

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the introduction of this study. It consists of the background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Speaking is the way that people do to communicate with others. It is the process of producing intentional language expressions to convey meaning (Bailey and Nunan, 2005). By speaking, we can convey ideas, feelings, and information, as well as maintain social relationships with others. In English language learning, the main goal of teaching speaking is to help students acquire the ability to communicate in the spoken form by using English language. Students are expected to be able to convey their ideas well orally after learning speaking. This ability is very important to have for students as Rao (2019) argued, “As English is widely used all over the world, there is a need for learners to have good communication skills of it to get success in their respective fields” (p. 6), which means having good English speaking ability will help students to get success both in the educational field and in the working field later.

As an English classroom in Indonesia is considered an EFL classroom, teaching speaking in the classroom becomes a hard thing to do. It is due to the reason that English is not used in our daily conversation thus students

are not accustomed to speak English. Moreover, in teaching speaking, the teacher does not only have to teach about how to speak but also about some other things because speaking ability is influenced by a variety of elements rather than just one. These include extralinguistic knowledge such as students' knowledge of the context and linguistic knowledge such as vocabulary and grammar (Thornbury, 2005). Another reason that makes teaching speaking difficult is because students also have some problems that lead them to have difficulties in speaking English. It is in line with Bueno, Madid, and McLaren's statement (2006, as cited in Rao, 2019) that one of the most difficult skills that language learners have to face is speaking. The problems cause students' difficulties in speaking are varied, such as the problems found by Ghafar and Amin (2022) those are students are reluctant to speak; lack of vocabulary, confidence, instructor enthusiasm, and an appropriate setting to practice English; nervous while speaking; and fear of making errors.

However, students can be considered successful in their speaking ability when they have reached certain characteristics in the classroom speaking activity. According to Ur (1996), the characteristics are language is at an acceptable level; participation is even; students talk a lot; and motivation is high. Since the teacher is the basic element of teaching and learning (Kunandar, 2017, as cited in Fanshuri, 2019), consequently, it is the teacher's duty to create successful speaking activities in the teaching and learning process that are able to reach the goal of teaching speaking. In the process of reaching the goal of teaching speaking, the use of certain

teaching strategy is unavoidably important. It is in line with Cole's statement (2008, as cited in Sukardi, 2019) that in the teaching and learning process, teaching strategy plays an important role because it is the teacher's task to accomplish students' educational needs by providing effective plans or strategies to enable them to communicate effectively in the language they are learning.

In fact, there are kinds of strategies for teaching speaking that can be used by the teacher in an EFL classroom. However, since students are different in background knowledge and characteristics, the teacher should use the appropriate strategy along with the appropriate way to implement the strategy based on the students' needs and ability. By using appropriate teaching strategies, the teacher can help students to have a better understanding about the theory that is learned as well as gain proficiency in speaking practice. Furthermore, students' difficulty in speaking English can be reduced because they will be happy, enjoy, and feel at ease while learning speaking.

Moreover, based on the observation conducted by the researcher at SMK PGRI 2 Kediri, the researcher found that SMK PGRI 2 Kediri has great achievement in English speaking. There were plenty of achievements related to English speaking gotten by the students of SMK PGRI 2 Kediri such as the second and third winner of story-telling competition in 2022, finalist of national news anchor competition in 2022, semifinalist of Erlangga speech competition in 2022, the first winner of National Schools Debating Championship in 2018, the first winner of speech competition in

2018, the best speaker in National English Festival in Java-Balinese level in 2017, etc. Therefore, based on this reason, the researcher is interested to analyze the teachers' strategies in teaching speaking because the teacher is the main source who provides the strategy in the learning process for the students in order to get the best English speaking outcomes.

There are some previous studies analyzed teacher's strategies in teaching speaking. The first study was done by Wulandari in 2020, entitled "Strategies in Teaching Speaking used by Teachers of Young, Junior High School, Senior High School, and University Students". The second study was done by Razi, Muslem, and Fitriasia in 2021, entitled "Teachers' Strategies in Teaching Speaking Skill to Junior High School Students".

Based on the explanation above, the researcher conducts a research titled "An Analysis of Teachers' Strategies in Teaching Speaking at SMK PGRI 2 Kediri" to analyze the strategies used by English teachers in teaching speaking at SMK PGRI 2 Kediri as well as how the strategies are implemented in the teaching process.

B. Statement of the Problems

Based on the background above, the researcher formulated the problems of the research as follows:

1. What are the teachers' strategies in teaching speaking at SMK PGRI 2 Kediri?

2. How do the teachers implement the strategies in teaching speaking at SMK PGRI 2 Kediri?

C. Objectives of the Study

Based on the problems of the research above, the objectives of the research are as follows:

1. To find out the teachers' strategies in teaching speaking at SMK PGRI 2 Kediri.
2. To describe the way teachers implement the strategies in teaching speaking at SMK PGRI 2 Kediri.

D. Significance of the Study

1. Theoretical significance

Theoretically, this research reveals teachers' strategies in teaching speaking and the way to implement the strategies in teaching speaking. The researcher expects that this research can be useful in enriching the literature of English education field by providing the foundation for further teaching and learning strategy development in speaking. The researcher also hopes that the findings can be used as a guide and source of information for future researchers who are interested in the strategies of teaching speaking.

2. Practical significance

a. For the teacher

The researcher expects that the results of this research can be useful information in choosing the appropriate strategies in teaching speaking for the improvement of the teaching process quality and students' speaking skills.

b. For the students

The researcher expects that the results of this research can make students be able to speak English. Students who learn speaking skills from a teacher who uses appropriate strategies may be stimulated and motivated to develop their speaking skills.

c. For other researchers

For other researchers, knowing teachers' strategies in teaching speaking and the way to implement it is important, especially if they are prospective English teachers. The researcher expects that the finding of this research will provide valuable information for the implementation of the strategies in teaching speaking in the future. It is also expected that the other researchers may also do research related to this study to make this study more complete for the development of teaching strategies in speaking.

E. Scope and Limitation

This research focuses on describing the strategies used by English teachers in teaching speaking at SMK PGRI 2 Kediri and the way the

teachers implemented the strategies in the teaching and learning process of speaking skill in the classroom. This research is limited to the strategies used by two English teachers of tenth grade in teaching speaking at SMK PGRI 2 Kediri.

F. Definition of Key Terms

1. Teaching strategy

Teaching strategy is a method, plan, or series of activities to reach a specific educational aim (Richards & Rodgers, 1986, as cited in Hayati et al., 2021).

2. Speaking

Speaking is an interactive process of meaning construction that includes receiving, processing, and producing information (Brown, 1994; Burns & Joyce, 1997, as cited in Khosravani et al., 2014).