CHAPTER I

INTRODUCTION

This chapter is about the background of the study, it is included the reason of the researcher to choose the tittle and the place to conduct the research. This research also covers statement of the research problem, the object of the research problem, the significant of the research problem and scope and limitation of the researchproblem

A. Background of the study

The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc. All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today. Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of 3/10 speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in commutation results in misunderstandings and problems. (Qureshi 2007)

Based on Richard (2008:201) "Speaking is one of the elements of communication". It show that one of effective skill of doing communication is speaking. According to Thornbury (2005) "speaking is an important component

of the English art curriculum and provides the basis for the growth of other spoken skills such as its close association with listening". It shows that speaking is crucial part of foreign language that has to be mastered by the students in order they can communicate well with others. Nunan(2003:48) said, "speaking is harder than reading, writing, and listening for two reasons. First, unlike you are reading or writing, speaking happens in real time. Second, when you are speaking, you cannot edit and revise what you wish to say, as you can if you are writing". It means that speaking comes naturally and there is limited time to set or to edit your speech during conversation.

According to Lapele (2019) , Indonesia as a developing country has good relationship with the other countries. One important aspect to make this relationship runs well is the way to communicate each other. Here, as an international language, English plays a crucial role, especially in speaking skill. Unfortunately, many Indonesian people are less in speaking skill, moreover, those who are not English department students. This supports the need of learning English for the non-English department students, that is to be able to communicate in English in order to build relationship with foreigner institutions. Thus, developing a good speaking skill is the job of the teacher that is needed by students.

Moreover, in global world people should make contact with other people overseas. In this way, speaking plays an important role. Speaking is so much part of daily life that is taken for granted: an average person produces tens of thousands of words a day. As human beings, people all learn to speak at least one language (the language that they hear) as they grow up. Speaking is to share information or say something about feelings, perception and intentions to other people. So, in speaking they change ideas into words to inform to other people (Thornbury 2006).

In this study, the researcher choose MTs N 4 Nganjuk to conduct the research. This school is not favorite school but the students has good achievement in speaking English. It shows from the student's achievement in the national competition. They get the competition championship as the runner up of speech competition in "National Creativity Competition" in SMA Darul Ulum jombang. This is a fantastic achievement, seeing that nganjuk is a small district which has

good potential in speaking English. This is a unique problem because an ordinary school and small district could deliver the student success in national level.

Based on the reason above, the researcher believes that this research can be useful for students and also the teacher or lecturer because it can improve the quality of speaking skill in speaking activity and also it can be guidance for the teacher or the lecturer to apply those strategy or it can be the innovation the new strategy in teaching speaking. So, the researcher interested in conducting a reserach entittled " **EFL Teacher's Strategies in Teaching Speaking At MTs N 4 Nganjuk"** because the researcher wants to analyze what are the strategies which are usually used by the teacher in teaching speaking to the students. Beside that, the researcher also want to know the responses of students related to the teacher's strategies in teaching speaking.

B. Statement of the Research Problem

Based on the background of the study above, the writer formulates the problem into following research question :

1. What are strategies used by the EFLteacher in teaching speaking at MTS N 4 Nganjuk?
2. How are the students responses to the teacher strategies implemented in teaching speaking at MTs N 4 Nganjuk?

C. Objectives of the Research

Based on the problem above, the aims of this research is to know :

1. To describe the strategies used by EFL teacher in teaching speaking at MTs N 4 Nganjuk.
2. To describe the students' responses toward the strategies which are used by English teacher.

D. Significant of the Research

The finding of the research are expected contributive for the English teacher, the students and other researcher. The researcher expect that this result has some significance, such as:

  i. For other english teacher

The result of thid study will make the english teacher are able to know what strategies that used to increase students speaking and can be the reference to aplly in their students. Beside that, this study can help the English teacher solve their problem about what is the good strategy to teach speaking.

ii.   For the other researcher

The research result hopefully can be the references if they conduct the similar study. After reading this research, the future researchers will get a lot of knowledge about English teacher strategy in teaching speaking. Besides that, it can be comparison which as consideration in conducting another research. So, the study is helpful and useful for the next study.

E. Scope andLimitation Of The Research

To make the study more detail and focus, this study only focused on to variables : Teachers strategies in teaching speaking ability and students responses toward the strategies. The researcher took an English teacher and students that good at speaking to collect the data. After getting the result, the researcher analyze the result and make a conclusion. It is conducted in MTs N 4 Nganjuk.

F.   Definition of the key term

To give clear information and understanding of the terms and content of this paper. It is necessary to clarify the following key terms. The definition of key terms of the study is as follow:

i.   Teaching Strategy

Strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Teaching strategies are the different types or styles of plans that teacher use to achieve teachers goal (Silver, 2007).

ii.   Speaking

Speaking is a skill which is used by someone to communicate in daily life,whether at school or outside the school. Speaking is an activity involving or morepeople in which the participants are both the listeners and the speakers having to actwhat they listen and make their contribution at high speed, (Brown 2004: 140).

iii.   EFL Teacher

EFL is where the teacher teaches English to students in a country where English isn't the native language. A classroom of EFL

students will usually all be from the same country. They will have the same culture and make similar mistakes in the target language. Therefore, these mistakes can be rectified by the teacher.(William, 2016)