

CHAPTER I

INTRODUCTION

In the first chapter of the research, the research presents six sub chapters related to study. These topic background of study, topic cover (1) background of study, (2) formulation of research problem, (3) objectives of research, (4) significance of the research. (5) scope and limitation of the research, (6) definition of the key terms.

A. Background of the Research

Speaking is one of the important skills when we learn English. (Harmer ,2008) says that speaking is the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language. According to Lado (1961), “Speaking ability is described as the ability to express oneself in life situation or the ability to report acts or situation in precise word or the ability to converse or to express a sequence of idea fluently”. It means that speaking ability is personal activity as instrumental act to express emotions while expressing ideas, communication intentions, and reactions to other persons.

Functional language is one that is organized around communicative functions such as requesting, complaining, suggesting, agreeing, etc Richards (2006). From that definition, it can be known that communicative function is the conversations which are often used every day. Then, the first point to students that have to be understood is they have to know the words, phrases, and sentences that they should use to do speaking. It means that the

grammatical of the speaking is another important thing to do. According to Richard (2008:19) Speaking skill must be mastered by students since it is very important for them to communicate in the class or outside the class.

The implementation of speaking is an express way to deliver messages to the interlocutors in order to increase their knowledge such as delivering presentation in front of class, a public speech, storytelling, group discussion, and etc. In the social environment speaking can be a bridge to add new knowledge, new friend and add related to the world of work.

Although English has been taught and used for years in Indonesian schools, whether in formal or informal school, its role is still as “a foreign language” (Lie, 2007, p.1) and the outcomes still has not satisfied. Very few of graduating students are able to communicate well. According Professor Jack C. Richards (2008) stated there are many reasons that may account for difficulties learners sometimes have with mastering speaking skills. These could include: (a) Inadequate classroom conditions (too many students in a classroom), (b) Lack of motivation, (c) Poor quality teaching, (d) Poor quality materials, (e) Little opportunity provided to practice speaking, (f) Personality factors (anxiety, shyness etc).

Students speaking skills be achieved optimally if the education system runs well. This is because education has an important role in improving the quality of human resources that supports the progress of the nation and state. Education is expected to be able to shape students into someone who is outledgeable, independent, and responsible. To improve students' knowledge and skill, learning strategy are needed. The learning method is defined as a

pattern of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, school conditions, the environment and specific learning objectives that are formulated. Garlach and Ely (1980) also said that there needs to be a link between learning strategies and learning objectives, in order to obtain effective and efficient learning activities.

A good teaching strategy can support the achievement of the expected educational vision and mission. But ironically, there are still many students who cannot speak English well, even though they have learned English from elementary to advanced level. One of the problems why students find a difficult to understand English is because teaching method are less attractive in schools. To make teaching speaking to be more interesting, attractive, and easier for students, the teacher must use some strategies that are effective to facilitate students' learning.

The researcher also take some relevant studies that have been done by other researchers, as follows: by Agung Ginanjar entitled *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*. The objectives of this research are to find out the teacher's strategies in teaching speaking to students secondary level and recognizing students' response towards the strategies by involving an english teacher and a class of 22 students. The researcher collecting the data by classroom observation and interview. The result revealed that the strategies used by the teacher were cooperative activities, role play, creative tasks, and drilling. In the mean time, students' responses towards the strategies resulted in positive attitude as they

respondes that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

Besides that, the research has been done by Ahmad Latif Mahruf entitled *The Teaching of Speaking at 'Mr. Pepsi English Course' in Kampung Inggris Pare Kediri* from Universitas Islam Malang. The research is conducted to describe the process of teaching speaking activity in non formal english institution. The research was conducted using qualitative design which focus on case study. To collect the data, the researcher conducted observation, interview, and documentations. The result of this research was teacher planned the teaching activities by designing an lesson plan as guidance in the class. The strategies 4 used by teacher to teach speaking are oral presentation, discussion, dialogue, and reading aloud.

The research also has been done by Wendi Irawan entitled *Analysis of Learning Strategies in Speaking Class at the Second Grade Students' of Senior High School* from Master in English Language Teaching Study Program Language and Arts Education Department Teacher Training and Education Faculty of Lampung University 2017. The research is aimed to find out the strategies of language learning that used by the students, to find out the students' speaking ability, and find out the correlation between students' language learning strategies with students' speaking ability. The research was conducted in SMAN Binduriang Bengkulu by using qualitative and quantitative method. The result of this research showed that the students used six kinds of different language learning strategies, including: metacognitive, memory, affective, social, cognitive, and compensation. The

average score of students' speaking ability are also different, while the aspect of speaking are: vocabulary, comprehension, pronunciation, fluency, and grammar. Based on the result it was known that the average score of vocabulary and comprehension were the highest one. There was a significant correlation between language learning strategies with students's speaking ability where the value good.

Meanwhile, the research has been done by Dea Gamara entitled An Analysis of Teachers' Strategy in Teaching English Speaking at SMP Islam Al-Hamidiyah NW Kediri in the Academic Year of 2018/2019 from English Education Program Language and Art Department, Faculty of Teacher 5 Training and Education University of Mataram 2018. The research observed the kinds of strategies and the strategies mostly used by the teachers in teaching english speaking. The data was analyzed qualitatively.

The result of this research showed that the strategies used by the teachers were four strategies. Those were : improving students discussion, forming role play, creating story telling, and training interview. The strategy mostly used by the teachers concluded that by applying the forming role play strategy, students become more active in playing a role based on the materials and became so enthusiastic in learning english speaking and also became more active to talk with their seat mates or group.

Based on several facts that the researcher found, many students are interested in learning English. However, they felt insecure and confused when they wanted to speak English. Students do not have the motivation to express their opinions or comments about something. Besides that, the facts

also prove that many alumni of The Daffodils English Course Pare Kediri have excellent speaking skills, so that they are accepted in one of the well-known companies and are able to compete in their fields. Some alumni who have good competence will be asked by the institution to become tutor at that institution.

So that, many people feel that learn English in formal school is not enough. Most of them try to take English course for mastering English, because a course sometimes uses a great and unique strategy for teaching English in order to make the students enjoy but success in learning process. Certain course also has special program for the students to learn a subject, especially to learn language in speaking skills. Some students need to do a good learning strategies knowledge in fun situation, so that the students feel not bored while learning process and the aim of the learning is transferred successfully.

Pare is known as the English village in various circles of society. The name given to Pare is not without reason. Because it is said that the story in this village is that most people speak English. In Pare, there are many English Language courses with a variety of programs and learning methods offered by 6 each of them. So that, between institutions experiences fierce competition based on the quality of each institution they have. Then, Pare has become the largest English language learning center in Indonesia. One of the second best quality course institutions in Pare is The Effective English Conversation Course (EECC pare).

In EECC pare offered speaking class that try to improve students'

speaking ability. The writer saw that the course has its own dormitory for their students in order to take care of them to speak English intensively. Some factors difficult is that they are just get time limit in learning English during school hours, and in this course the problem not problem because the program. While this course have program three month , because that teachers applies various techniques in English teaching learning process in order to help students understand and practice english quickly and easily. It also has strategies to make their students have fun in English learning without worrying to do mistakes. At the end of the course, most of students feel hard to leave the course because they consider it as they are feel at home. EECC pare has a good togetherness among students and teachers.

From the description above, the writer wants to know more what the student learning strategies are applied in learning process, especially three month program and some the strategies that frequently student's interest in English learning at the course

Based on this fact, the writer in to do a research under the title “ THE TEACHERS’ STRATEGIES IN TEACHING SPEAKING AT THE EFFECTIVE ENGLISH CONVERSATION COURSE (EECC PARE)”.

B. Problems of the Study

Based on the background above the writer investigate these following question:

1.2 What are the teachers’ strategies in teaching speaking at EECC pare?

1.3 How do students respond to the strategies applied by the teachers at EECC pare?

C. Objectives of Study

Based on the research statement, this particular study aimed at finding out “To describe the teachers’ strategies in teaching speaking at the effective english conversation course (EECC Pare)”.

D. Significance of the Study

The result of this research is expected to give practical benefits:

a. For the teachers

This research results can be used as reference for the in learning English speaking through formal and non-formal classes. Teachers can teach appropriately and effectively and are able to overcome problems that arise during teaching students can also practice speaking skills easily.

b. For the course

This research result can be used as resources in improving teacher’s performance and creativity to develop a good and appropriate teaching material, especially in teaching English speaking skill.

c. For the other researcher

This research can be used as reference for a similar research and as stimulation for other researcher.

E. Scope & Limitation of the Study

This research conducted to the speaking teachers at EECC pare program it included regular class, holiday and TOEFL. The limitation of this research is the researcher will try to discover and describe strategies teaching English speaking in regular class.

F. Definition Of the Key Terms

a. Speaking

Speaking is defined as an ability to express, idea, thoughts, and feelings orally (Solikin, 2013).

- b. Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Brown (2000:113)
- c. Teaching strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently or learning procedures that are used together to produce learning outcomes for students.