

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Strategy in teaching is one of the factor that contribute in learning success. This is appropriate with the result of research by Irwan, Asrida, & Fadli (2017) that stated how the teacher teaches speaking skill, the strategy, and technique will influence the students' speaking ability. With the right strategy, the students will be attracted and motivated during speaking activities. As stated by Reiser and Dick (1996) in Syafrizal & Rohmawati (2017), during teaching process, teacher can use different strategies to achieve teaching-learning goals and objectives. This statement means that the teachers have role to make an effective strategies to fulfill the students' needs in communication using language they learnt.

The using of strategy for the teacher during teaching is a must because it is one of the factor that influence students in learning. Beside that, if the teachers do not use strategies in teaching, it will make the students bored and difficult in understanding the material (Yolandra, 2021). Through their position, teachers can influence and change the students and the students may follow they said. As teachers, they have ability to choose what they need in their job, for example the appropriate strtategies in teaching (Tumanggor, Heriansyah, & Inayah, 2018). Based on Jarvis (2010) cited in Tumanggor *et al.* (2018), the professional teacher should utilize different strategies in teaching due to the purpose to reach the teaching goals.

Having good English speaking skill in this modern era become an important thing because it will give a good impact to the students' personal and academic skills. The international language, English, is foreign language that taught since elementary school through university. The awareness of the importance of English also increasing in this days (Ahmad & Diniyati, 2022). As Supriyanti (2012) stated in (Ahmad & Diniyati, 2022) digital information such as electronic books, social media, or digital news are the example of several aspects that use English nowadays.

Although English is not spoken in all over the world, but 53 countries with around 400 millions people across the globe use English in their conversation. 350 millions people using English as their first language while 430 millions use it as second language. Due to the importance of English, many countries added English in their syllabus so the students start learning English since young age. By learning and understanding the using of English, it will increase the opportunities to get job in multinational company. Another sector which English has major role is in engineering, medicine, and education which become the most important aspect that need English (Ilyosovna, 2020).

During learning English, there are four skills should be learned, speaking, listening, reading, and writing. Among these skills, students should be mastered in speaking to make them can express their idea, minds, and thought directly. Bakers (2003) cited in Sari & Zainil (2020), the four skills in English have their own function in a language and one of the most important skill among them is speaking. Razi *et al.* (2021) added that by mastering

speaking English, the students will be able to communicate with other people from another countries. According to Ilyosovna (2020) there are several valuable reasons why English is vital skill to learn, English is international language, used as language for academia, gives more access to printed, online, and written media, makes travelling become easier, essential skill for working in commerce or international commerce, and gives access to other cultures.

Form those explanation, it can be concluded how important learning English especially for speaking skill in this modern era. In this era, learn speaking English is not always at school because there are a lot of English courses now. The existence of online English courses also make learning English become easier. in line with this research, the researcher chooses one of English course in Trenggalek, Gazebo English Course.

The reason why the researcher chooses this place because from the interview in preliminary study she mentioned one of the strategy that indicate the students are motivated to use English. So, she asked the students to say something in English to their parents then in the next day she will ask their parents and they said that the students practiced what the teacher asked. Although in the beginning, the students have not spoken fluently, but as long as the students have been brave to speak slowly it has been our indicator. The teacher also said that beside of practiced speaking with their parents, the students also practiced speaking English with other people and this habit is still continuing until today. This habit made their parents were satisfied because there was a result from the course they took. From this interview, the

researcher become curious whether the teachers at Gazebo English Course have another strategies that make their students want to practice English in their daily life.

Additional reason the researcher chooses Gazebo English Course because this course has several achievements from regency, province, and national level for the management and the instructors. This achievements become the proof that Gazebo English Course is a good place to learn English. Gazebo also provides several programmes in learning English such as General Programs, TOEFL/IELTS/TOEIC Class, Grammar Class, Conversation Class, Private Class, Teacher Training, and many more.

To support this research, the researcher collected several studies conducted by previous researchers. The first research is written by Alihusni *et al.* (2018) that focused to find out the teaching strategies implemented in Global English Course during its English village called “London Village”. This program covered three speaking components such as fluency, accuracy, and comprehensibility. The result from this research was London Village applied cooperative learning during learning process in this two weeks English camping program. Beside that, this course also used six Language Learning Strategies by Oxford (1990) to develop students’ speaking skill. The learning strategies by Oxford that used in this course are, memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

The second research was conducted by Malik, *et al.* (2020) which focused in exploring teaching strategies and procedures applied by English language teachers in Kampung Inggris Pare, Kediri. The result of this research was the teacher used rote learning, flash card exchange, drawing games, guessing game, miming game, and topical discussion for teaching pronunciation. While in teaching pronunciation, the teachers in this course used drilling technique in the form of tongue twister and choral drill, lecturing strategy in the form of Sammy diagram, cognitive strategy in the form of picture dictation, and communicative games in the form of word chain and spelling race.

The third previous study is written by Mahruf & Sari (2022). The purpose of this research is to investigate how teaching speaking is done and what the strategies used to make and help students to speak in fun ways. The outcome from this research is the most teaching strategies used by the teachers are pronunciation class, grammar for speaking, academic speaking, impromptu and public speaking.

According to those previous studies, most of the researchers were focused in investigating the teacher strategies during teaching English. None of them which explored how the teachers also trained the students to practice speaking English in their daily life. Whereas, this is important thing to do because by using English in their daily life means that the students are motivated to use it and if the students have been motivated to speak English it will make them easier in mastering English. So, the researcher is interested to

conduct a research entitled “*Teachers’ Strategies in Teaching Speaking at Gazebo English Course Trenggalek*”.

#### **B. Formulation of Research Question**

1. What are teachers’ strategies in teaching speaking English at Gazebo English Course Trenggalek?
2. How are the teaching strategies used to teach speaking English at Gazebo English Course?
3. What is the implication of implementing the teaching strategies towards the students’ speaking skills?

#### **C. Purpose of the Study**

1. To know the strategies that teachers use in teaching speaking English at Gazebo English Course.
2. To know how the teaching strategies used to teach speaking English at Gazebo English Course.
3. To know the implication of implementing the teaching strategies towards the students’ speaking skills.

#### **D. Significance of the Study**

The result of this study is expected to be useful for the library at UIN Sayyid Ali Rahmatullah Tulungagung, the teachers, and the next researchers.

##### **1. For the library at UIN Sayyid Ali Rahmatullah Tulungagung**

The outcome of this research will be useful for the education literature in the library at UIN Sayyid Ali Rahmatullah Tulungagung.

## **2. For the teachers**

For the teachers who read this research will have another references strategies in teaching speaking English to the students.

## **3. For the next researchers**

For the next researchers, the outcome from this research can be a used as the reference and information which related to strategy in teaching speaking English.

## **E. The Definition of Keyterm**

### **1. Teachers' Strategy**

Teachers' strategy in this research means the way the teachers deliver the material to the students.

### **2. Speaking**

The definition of speaking in this research is the ability to communicate ideas or opinions to others verbally.

### **3. Gazebo English Course**

Gazebo English Course is an English course that started to operate since 23<sup>rd</sup> July, 2003. This course is located at Mayjen Sungkono Street, No. 18, Ngantru, Trenggalek.

## **F. Scope and Limitation of The Study**

In this research, the researcher will only focus on the strategies that the teachers use in teaching speaking at Gazebo English Course and how the teachers train the students to speak English in their daily life. The researcher will only conduct the research with the English teachers who

teach speaking to the students at Gazebo English Course Trenggalek in academic year 2022/2023.