

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer discusses the basics points of this research. It consists of background of the study, statement of the research problems, objectives of the study, significance of the study, scope and limitations, and definition of key terms.

#### **1.1 Background of the Study**

English is one of international languages which is most widely used in all over the world. English language has become an international language. According to Richards (2008) as foreign language learners, we should master speaking skill in English as our priority. It functions as a means of communication for many activities among governments over the world. In the globalization era, English plays an important role especially in international communication and in the development of education. In today's global world, the importance of English cannot be denied and ignored since English is the greatest common language spoken universally (Nishanthi, 2018).

In some countries, English is taught as foreign language and second language (Nishanthi, 2018). Most the countries apply English as an International Language. It becomes the main factor why English has been on of the languages that must be learned in schools or in institutions. There are four skills to learn language, they are consist of speaking, reading, writing, and listening (Ur, 1996). speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language(Nunan, 1991, p. 39). Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language (Ur, 1996). Speaking is a skill which is worthy of attention in both first and second language . Learning the speaking skill is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language (Nunan, 1995). Speaking is one of the most important skill to be developed and enhanced as means of effective communication (Leong:2017). Through speaking, the students know how to interact and to share information about something each others, convey an information to others, they can also express their ide as, opinions, comments, suggustions orally.

In Indonesian setting, English is seen as an important language that must be mastered or achieved by people. According to Makariem (2019), Education Minister of Indonesia, there are four mandatory courses for students of Indonesia, those are English, coding language, statistic, and psychology. English is one of the most important skills of all the four mandatory courses. Mastering English will increase person's quality, because English has high power in both education and occupation world. Therefore, having proficiency in English is purposed to confront the competition of life actually in the future. Based on the importance of English as mentioned above, Indonesia government has included English into educational curriculum in the schools. English is one of the foreign languages that has been taught in formal education. Starting from Elementary School up to University levels. Even, today we will find that students at kindergarten level have been introduced English early.

Learning speaking in English needs more chance to practice the target language. English teachers need to provide good speaking activities to support the students' speaking ability. Harmer (2003:8) said "Good speaking can and should have motivate highly. If all the students participating fully and the teachers has set up the activity properly and can give sympathy and useful feedback. They will get tremendous satisfaction from it". The speaking activities can and should motivate the students to practice speaking well. With good activities, the students are motivated to speak English well. One of goal in teaching speaking is to be communicatively efficient. Here learners should be able to make themselves understood, using their current proficiency to the fullest, and learners should try to avoid confusion in delivering and messages due to faculty pronunciation, grammar, vocabulary, and to observe the social and culture rules that apply in each communication situation (Leong 2017). Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teacher ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately. Therefore, the teacher needs to create communicative condition that support learner not to be shy in practicing their speaking communicatively (Johnson,1981).

According to Richard (2001) There are five principles of Communicative Language Teaching (CLT) there are : Learners learn a language through using it to

communicative, Authentic and meaningful communication should be the goal of class room activities, fluency is an important dimension of communication, Communication involves the integration of different language skill. Learning is a process of creative construction and involves trial and error. Through communicative approach teachers can give the opportunity to talk about students' real life context. CLT is an approach that requires practice, students are encouraged to actively communicate in the classroom (Anggraini, 2018). There are some factor influencing the teaching learning process successful, for example the method, the media, and the technique, etc. According to Mackey (1975: 157), all teaching, whether good or bad, must include some sort of selection, some sort of gradation, some sort of presentation, and some sort of repetition. It includes selection because teachers cannot teach all of what teachers have selected at once; teachers have to put something one after others. Finally it includes repetition because teachers cannot make other people learn the language without repeating the materials they are learning; teachers have to teach language skills with practice; all skills depend on the practice.

Speaking is often considered as the most difficult skill to be learned by students (Hosni, 2014). However, learning toward a good speaking competency is not an easy task for students. Students mostly find it difficult to communicate in English. The students are not ready for real (Hosni 2014). Sometimes some of them might want to express their ideas or opinions spontaneously in English but they do not know how to express it, so they use their body language and speak with lot of pauses. Speaking is about to manage the conversation and to speak spontaneously (Fauzan, 2014). Problems of speaking include inhibition, nothing to say, low confident or uneven participation, mother-tongue use (Ur:1996). The students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they had not many changes to speak or because the teacher always gave critics and correction on their mistakes right away (Fauzan, 2014)

According to Harmer (2007:129) there some suggestion the strategy in the speaking classroom: Information-gap Activities, Telling Stories, Favourite Objects, Meeting and Greeting, Survey, Famous People , Student Presentations, Balloon Debate, Moral Dilemmas. Also he said communicative games and story telling are often useful way of giving students valuable practice. Game based activities can involve practice oral strategies such as describing, predicting, simplifying, and asking

for feedback. Then role play is the activity where the students play the role to stimulate a particular situation in the real world. This is one way of getting students to speak in different social context and to assume varied social roles. Story telling also helps students express ideas and fosters creative thinking.

Among Junior High School in Tulungagung, Students at Mts Darul Hikmah Tawang Sari Tulungagung have many academic and in non academic Speaking achievements. Mts Darul Hikmah Tawang Sari is one of Islamic school in Tulungagung at East Java province. The teacher taught speaking classroom activities to stimulate the students speaking interest when teaching English process. Since five years ago MTs Darul Hikmah already shows achievement as measured by the achievements. In addition, achievements of English in MTs Darul Hikmah Tawang Sari some of them there are in the academic achievements are The 1st Winner Speech contest at Tulungagung , finalist English Debate at province level 2019, finalist story telling at Region Level, the 2nd winner Story Telling province level 2019, etc. The students in this school often follow English Olympiade in and outside province.

The fact above shows that MTs Darul Hikmah Tawang Sari Tulungagung has succeeded quality in English teaching and automatically the teachers in this school also have good quality especially in teaching speaking. There are some research discussing about the teacher strategy in teaching speaking ability one of them is the research that has been conducted by Maghfiroh (2013) entitled "*A Descriptive Study on Teachers' Strategies in Teaching Speaking for The Second Grade Students at MAN 2 Tulungagung*". In this research, the researcher concludes that there are four strategies used by teachers in teaching speaking: Using minimal response, auditory representation, advance preparation, and cooperation. From the background of the study above, the writer is interested in conducting a research to The English Teachers' Strategy To Stimulate Students' Speaking Skill On Eight Grade At Mts Darul Hikmah Tawang Sari Tulungagung

The research also has been "*A study on teaching speaking at SMAN 1 Boyolangu*". In this research, the author concludes that there are four strategies used by teachers in teaching speaking: oral interview, text retelling, conversation, role play. From the background of the study above, the writer is interested to conduct a research about The English Teachers' Strategy To Stimulate Students' Speaking Skill. Previous study.

## **1.2 Statement of the Research Problems**

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

1. What are the strategies applied by the English teachers in stimulating students' speaking skill at Mts Darul Hikmah Tawang Sari Tulungagung??
2. How do the teachers apply the strategies to stimulate students' speaking ability at Mts Darul Hikmah Tawang Sari Tulungagung?

## **1.3 Objectives of the Study**

Based on the background of study above, the purpose of this study are:

1. To know some strategies are applied by the English teacher in stimulating students' speaking skill at Mts Darul Hikmah Tawang Sari Tulungagung.
2. To describe how the English teacher applies the strategies to stimulate students' speaking ability at Mts Darul Hikmah Tawang Sari Tulungagung.

## **1.4 Significance of the Study**

Practically, when this study focusing on stimulating students' speaking skill of student's junior high school at eighth grade it will be more aware with the student's daily activities when they study in the class with their friends and teacher. Moreover, the writer hopes this study will give contribution for;

1. English teachers, to know what the strategies are suitable to stimulate students' speaking skill in the classroom.
2. English lecturers, to know the strategies in stimulating students' speaking skill in the classroom.
3. The next researcher, the finding of the study can be useful for other researchers since it can be reference to conduct further research about some aspects in teaching English speaking.

## **1.5 Scope and Limitation of the Study**

The scope limitation of this study is the English teachers on eighth grade of MTs Darul Hikmah Tawang Sari. The writer focuses on the teachers' strategy to

stimulate students' speaking skill. The data collection use observation, interview and questionnaire.

## **1.6 Definition of the key terms**

In order to give clear definition and as guidance for the readers to understand the whole study, the definition of the key terms are given here.

### **1. English Teacher's strategy at MTs Darul Ulum**

According to Elizabeth (2006) the strategy is a plan that is intended to achieve a particular purpose. Teacher strategy is the planning and teaching method that will be carried out by the teacher by setting the main steps of teaching in accordance with the teaching objectives to be achieved and outlined. Learning strategies include approaches, models, methods and specific learning techniques. According to Harmer (2007:129) there some suggestion the strategy in the speaking classroom: Information-gap Activities, Telling Stories, Favourite Objects, Meeting and Greeting, Survey, Famous People , Student Presentations, Balloon Debate, Moral Dilemmas.

### **2. Speaking Skill for Eighth students**

Based on curriculum 13 that created by government, students on eight grade should speak English about time, comparison degree, and invitation. Generally speaking is a productive skill in which people produce words and send messages orally. According to Bahadofar& Omidvar (2014) Speaking is an assential tool for communicating. Barbulet (2014) explained that speaking skill is the intelligence of language and communication. It continued that speaking skill is intelligence included by Ur ((2016) that speaking skill is intelligence included fluecy, Vocabulary, Grammar, Pronunciation. Speaking is conveying one's thoughts and feelings to the outside world in one or more languages. In brief, speaking skill is an activity which comprehends the ability of listening and understanding people's talk and finally uses their thoughts to tell people about the information.