

**TEACHING SPEAKING IN A RECOUNT TEXT THROUGH
REPORTING SELF EXPERIENCE
TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER



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**Teaching Speaking In A Recount Text Through
Reporting Self Experience
To Junior High School Students**

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ABSTRAK

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Banyak siswa yang beranggapan bahwa belajar bahasa Inggris adalah hal yang sangat sulit dan membosankan. Hal ini disebabkan karena bahasa Inggris merupakan bahasa asing dan mereka takut untuk melakukan kesalahan. Hal tersebut terjadi karena berbagai faktor, seperti kurangnya penguasaan kosa kata dan struktur bahasa, suasana belajar yang tidak dapat memberikan daya tarik kepada siswa, atau strategi mengajar yang kurang menarik dari guru. Permasalahan tersebut dapat ditemui pada semua aspek kemampuan dalam bahasa Inggris, terutama sekali dalam berbicara.

Makalah ini membahas strategi atau media apa yang digunakan oleh guru bahasa Inggris untuk membantu meningkatkan kemampuan siswa dalam berbicara berbahasa Inggris, yaitu dengan menggunakan pengalaman pribadi seseorang. Dalam mengambil materi pelajaran tentang pengalaman pribadi, guru harus mempertimbangkan aspek-aspek tentang kejadian yang dialami siswa misalnya pengalaman di kebun binatang, pengalaman dalam perjalanan supaya siswa mudah menyampaikan ide yang sudah mereka kuasai.

Berdasarkan penjelasan diatas, penulis menyarankan agar guru-guru bahasa Inggris pada sekolah menengah pertama dapat menggunakan strategi pengajaran ini dalam mengajar bahasa Inggris, khususnya dalam berbicara sehingga siswa akan lebih tertarik untuk belajar aktif dan juga dapat meningkatkan keterampilannya dalam berbahasa.

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Finally, the writer hopes that this paper will be useful for English teachers, especially for those who are teaching English at Junior High Schools.

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Writer,

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Speaking as an English skill should be mastered by the students. Speaking skill is a skill which is more difficult to master than the other skills because it cannot be held lonely in the process of learning it. It needs a lot of practice to do it. But if someone can master it well, it can help in mastering the other skills, listening, reading and writing skills.

The general aim of teaching speaking according to some experts is that teaching speaking should improve students' communicative skills. Richard (1986:156) states that the goal of teaching speaking is to develop communicative competence. Hymes (1972) says that theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community.

Considering the importance of speaking skill for the students above, Indonesian government has made program based on the regulation of Minister of National Education (Permendiknas) No 22 year 2006 with the purpose: first, developing students' competency to communicate verbally and orally; second, having awareness about the fact and the importance of English to improve the competitiveness of the nation in the global community; and third, developing understanding of students about the relevance of language and culture.

However, students have some problems with speaking. Most of the students do not make speaking activity as an important part of their daily

activities. Besides, it is often found that students have no motivation to express their ideas in speaking and even they are reluctant to speak. Moreover, students dislike the topic that is given to them in the class. In other cases, the students are worried about making mistakes. When the students were asked to present speaking task in front of the class, they do not know what to speak and they also make mistake in pronunciation. So, they cannot speak English fluently.

The problems also come from the teachers. English teacher do not give interesting topic to the students. English teacher just gives the dialogue based on a given situation. In other case, teachers just do drilling or memorization of dialogues. Besides that, they also do not give clear explanation and example to the students. Moreover, English teacher do not give a model how to pronounce word and it makes the students are afraid, lazy and even reluctant to speak.

In solving those problems, teachers have great role here. Teaching speaking in the classroom should make the students active during the teaching and learning process. In other words, teachers' role is mainly as facilitator who helps the students to develop their language proficiency.

In teaching speaking, junior high school students must be able to understand several text, such as: narrative, descriptive, procedure, report, and recount text. One of text is recount text. Recount text is a kind of text that is studied in junior high school. This text discussed last events or use language to keep the past alive and help us to interpret experience. The

purpose of recount text is to tell about the past experience of someone in the chronological order and give the students information to the text.

Based on the situations above, in order to make teaching speaking more effective, beneficial, and interested, the teachers must find a new strategy. So, the writer tries to write the paper on teaching speaking through recount text to junior high school.

1.2. Formulation of the Problem

The problem of this paper can be formulated into the following question “how is reporting self experience used in teaching speaking in a recount text to junior high school students”.

1.3 Purpose of the Paper

The purpose of this paper is to give some explanations about teaching speaking in a through reporting self experience to junior high school students.