

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the problem of the study, objective of the study, significance of the study, the scope and limitation, and definition of key terms.

A. Background of the Study

Teaching which is aimed to bring the learner to be good individual, includes many activities done by the teacher to manage and organize learning in classroom activities. The teachers possess an important role in developing the student's ability. They should recognize every students and their specific skill, so they can give experiences needed by every students and optimally develop their ability based on the objective of education. In this case, teacher takes a role as communicator.

Another function of the teacher is that, teacher should be able to give motivation and encouragement to the students, to build the classroom to be fun, enjoy, and more interesting. Those explanations, based on Abu Ahmadi, Motivation is psychological condition that encourages someone to do something.¹ Therefore, students sometimes need situated motivation, which is found in environmental conditions that the teacher creates in learning. Classroom can be fun when the teacher gives some ways to make the situation more active in class.

¹ Abu Ahmadi and Joko Tri Prasatya, *Strategy Belajar Mengajar*. Jakarta. Pustaka Setia, 2005, Pg. 109

In this era, many of teachers use some learning strategies but those strategies do not match with student's hope. Therefore, students often felt bored in studying English. The teacher as the central of learning process should make the change in strategy and use technology in teaching and learning process. Otherwise, they will be lost sense as professional teacher.

In fact, we often heard the students complain about English material, especially speaking. There are many factors that are complained by the students such as: they feel unconfident to speak English up, lack of vocabulary and error pronunciation. To overcome those problems, the teacher can use some ways, they are; the first, teacher should encourage the students to speak English up bravely. The second, the teacher can implement any appropriate strategy that can motivate students in teaching and learning process. And the third, the teacher can use any media that can motivate the student in teaching and learning process. Those ways are in line with Fulcher stated: "*Learners use achievement strategies when they wish to express themselves but they have problems because they lack the knowledge of the language (grammar or vocabulary) to communicate the learners' tries to overcome this lack of knowledge by finding ways around the problem.*"²

According to Nana Sudjana, strategy is the teachers act to make lesson planning.³ It means, the teacher uses some variables in teaching and learning such as; aimed, methods, facilities, and evaluation, all of them can influence the students to reach the main purpose of learning. The strategy is the real actions in

² Glenn Fulcher, *Testing Second Language Speaking*. (Pearson: Longman, 2003), 31

³ Ahmad Rohani, *Pengelolaan Pengajaran*, (Jakarta:PT.Rineka Cipta, 1995), 33

teaching and learning process through some effective ways. Actually, strategy and methods of learning activities are related, both of them are inseparable things. For achieving the goal of strategy, teacher should make some varieties methods in teaching and learning activity. Using the strategy is very depend on learning purposes, content, learning process, and learning activities. Learning strategy is the technique used by the teacher to source the learning material when they come in the class, that is done by them individually or grouping⁴. Thus, teacher has an important role to know some strategies used and implement in each learning meeting. To get the main purpose of learning; the students and teacher should be active, interact, and make good relationship. Hence, they need communication to develop totally and they will success to reach an achievement in the average level than before through speaking. The next, they can master English speaking.

Speaking is a challenging skill in general. Language as means of communication between individuals is more used orally than written. Learning to speak English is more difficult than other skills, especially for those who never practice English in real situation in spontaneous way.⁵ This fact proves that English is important to be learned by all students.

~ The students felt bored if the teacher does not use their creativities to prepare the lessons. Using strategies used by the teacher in implementing the lesson will be built students interest to learn more about English. From those explanations above, the researcher conclude those ways are appropriate in

⁴ Anissatul Mufarokah, *Strategi Belajar Mengajar* (Yogyakarta: PT teras, cetak 1 juni 2009)78

⁵ Jack Richards & Theodore Rodgers, *Approaches and Methods in Language Teaching Second Edition*. (Cambridge : Cambridge University Press, 2001), 78

teaching learning process because the teacher uses some ways to solve the student's problem in class. The researcher was sure that they will be interested to learn English in class. Therefore, their speaking skill will increase.

The researcher chooses SMPN 2 Pare as the subject to conduct this study, because the first, the school have gotten some achievements as the winner of various competition in English speech contests. The second, the eighth grade students are appropriate to conduct this study in implementing several strategies used by the teacher in the class, because they can implement the role-playing as the best way to improve their speaking in class.

B. Problems of Study

Based on the background of study presented earlier, the researcher will try to answer the following question:

1. What are the strategies in teaching English speaking at second grade SMPN 2 Pare?

C. Objectives of The Study

1. This study is aim to describe the strategy used by teachers English speaking at second grade SMPN 2 Pare.

D. Scope and Limitation of The study

The researchers focus this research about teachers' strategy in teaching English speaking at the second grade of SMPN 2 Pare. The strategy used by the

teacher is specified into four strategies, they are; effective discussion, debate, role-playing, and daily conversation.

This study is also limited at SMPN2 Pare, because this school has already had a good teacher and this teacher has so many ways to create good condition in class. Besides that, the student enjoy with teacher's strategy to motivate and interest their speaking practice. The researcher needs more than one meeting to do it in order to find out the improvement of the student's speaking ability.

E. Significance of The Study

The researcher expects that this study would be useful for:

1. For English Teacher

The result of this research can be used as reference in teaching English speaking.

2. For the students

Student can be more active in learning activity and they can also speak up confidently.

3. For further research

This research will give a benefit in giving academic information and the basic for the future research.

F. Definition of Key Terms

In order to avoid misunderstanding of some terms used in this study, the following term will be clarified:

1. Teaching: The work of a teacher,⁶ in other reference teaching is transfer of knowledge⁷
2. Teacher's Strategy: In generally the strategy is an action of teacher's effort to get the main purpose in teaching and learning.
3. Learning is the knowledge obtained by study⁸. In my opinion, Learning is the process to get more knowledge by studying.
4. Speaking is a complex skill, and as such needs to be developed and practiced independently of the grammar curriculum⁹.

The researcher chooses this research about Teacher's Strategy in teaching English speaking at the second year of SMPN2 Pare. It means, the researcher wants to know about the strategy used by the teacher and the implementation of those strategies in teaching English speaking.

⁶ Jack Richards & Theodore Rodgers, *Approaches and Methods in Language Teaching Second Edition*. (Cambridge : Cambridge University Press, 2001), 78

⁷ Rusman, *Model-Model Pembelajaran* (PT. Rajagrafindo Persada)2012, 86

⁸ Ibid, 671

⁹ Judih Rusmajadi, *Terampil Berbahasa Inggris*, PT Indek Jakarta. 2010.pg. 55