**CHAPTER I  
INTRODUCTION**

* 1. **The Background of the Problem**

In the teaching learning process, the students need to acquire four language skills to get a real competence in English. All of skills must be mastered because it becomes the standart competencies which have reached. Morever, English subject is one of curriculum programs for the students. One of the basic problems in foreign language teaching is to prepare learners to be able to use the language.

In the era globalization, learning English is very important because English able for linking and make easily people in the most of countries are communicated each other based on the development in the fields economic, business, aducation and also politic. Communication is one of the implementation of language function in society as a means of carrying out the affairs. One of the ways in communication is through speaking. Speaking is the highest target in English language because speaking is basic of communication which becomes a function learning. Richard (2008:19) states “the mastery of speaking skill in English is a priority for many second language or foreign language learners”

For second language and foreign language teaching speaking is not easy. It should be noted that to make students used speak and produce a good results of speaking. Teachers cannot show it up in a short period. It needs a process in which a learner will learn to think about the vocabulary, grammar, and the meaning of the words to developing into a good sentence.

Speaking is one of the important aspects in learning language, because speaking is the important tool to communication. Without speaking skill students will be dumb. The teacher never knows the purpose of student’s mean.

Speaking has so many important functions such as to express opinions, to persuade someone about something or share information. In some situations, speaking is used to give complain about people’s behavior, asking and giving services and others. Students’ achievement of speaking is one of part of speaking ability which refers to the score from the students speaking test.

However, many students are not able to speak English in the classroom because English is not their mother tongue so that they get difficulties in speaking English. To get the successful in speaking learning, students have to be in the situation which wants to speak English because so many factors affect students in learning speaking.

Based on observation,the researcher focuses on speaking. The ability the students of SMP Swasta Tamora 2 Tg. Morawa is still under standard level of required curriculum. The researcher wants to know how far students speaking skill.

In this observation, the researcher uses mnemonic method to make learner easier because mnemonic method is a remembering method that can help students to expand vocabulary for the speaking skill. Mnemonic method can give positive influence and effect for the students to make them feel enjoy to improve their skill in learning language.

* 1. **The Identification of the Problem**

Problem in this research is identified as:

1. The ability of the students of SMP Swasta Tamora 2 Tg. Morawa was still low in speaking.
2. The difficulties found by the students of SMP Swasta Tamora 2 Tg. Morawa was in speaking skill.
   1. **The Limitation of the Problem**

The research is limited on the use mnemonic method on teaching speaking skill at SMP Swasta Tamora 2 Tg. Morawa.

* 1. **The Formulation of the Problem**

The problems is formulated as:

* 1. What are teacher and students’ perception of mnemonic on teaching speaking skill?
  2. Do the teacher understand how to apply mnemonic method on teaching speaking skill?
  3. **The Objectives of the Research**

The object of the research is:

To find out the extent of the use mnemonic method on teaching speaking skill of students at SMP Swasta Tamora 2 Tg. Morawa.

* 1. **The Significance of the Research**

This research is significant primarily as reference or information for the readers,students, researcher, and english teacher. The researcher was also significant for the school English teachers where this research is conducted. English teachers could concern and decide what step to do further. The steps are intended to enhance the output results of English teaching.

* 1. **Basic Assumption**

The assumption in this research is mnemonic method has an important role to the students’ speaking skill.