

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher present about background of the research, statement of the research questions, the objective of the research, significance of the research, scope and limitation of the research, and the definition of key terms.

#### **A. Background of The Research**

According to Lakhsmi (2018), speaking is an action of conveying information or expressing thoughts and feelings in spoken languages. It means, speaking is a general way to communicate or telling something to people. According to Zuhriyah (2017), there are some reasons to put speaking as a the first aim study such as personal satisfaction from being able to speak and reaching other interests and career goals. The ability to speak is useful for students in the learning process in class to build their confidence because when they speak sometimes they cannot speak fluently and use the correct vocabulary. Therefore, many students still have difficulty in speaking English so they need to learn more English.

Listeners receive information through pitch, pressure, and joint placement. If the communication takes place face-to-face, it is coupled with the movement of the hands and facial expressions of the speaker. This means that speaking skills are a science of speaking to convey something in front of many people with a specific purpose. Public speaking ability is not a skill because of talent or inheritance. It's a skill

that must be learned. It's possible, there are teachers who have the talent to speak well, but without serious practice this talent will gradually decrease in quality

Teachers who have good public speaking will be closer to students. Based on the results of research conducted by Kompas (2008), teachers who are liked by students are those who are able to teach in a communicative, fun, relaxed, and humorous way. Therefore, public speaking skills are important for teachers to be able to convey the subject matter clearly and precisely. So that what is the advice, reprimand, and explanation of the teacher can be directly captured by the students.

In the interaction between the teacher and students, teacher have important role to interact with the students because they have major portion of class time employed to give direction, explain activities and check students' understands use the target language. The students' interaction is also important. When they give the appropriate response to the teacher. It means that they understand the language that teacher use.

Moreover, the way the teacher teaches is also very influential on learning outcomes, especially from the aspect of the ease with which students absorb lessons. For this reason, speaking skills that can attract students' attention are a must for teachers. A subject that is a scourge for many students will be increasingly difficult to understand if it is brought by a teacher with low communication skills. For this reason, every teacher deserves to mastering speaking skills.

Here the researcher found several previous study to support this research. The first previous study conducted by Nur Reski Amalia entitled “The Analysis of Students’ Perception on Teacher’s Strategies in Teaching English Vocabulary at Eight Grade of SMP Unismuh Makassar”. The result of this study showed that there were 20 (95.2%) students responses were categorized positive, the score classification was 46-75, beside that there were 1 student (4.7%) had neutral perception, none of students had negative perception and the dominant students likes the Flash Card strategy. It can be concluded that the teacher’s strategies (Flash Card, Board Race, and Rename) are effective according to the students’ to be used in teaching English Vocabulary at SMP Unismuh Makassar.

The second previous study was conducted by Dennisya Marwa the students from UIN SUSKA Riau entitled “A Descriptive Study on the Students’ Perception of Classroom Activities in Teaching Speaking at SMA IT Abdurrab Pekanbaru” the researcher concludes that the students’ perception of classroom activities in teaching speaking is high level perception positively. And based on the questionnaire the researcher found kind of activities that are preferred by students in teaching speaking was role play at 34.8%.

The next previous study was conducted by Ind Sari entitled “The Students’s Perception towards the Effectiveness of Speaking for Intermediate Subject to Support their Speaking Skill of English Department Students in Makassar Muhammadiyah University” As a result

on the findings, the students gave the positive perception toward the implementation of speaking for intermediate subject to measure the effectiveness of speaking for intermediate subject to support their speaking skill. However, the students claimed that they have got many advantages during the implementation of speaking for intermediate subject. This research also found out that this strategy also needed to be improved by the lecturers in terms of giving instruction, observing the class and evaluating the implementation of speaking for intermediate subject.

The last previous study was conducted by Nuratika which entitled “Students’ Perception toward Teacher’s Talk in English Classroom (A Descriptive Study at the Eleventh Grade of SMA Muhammadiyah Limbung Kab.Gowa).” The results of the analysis shows that there is a positive statement about the using students’ perception toward teacher’s talk in English classroom, were students’ positive statement found in practicality category 55.43% are students answered strongly agree (SA), 35.71% are agree (A), 8.86% are partially agree (PA), none disagree (D) and none strongly disagree (SD). Most of the students chose the answer strongly agree in the statement attached to the questionnaire, followed by the agree answer and partially agree. Based on the results can be seen that the students strongly agree with the teacher’s talk: first type is question used by the English teacher and second type is feedback by the English teacher in the classroom.

The differences between this study with the previous study were all of previous studies used descriptive quantitative with questionnaire as the instrument of research. This study also used descriptive quantitative with questionnaire as the instrument. The differences between this study with all previous study was the subject of this study were tourism class of eleventh grade at SMKN 1 Boyolangu Tulungagung and the objective of this research was to find out the students' perception on the teacher's pedagogical practice of teaching speaking in tourism class of eleventh grade at SMKN 1 Boyolangu Tulungagung.

Based on the previous study above, the researcher conducted a study at Tourism Class SMKN 1 Boyolangu Tulungagung as the object because the tourism department is a department that applies English into daily activities and there is one English teacher in this department who always uses English fluently to speak to her students. The students also understand how to speak English well and correctly. For this reason, the researcher want to conduct the study entitled **“The Students' Perception On The Teacher's Pedagogical Practice Of Teaching Speaking In Tourism Class Of Eleventh Grade At SMKN 1 Boyolangu Tulungagung”**

## **B. Statement of the Research Questions**

Related to the background above, the researcher formulated question as follow:

“What is the students’ perception on the teacher’s pedagogical practice of teaching speaking in tourism class of eleventh grade at SMKN 1 Boyolangu Tulungagung?”

### **C. The objective of the Research**

The objective of the research was to find out the students’ perception on the teacher’s pedagogical practice of teaching speaking in tourism class of eleventh grade at SMKN 1 Boyolangu Tulungagung.

### **D. Significance of the Research**

The significance of the research has benefits to theoretically, this research is useful for readers who are interested in teaching and learning in English, especially in students’ perception on the teacher’s pedagogical practice of teaching speaking in tourism class of eleventh grade at SMKN 1 Boyolangu Tulungagung. For other researcher, this study can be used as the reviews of their study. Practically, this study provides several benefits, helping researchers and readers to give an idea of how students perception about how teachers’ speaking while doing feedback and asking questions in the teaching and learning process in the classroom

### **E. Scope and Limitation of the Research**

This research focused on students’ perception on the teacher’s pedagogical practice of teaching speaking. The researcher analysed the students’ perception on the teacher’s Pedagogical Practice of Teaching Speaking In Tourism Class Of Eleventh Grade At SMKN 1 Boyolangu Tulungagung.

## **F. Definition of Key Terms**

### 1. Students' perception

According to Bierhoff (1989: 80), a person's perception has an adaptive function because it helps to obtain the desired action from others and helps to avoid negative interpersonal consequences.

### 2. Speaking skill

According to Brown as cited in Faliyanti & Firdaus (2017) defined speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises are reliability and validity of an oral production test.