

CHAPTER 1

INTRODUCTION

This chapter discusses some issues related to the topic of the research, they are the background, the problem of the research, operational definition of the terms, the significant and the scope of the research.

1.1 background of the Research

Language as a means of communication plays an important role in every aspect of human being. Without having language, people will get difficulty in delivering their mind or expressing their idea. It implies that learning English covers communicative skill in both oral and written to communicate each other. As a matter of fact, English skill is divided into four skills. They are listening, speaking, reading, and writing. These skills are important in English language teaching. However, among those four English skills, speaking ability is the most important that the student should have (Brumfit, 1984, p.103). Mastering speaking skill is a priority for many second language learners. Consequently, learners often evaluate their succes in language learning as well as the effectiveness of their english course on the basis of how much they have improved in their spoken language proficiency (Richard, 2008:19). According to Maxom (2009:183) speaking is the most important skill in English language teaching, and it almost impossible to have true mastery of a language without actually speaking it. Moreover, Lindsay and knight (2006:58) said that speaking also involves putting a message together, communicating the message, and interacting with other people. So, speaking is a difficult skill because it is used to practice how to produce and express ideas and feelings. The students need to be given many opportunities to speak in order to be able to speak English well and fluently. Therefore, this phenomenon must be treated by suitable technique so that the students' problem is solved.

This situation inspired the researcher to find an appropriate teaching strategy to solve the problem in speaking. One of them is by using communicative grammar.