

CHAPTER I

INTRODUCTION

This chapter is an introduction about the research. It describes how and why the research was conducted. The details of the research are described as following : background of the research, research problem, objective of the research, scope and limitation of the research, significance of the research, definition of the key terms.

A. Background of the Research

According to (Brown, 2001), speaking has five elements that should be mastered by the students such as grammar, vocabulary, pronunciation, fluency, comprehension. Furthermore, students fear of being laughed by their friend and they are also not confident enough to present their ideas and feel hesitant and incompetent about these elements. After that, they also get bored of learning English because of teaching and learning activities., provided conventionally so that students are more likely not to follow the teaching learning process, for instance; the teacher asked the students to perform the text they have memorized without any varied strategies (Gudu, 2010). Speaking English is still hard to learn besides it has a lot of parts that should be mastered by the students (Fajrinur, 2019).

Speaking is often seen as an inherent talent in a person. "The ability to speak a language is synonymous with knowing that language" (Rochio, 2012). This is a foundational skill that is widely used as a means of measuring learners language ability. (Bailey & Savage, 1994) To advance to a position of speaking in a second or foreign language is generally

considered to be the most demanding of the four skills. This ability is the most important indicator of a student's success in learning a foreign language. In addition, speaking is often considered a difficult skill. Indeed, speaking incorporates aspects of other language skills such as pronunciation, grammar, and vocabulary.

Teachers' teaching strategies are important because they can help students speak English well. To achieve this, English teachers can use different teaching strategies in the teaching and learning process. The strategies used should be appropriate to the student's needs and interests. Strategies for teaching oral expression are important in overcoming students' difficulties in self-expression. On this question, several studies have been done by researchers, especially (Anjani, 2013) who has studied teacher strategies for teaching oral expression to high school students. The study finds that the teaching strategies for teaching oral expression that teachers use are collaborative activities, creative tasks, role play, and an exercise.

Students may shy away from speaking successfully when they achieve certain points in a conversation activity. Its function is to make students pay attention to new material and focus on words, phrases, or expressions in the student's mind to transfer new elements from working memory to long-term memory. It provides the means for the mastery acquisition of language control. (Thornbury, 2005). Consequently, teachers' strategies in teaching speaking to the students are really important. It is interesting to the researcher to study about these strategies implemented by the teacher, because it is believed that the teaching strategy affects the quality of the

students English learning conditions and ultimately the students English ability.

Before doing the research, the researcher observed the strategy that was used by the teachers in this school. She just observed by asking the question for the students. They said that their teachers used good strategy in teaching speaking. Based on that strategy they feel happy and comfort in studying speaking and exactly it made then easy to comprehend speaking skill. The strategies in teaching this speaking skill cannot be denied as a factor influencing the teaching and learning outcome. Teachers' teaching strategies is very important since it can help the students to speak English well. To achieve it, the English teachers may apply different kinds of teaching strategies in the teaching and learning process. The strategies used should be based on students' needs and interests. Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking.

Based on the explanation of the background above, it could be seen how important teachers' strategies in teaching especially in teaching speaking. Beside that the researcher chose this teachers because there is some consideration, for example at a young age he was able to complete his education up to a master's degree and his way of teaching was very creative with quite a lot of teaching hours.

A previous study entitled Teachers' Strategy In Teaching Speaking was conducted by Sukardi (2019). The study aimed is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and a class of 22 students. In collecting the data,

classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research.

A similar study about teacher's strategy in teaching speaking was also done by Khasanah (2017) entitled Teachers' Strategies in Teaching Speaking Skills at SMP Muhammadiyah 5 Surakarta. The study aimed is to explain the implementation of teaching speaking, to explain the problem faced by the teacher in teaching speaking, and to explain the problem solving by the teacher when the process of teaching learning is going on. The subject of this research are the student and the seventh grade English teacher of SMP Muhammadiyah 5 Surakarta. The techniques of collecting data are using observation, interview, and documentation. The technique of analyzing data are reducing the data, display the data, and data verification.

So far, based on the explanation above, This study aims to used teaching strategies in English learning by the English teacher in teaching speaking English because the teaching strategies in English learning can have a good impact on the students. Therefore, this research is entitled "An Analysis of English Teacher's Strategies in Teaching Speaking at SMAN 3 Kediri".

B. Research Problem

Regarding to the background of the study, the researcher formulated problem into: What strategies are used by the english teacher of SMAN 3 Kediri?

C. Objective of the Research

The objective of the research is listed bellow: To investigate strategies are used by the English teacher in SMAN 3 Kediri

D. Scope and Limitation of the Research

This research focuses on analysis the English teacher's strategies in teaching speaking at the tenth grade of SMAN 3 Kediri 2021/2022 academic year. The focus is on analyzing implementation the teacher's strategies.

E. Significance of the Research

1. Theoritically

The results of the research findings can be used to understand teachers' strategies for overcoming students' speaking difficulties and standards for those who have difficulty speaking. want to conduct research on oral expression teaching strategies.

2. Practically

a. Teacher

The result of this research is to make teachers creative in teaching speaking and apply various strategies in teaching speaking to students at SMAN 3 Kediri.

b. Students

This research gives information about how teaching strategies can be implemented to help them learn better and students can apply the strategies used.

c. Researcher

This research contributes and is expected to complement the knowledge of next researchers, especially in techniques to teach speaking skills as teacher candidate.

F. Definition of the Key Terms

1. Teachers Strategies

The strategies or method teachers use help and encourage students to speak English, as speaking activities must maximize language production to best facilitate autonomous use of the language (Thornbury, 2005). Teaching strategy, Brown (2001), states that no one teaching strategy is better than another in all situations, so you must be able to use a variety of teaching strategies, and make informed decisions about when each teaching strategy can be most effective.

2. Teaching Speaking

Teaching is the process of giving instructions to a person and imparting knowledge, skills, etc. for learners while speaking means the use of words in a normal voice. (Hornby, 2002). Teaching speaking can be understood as the process of giving instructions to

communicate. It is an expression in conveying or sending a message from the first speaker to the second speaker (the interlocutor).