery of theory.

Based on the result of observation and interview done in SMPN 1 Mlarak Ponorogo to the seventh grade students the researcher found some problems in teaching and learning speaking skill, such as: Students do not master vocabulary enough. This is evident when the teacher asked one of the students in the class VII B, and then the student answered not suitable and students were often confused when they were asked a question by the teacher. One of the students in the class VII B named Wulan said she doesn't have enough grammar and is not brave to speak. This is also because students only recognize and enrich the vocabulary of the English language in the classroom. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

Another problem arises when the teacher explains the material in the class VII A, but there are some students who do not focus on the teacher's explanations, they were busy joking and playing with other students. This is because they are less interested in the teaching and learning process especially for

speaking material. Devi as one of the students at class VII A said he was bored with learning English , especially to speak because it is difficult to understand the explanation given by the teacher But the cause of this is not only arising from students but also from teachers. In terms of classroom management is lacking and the use of methods less varied, so this matter make students tend to perform other activities with her friends and does not focus on the learning process.

Many students do not speak English during the lesson. This problem is evident when the learning process of speaking in class VII A , when teachers greet students using the English language , from 20 students in the class VII A, but only three students who respond. It also caused by some factors that make them less motivated to speak English. Whereas, motivation is important factor for learning. Students who have motivation will express their idea briefly. Harmer explains about intrinsic motivation in his book, that intrinsic motivation comes from within individual. Thus a person might be motivated by the enjoyment of the learning process it self.⁶² So, teachers have important role to motivate the students, because teacher as the center of learning process who can build an atmosphere in class. If the teacher is creative and the material is interesting, the students will have spirit and motivation to join the

⁶²Jeremy Harmer, The Practice of English Language Teaching, (England: Longman,2007),p.51

lesson. If the students always feel that personality feeling, the students will have difficult time to practice their English.

Lack of students activity in the process of teaching and learning English (especially for speaking materials). It caused because the material is not interesting and the teacher is not innovative, these cause make students lose their motivation and loose their interest. this is evident with the habits of teachers are more dominant in the teaching and learning process. As an example, teachers give explanations, students listen and then write. Teaching method applied by teachers, making the role of students in the classroom is very minimum. should, in learning speaking proces, activities that build students' activeness in talking over emphasized. In this case, the teacher should motivate the students by using some techniques to keep motivation up. If the right activities are taught in the right way, speaking in class can fun, raising general motivation and making the English language classroom a fun and dynamic.

Students feel afraid to speak English also problem in the class. This is evident in the learning process that occurs in the classroom Speaking VII B. when pak Hadi asked one of the students named Wipra , but Wipra looked hesitant and afraid to give answers. This happened because he was scared when the answer will be ridiculed by other friends. Wipra said that he feel shy in speaking because his friends ussually laughed at me in front of the class. Another cause is many of students think that grammar is the most difficult

component. They do not master grammar well so it make them feel shy and afraid to speak English.. Grammar is the rules in a language for changing the form of words and combining them into sentences . Moreover, Gerot states that grammar is a theory of language, of how language is put together and how it works. Thus, grammar is a rule of putting words to make sentences and how it works. Grammar guides people how to speak and write correctly. Cook state that grammar is a set of rules by which people speak and write. Grammar is a written description of the rules of a language. Since people know the grammar of their language, they know how to construct sentences or utterances in understandable forms. Thornbury states that grammar is partly the study of what forms (or structures) are possible in a language. Besides, Leech states that grammar is the mechanism according to which language works when it is used to communicate with other people. Thus, a grammar is a description of the rules that govern how a language_s sentences are formed to use in communication.

Penny said in his book, difficulty in speaking may be caused the students unlike reading, writing, and listenig activities, speaking requires some degree of real-time exposure to an audience. They feel shy, afraid and worried about making mistakes when speak English.⁶³ The students also feel learning speaking skill is very difficult for them, because not knowing enough

⁶³ Penny Ur, A Course of Language Teaching,(Cambridge: University Press, 1996), 121

words, fear of errors, overthinking grammar, having to translate sentences before speaking them which made speech slow, and lack of practice.

There are factor that cause students to be difficult in English is that the environment does not support the students to speak English often . So,, students only meet and practice speaking English in the classroom .

B. The teacher's effort to solve problems of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo in academic year 2015/2016.

This study that is conducted by researcher on the teacher's effort to solve the problem in learning speaking skill at the seventh grade students of SMPN 1 Mlarak Ponorogo. Mr. Hadi Mulyo is a teacher who was conducted the efforts to solve the problem happened at the seventh grade students of SMPN 1 Mlarak. Researcher found several attempts to enhance students; skill in speaking English which include the Repeat method, using Video, and Retelling story.

1. Drill Technique

Teacher's effort to solve problem number two in teaching and learning English speaking that students do not focus on following the learning process, teacher using drill technique. With this technque, students will pay

attention to every word spoken by the teachers , because students are required to listen , then imitate what was said by the teacher.

A drill is a classroom technique used to practice new language. It involves the teacher modeling a word or a sentence and the learners repeating it. Hornby states that drill is trained or trains somebody thoroughly by means of regularly repeated exercises. Furthermore, drill is a method of teaching technique used for practicing sound or sentence patterns concerned with the fixation of specific association for automatic recall.

2. Using Video

Secondly, Using media in learning speaking skill as video is one of some teacher's efforts to solve problem in speaking. As like students' problem that Students not mastered vocabulary enough, With short video the students will acquire new vocabulary through the video. The students also more interest and have more motivation to following learning process in speaking.

Besides the function of video in teaching and learning speaking process, video also have some advantages, such as:

- 1) Using Classroom English effectively in the Classroom, Using classroom English was effective to improve the students' motivation and involvement in learning speaking skills.

- 2) Improving students' self-confidence by preparing the students to speak spontaneously, The implementation of audio - video media was successful to improve the students' readiness in presenting their result.
- 3) Giving feedback on students' pronunciation and vocabularies, The implementation of this action was successful to improve the students' understanding on how to pronounce the correct words.

Hammer asserts that the use of video between 1 and 4 minutes is suitable enough as it "can yield a number of exercise, demonstrate satisfying range of language, easier to manipulate, and can be highly motivating.

In this process, after students looked at short video, the teacher recommended the students to write some expression in form sentences, so that student can to know new words and to add vocabulary. And then, This will make students curious about the meaning of a new word in mind , it will encourage students to find the meaning of the word.

3. Retelling Story

Third, the teacher's effort to solve problem in learning speaking skill is retelling story. Retelling stroy is an attempt to overcome the fear of student teachers of students in speaking English, because by retelling story, students will be trained to speak in front of the class by using the language of the students themselves. retelling story is not memorizing, it means recounting the

story in the student's own words. Retelling also help learner internalize information and concepts, such as vocabulary and structure.

In this activity. Students can tell again what they know about the story with the other words, but it's still of one topic, and retelling also help students to get information about that story, This will be the courage of students in speaking English with language developed by students. So, the problem Students feel afraid to speak English in the class will slowly be reduced. Students activity in the process of teaching and learning English (especially for speaking materials) also will attract For Students And would Turning the atmosphere in the classroom.

The procedures using retelling technique in teaching speaking are as follows:

1. The teacher asked some question related to the story would be given
2. The teacher asked the students to find key words in the story
3. Ask the students to read some stories and gave them opportunity to share what has been read
4. The teacher asked the students to retell the story based on their own words
5. In order to group story retelling, the teacher asked the students to retell a well-known story in their own words as post activity.

The advantages of retelling story are encourage student to use their imagination, expend their ideas, and create visual images as they transfer the plot to a new setting, include different characters, or add new voice. This help students better understand , motivating and fun and can help develop attitudes toward their foreign language, culture and language learning.

Besides, the school fully supports the efforts of teachers in improving student competence with form provide extra hour after active learning as a means to increase the competence in learning English. therefore , students are expected to be more recognized English language with the addition of face-to-face , students also will be more practice English in school.

However teacher's efforts to solve problems of teaching and learning speaking skill not only through the above mentioned methods, but also not forget the teacher's teaching methods that are stimulating psycomotor aspects of students to give more participation in the process of learning speaking skill. At the end of each school year also organized a program called PORSENI (Sport and art Exchange) which also includes the English language speech contest for all students. It also intended to train the students; dare to appear mentally speaking English in front of the public.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result data, the researcher concludes that research as follows:

1. There are some problems of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak, such as:
 - a) Students are not focus to the material of speaking that was extended by teacher.
 - b) Lack of vocabulary.
 - c) Less motivation of students themselves.
 - d) Students have not motivation to express themselves.
 - e) Students feel worried of making mistakes.
2. There are many efforts from teacher conducts to solve students' problems of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo. Researcher found several attempts by teacher to enhance students' skill in learning speaking. Which include the drill technique, using video, and Retelling story as part of speaking activities in class.

School also support teacher's effort to improve students' speaking skill with an additional 2 hours of English lessons after hours effective. And then, In each end of academic year, the school always recommend students

when held a speech contest foreign language which incorporated in the program PORSENI.

B. Recommendation

Based on the result of the research about the teacher's effort to solve problems of teaching and learning speaking at the seventh grade students of SMPN 1 Mlarak Ponorogo, the researcher has some suggestions as the following:

1. For the English teacher
 - a. The English teacher should do habituation to encourage students to interact by using English language in a simple form, such as, greeting students when started lessons.
 - b. The English teacher should know the students' need, so the learning activity has usefull to the students next day.
 - c. The English teacher do not correct students' pronunciation mistakes very often while they are speaking, correction should not distract students from his or her speech.
 - d. The English teacher Involve speaking activities not only in class but also out class.
 - e. The English teacher try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- f. The English teacher provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic material and tasks, and shared knowledge.
- g. The English teacher diagnose problem faced by students who have difficulty in expressing themselves in target language and provide more opportunities to practice the spoken language.

2. For SMPN 1 Mlarak Ponorogo

- a. The school should equip the facilities needed by the students to develop their skill to support student's speakig skill.
- b. Language laboratories should be able to help the language development of students.

