**Chapter I**

 **Introduction**

This chapter presents the background of the study, identification, limitation, research question, objective study and significant of the study in this research. This chapter act as introduction of the research for continuing to the next chapter.

* 1. **Background of the Study**

English has been taught as one of the compulsory subject in formal education from junior high school. English is very important for students to increase their capacity in language both four skills include (Listening, Reading, Speaking and Writing) and prepare themselves to face the global era and it’s developing of the countries in the world.

Brown (1994:12) said : “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. It is really right that when we speak English there are a lot of things to be informed to the audiences. It always affects the quality of its own meanings

English has divided in two skills. There are receptive and productive skills to measure the student’s ability. Receptive skill is a process for students to get many sources to improve their skills especially of listening and reading skill. Furthermore, they will get new vocabularies, sentences, phrases and many more related to the English. Those things will help to increase their knowledges regarding the English language.

Productive skill is the process to produce English skill by Speaking and writing. Many students can’t speak and write a text in English because they don’t have the capability and lack to use in daily conversation. Furthermore, students should make any contributions to speak and write something in English.

 Therefore, English teaching and learning process are done to develop the student’s communication. Speaking is a significant part in four English skills, speaking is about the productive skills that every student should have. Also, students are difficult to study about speaking in many forms such as social conversation, presentation or answer a question.

There are several problems that affect students lack to speak English, because of its own learning process such as lack of motivation, lack of media, lack of class equipment and Evaluation

Based on the preliminary studies the writer found some problems which contra productive with the successful of learning process at the class such as Lack of motivation. Lack of motivation is one of the problem that students faced when they learn English as well. Some students have not their own motivation to study about English especially speaking. But some of them are lazy or not interest of English. Lack of class equipment and facility are the second problem that made students less focus and have a high concentration regarding the equipment such as books or dictionary. Also facility is very significant for student to learn especially if the lack of facility of language laboratory will influence them not to get more. Lastly, is teaching materials which influenced many students and teacher to have a good communication each other by knowing the syllabus and lesson plan for taking one of the best program learning center in the class. Lastly, the lack of learning evaluation is a huge problem that really affect for learning class which can disturb the upcoming learning.

Every student should know that speaking is really easy to learn, it has many things to do as preparation and insightful. Student previously must learn to listen and read an article, book or music lyric to increase their vocabulary to have wide knowledge and make it as usual.

Speaking has become the power of English, while somebody need to speak with other people around the world. If they can speak English, they will have a good communication to inform, to explain or to describe something to others. Some students worry to speak English because they don’t have the good ability. They should try to overcome their fears about speaking in grammar or mixing word. They also have the bravery in speaking English as much as possible. Speaking English needs a lot of source and process, on the other hand, there is any insight form a matter about English that writer focused on the descriptive text.

Learning about speaking through descriptive will help the students to get material about speaking and to do more practice in daily activity. Because that is correlate each other. We might know that speaking is more practice than theory. Furthermore both of them will be united in the learning of descriptive text that produce of speaking skill improvements. These are the good ideas for making an easier in enrich the speaking. Even the descriptive is part of the receptive to get many resources of vocab and grammar.

This research is helping those students to overcome their problem about speaking through learning descriptive text as specifically matter by using AIR Methods. The Writer really want to know the capacity of the students among the learning class. Because Speaking English will be more important to measure and enrich the ability both in pronounciation, enrich their clarity, pitch and particularly the technique of speaking English.

The writer hopes through studying speaking English in AIR Method is good ways for many students at SMA 8 Pasundan Bandung to improve their capability especially to face their fear about speaking English. The writer will provide manyactives way to teach student who have a big motivation, couriousity by an exploring fun learning class. From those things that will prepare well by the writer. The writer believes it will help them so much in improving English speaking by AIR method.

* 1. **Identification of the Problems**

Based on the background that the writer found at SMA 8 Pasundan Bandung for the X Class. There are many students who don’t know about the important of speaking English with the AIR method. However, the writer believes that the method of Auditory, Intellectual and Repetition (AIR) will become the right choice to face their problem and to improve their capability in speaking English especially in Descriptive text for the X Class in regard to materials of a tourism place as in syllabus. From many objects that writer see here. The writer try to come out with the good method as their expectation to be a good English speaker. So from that, all could be concluded that there are some problems which can be faced:

1. The speaking skills of students from SMA 8 Pasundan Bandung is average
2. The low motivation of students
3. The lack of learning media for students
4. The lack of class equipment and facility
5. The lack of teaching materials
6. The lack of evaluation learning

From all the problems above, the writers hopes by using AIR Method in Descriptive text for the x class in regard to materials of tourism places from Curriculum 2013 will be more interesting by giving high motivation, information, media and good management class. This is will help students more to learn English and get good in speaking English.

* 1. **Limitation of the problems**

In order to focus on the topic above. The writer makes a limitation of this study, although there are some problems that face in the class such as : the students lack to speak English, because its own learning process such as lack of motivation, lack of media, lack of class equipment and facility, also lack of Learning Evaluation

The study will focus on emphasizing the student’s capability by getting their result with focusing on using the AIR Method in SMA 8 Pasundan Bandung in materials of descriptive text about Tourism Places for class X as well.

Therefore, The X Excellent Class is primary object to be taught of AIR Method because a lot of students who really interest to learn speaking English by using Descriptive text with AIR Method. This is the writer biggest opportunity to accept the challenge of being teacher there. The writer believes that proposing AIR Method will affect students to improve their capability speaking English as well.

* 1. **Research Problems**

The problem about how to improve the speaking skill by using the AIR Method in descriptive text in the paper.

1. How are the procedures of the using AIR Method in descriptive text to improve the speaking skills?
2. What are the equipments of the using AIR Method in descriptive

 text to improve the speaking skills?

1. How are the student’s responds of the using AIR Method in

 descriptive text to improve the speaking skills?

1. What are the results of the using AIR Method in descriptive text to

 improve the speaking skills?

* 1. **Objectives of Study**

The writer has four purposes on conducting this research in order to make it appropriate with the research. The purposes are:

1. To describe how the procedures of implementation of AIR method

 in descriptive text for improving speaking skills

1. To find out how the equipments of the using AIR Method in

 descriptive text to improve the speaking skills

1. To find out how the student’s responds by using AIR method in

 descriptive text for improving speaking skills

1. To find out the results of using AIR method in descriptive text for

 improving speaking skills

* 1. **Significances of Study**

This study is expected to give benefits which are divided into two aspects. They are theoretical and practical benefits.

1.6.1 Theoretically: the result of study may give the information in acquiring English. This research also to expand of the horizon of the teaching theories to implement of learning class especially in speaking

1.6.2 Practically : the result of study is expected that those participant especially teacher and student will be more explore themselves regarding the skill in English speaking especially by using AIR Method.

 **Students :** Students get the lessons with the AIR Method in

their learning class, they will be improved the speaking

 skills that really important.

 **Teachers :** Teachers can share and use the AIR Method in the

class to improve the students speaking skill faster

 **Readers :** The readers will also identify that the AIR Method

 is very significant