

CHAPTER I

INTRODUCTION

This chapter presents seven topics related to this study provide Background of the Study, Statement of the Research Problem, Objective of the Study, Significance of the Study, Scope and Limitation of the Study, Definition of the key terms.

1.1 Background of the Study

English is the oldest language in the world, which originated from Britain since 8th century. English vocabulary were developed rapidly, so that it became international language. In this globalization era, English was became foreign language that plays an important role in various aspects. English was known as international language which spoken by many people in the world. It used to communicate each other who didn't have the same first or second language. Since it used as International language, English is familiar in various environments such as trade, diplomacy, tourism, journalism, education, science, technology, politics, etc.

According to Harmer (2007,13) English was already used as well to becoming a genuine foreign language that widely used for communication between people who do not share the same first language. There are between 320 and 380 million people speaking English as a first language and anywhere between 250 and 380 million speakers of English as a second and foreign

language. One of them is Indonesia. Due to the fact that people awareness of the use of English language in this globalization era is getting increased (Nurhayati, 2016: 207). English widely used in a range of fields such as politics, diplomacy, international trade and industry, commerce, science and technology, education, information technology and popular culture. According to Lauder (2008,3) English seen as the most important priority of foreign language to be taught. As non-English speaking country, English has been taught since kindergarten until university level in Indonesia. It played an important role in education as it is a compulsory subject in schools. The government also considered English as part of National Examamination for graduation standard.

However, English learn at schools to facilitate students in order to increase their skill. There are four skills that students should be master in English : reading, writing, speaking and listening. It is better to learner to be master all four skills. Practically, those four skills will influence each other. For example, speaking skill will be honed by listening musics in English frequently. Some vocabularies that is not understood when listening musics will demands to find the meaning of thus vocabulary in the dictionary. Then, we will write, say and sing the vocabulary. Then, when the vocabulary is written in a particular text or reading, we already know the meaning. Thus, we who previously only wanted develop speaking skills simultaneosly will develop listening, reading, and writing abilities.

From those four skills, speaking seems to be the most important skill should be mastered by the students. According to Louma (2004:20) “speaking is one of

various skills that language learners should develop and have”. According to Johannesen and Valde (2008:201) “speaking is one of communication elements”. According to Nurhayati (2018: 258) the goal of teaching English is to develop students’ communicative competence. By mastering speaking skill the students are able to communicate in a variety of communicative situations.

Speaking skill indicates that the students know well how to use the language. A large percentage of the world’s language learners who study English in order to increase their speaking skill. In line with Orade (2012: 533) states that “speaking is the most important and essential skill which illustrates the speaker possesses the precise knowledge of language. Human can express their feeling or opinion to other by speaking skill. They communicate each other in oral form by mastering speaking skill.

As English foreign country, Speaking skill became a priority in learning English. Students need to learn speaking for many reasons, such as for exchange information, influence people, persuade other, or maybe to understand what native speaker said. So, enhancing students speaking skill need more practice to the target language in order they will communicate well with other. The success of learning English can be measured by students ability in speaking practices.

Teaching speaking is not an easy job for teacher. Teacher should provide a good speaking activity to support the students speaking ability. Speaking should be taught in attractive and communicative activity to support the students. There are many kinds of activities usually practices in speaking class, such as games,

discussion, roleplay and soon. Students interesting in practicing speaking in class depend on how teacher select the right strategies. Teacher should choose the strategies which match with students need.

In this global era, the society have faced the new paradigm era where the teaching learning should not be conducted in effective way only, but also consider the enjoyable factor for the students (Nurhayati, 2019:14). Meanwhile, the main aim of curriculum in Indonesia is to get children to have good, relevant skills and a huge knowledge related to the lesson. English learn early since students in Elementary school, by learning English students have a chance to get the more education, job and also capable to compete in this globalization era. In Indonesian curriculum, English taught in all of the education level in public and private school. Since at 7-12 grade, English was being a main lesson and in line with Bahasa Indonesia and Math in National Exam. In recent years, English were taught in Elementary School as compulsory subject. Students receive the lesson in a few hours in a week. Meanwhile, in several kindergarten, students were taught English in beginner level. Students were given the song in mixing Bahasa and English, memorizing some soft numeral and color vocabularies.

However, all of the formal class have never enough to learn English. Students still get many difficulties in learning English. In fact, many senior high school students's ability in speaking is still a matter of concern. Many students still lack of speaking ability and even lack of confidence in speaking English. Then, students may study English outside the class or called as non-formal

educations. They might follow such kind of a course in an institution. According to the National Education System Law (article 26 number 20, 2003) non-formal education has functions in develop the potential of students by emphasizing the mastery of knowledge and functional skills as well as professional attitudes and personalities. Obviously, many students take some course to get more knowledge. Most parents take their children to follow English course to make sure that their children will more capable in English and get high score in National Examination. As we know that there are many institution outside the school that offer the other way of how to study English informally. This called as English course. Nowadays, English course was very interest in society point of view. English course were widespread in several town, such in Trenggalek there were many course institution offer teaching learning English in such interesting way.

In addition, school might create several program inside or outside the class to support students enthusiasm. If formal class is too ordinary and boring to the students, it is necessary to school to create a new penetration and new strategies to support and enhance the students ability. One of them are English course. According to KBBI a course is an institution outside the school which teach a lesson, skill or knowledge in a short time. English course is a course which teach English language skill in a short period of time. Such as in SMKN 1 Pogalan Trenggalek, it has a program named "BETA English Course". It is a course which taught English once a week with several please activity in school. This course was begun at the early 2012 by Mr.Kumolo Retno.

The main aim of this program is to create English environment and prop up students ability in speaking. In this course the students taught to practice speaking as well as they using speaking such in daily life. Besides speaking, Grammar also implied in this course as well they learn speaking. Students are taught grammar and some language features before practice into speaking. Grammar are inserted in the lesson by using various techniques in some situatuions. This program is unique because the teacher uses drill and practice technique to build up mastery in grammar, vocab and pronunciation then practice them in speaking form as an output. Speaking use as a means in communicating kind of topic. In addition, topics in grammar are arranged in such a way that they fit speaking. For example is quantifier which taught through games so that each students is required to speak up. Each students are free to speak up in front of the class to show their ability, then teacher will appreciate them by adding a value or a star in their raport. Hence, **to** objectify the purpose of this program, they create “1 day English” and “English camp” in the end of second semester. All of the students must follow this program. There are several contest held in EC (English Camp), such as debate, speech, essay, dictation, news anchor, singing, storytelling, brain force, short drama and some fun games.

In the the other hand, the researcher choose SMKN 1 Pogalan Trenggalek as the setting because this school is the only one which held English course program and the winner of Provincial level English Debate contest and LKS competition in each department. Which in LKS competition obliging students to be mastered their major then show off their ability by presenting their material in English.

Through this thesis, the researcher are tried to find out the strategies employed by the tutor in English Course at SMKN 1 Pogalan Trenggalek. According to Brown (2001: 192) strategies are the specific methods of approaching a problem or task, modes of operation for achieving particular ends, or planned design of controlling and manipulating certain information.

Based on some facts that have been described above, the researcher was interested to conduct the research in SMKN 1 Pogalan Trenggalek under the title **“Teaching Strategies Employed by English Teacher in BETA English Course at SMKN 1 Pogalan Trenggalek to Enhance Students’ Speaking Skills”**.

1.2 Statement of the Research Problems

Based on the background of the study above, the research question are

1. What strategies are employed by English Teacher in Beta English Course at SMKN 1 Pogalan Trenggalek ?
2. Is there any problem faced by the during teaching speaking in BETA English Course SMKN 1 Pogalan Trenggalek ?
3. How is the teacher way to overcome the problem in teaching speaking BETA English Course SMKN 1 Pogalan Trenggalek?

1.3 Objectives of the Study

The objective of this study as follow :

1. To find out the strategies employed by English Teacher in Beta English Course at SMKN 1 Pogalan.
2. To find out the problem faced by the teacher during teaching speaking in BETA English Course SMKN 1 Pogalan Trenggalek.
3. To find out the way teacher overcome the problem in teaching speaking BETA English Course SMKN 1 Pogalan Trenggalek.

1.4 Significance of the Study

The finding of this study are expected to give contribution for the institution, English teacher, students and future research.

1. The Institution

Researcher hopes the result of the study can help to achieve the vision and mission of certain institution. The result of this study can used as feedback to improve the quality and purpose of the vision and mission of SMKN 1 Pogalan Trenggalek.

2. English teachers

Researcher hopes the result of this study can be reference to evaluate the next program and then build up another enjoyable environment in teaching English. The teacher will know which the suitable strategy applied to teaching learning process.

3. Students

Researcher hopes the result of the study can motivate the students to study more and more, especially in following this English Course.

4. Future researchers

Researcher hopes the result of this study can help future research to find literature review as they need to fulfill their research with the similar study.

1.5 Scope and Limitation of the Study

1. This research focuses on teaching strategies employed by English teacher in BETA English Course at SMKN 1 Pogalan Trenggalek to enhance students speaking skills: to find out the strategies employed, the problem faced and the way teacher overcome the problem.
2. The research time was very limited. Because it was second semester, so the most teaching learning process was focus on preparation to the English Camp.
3. Because of pandemi, the researcher cancel interview meeting with one of the teacher, the school activity was stopped. So, the researcher held online interview with one of the teacher.

1.6 Definition of the key terms

1. English Course here was referred to English course in SMKN 1 Pogalan Trenggalek which exist since in the early 2012. This course is conduct every Saturday morning in the school

environment. According to KBBI a course is an institution outside the school which teach a lesson, skill or knowledge in a short time.

2. Speaking Skill is a process of interaction where speakers intend to build meaning through producing, receiving and processing information (Bailey, 2000:25).
3. Teaching strategies are behaviours or actions which teacher use to make language learning more successful and enjoyable.