CHAPTER I

INTRODUCTION

In this chapter, the researcher presents six topics related to this study, including the following: background of the study; statement of the research problem; the objective of the study; the significance of the study; scope and limitation of the study; and definition of the key terms.

A. Background of the Research

Language, as a means of communication, plays a crucial part in revealing one's intentions to others. Language will allow people to convey their thoughts and feelings. Language, communication, and life are inextricably linked. Education, society, politics, economics, and culture are all areas where language can be used. Language has four basic skills, there are speaking, listening, writing and reading. Speaking is one of the methods of communication (Nursyamsi, 2006:1).

Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. According to Brown (1994), Burns & Joy (1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. So, it's important to develop both **speaking** and **listening** skills in order to communicate effectively. Speaking has it own components such as fluency, vocabulary, grammar and pronunciation. Speaking is defined as "an interactive process of meaning construction that involves producing,

receiving, and processing information" (Graw, 2005). Speaking is the systematic production of verbal utterances to convey meaning (utterances are simply things people say). To improve speaking skill especially in English, an effective strategy is very needed. People who are learning English require a strategy in order to master it. Each aspect could be investigated using a different strategy. (Cohen, 1998:4) defines learning strategies as a consciously chosen learning process by the learner. Before speaking strategies, for example, include lowering anxiety (e.g., relaxation techniques and positive self-talk), preparing and planning (e.g., identifying the goal and purpose of the task, activating background knowledge, predicting what will happen, and planning possible responses) (Cohen, 1998: 18-19). The writer focuses on the teacher's strategies for mastering the speaking skill for a student.

Mintzberg (1994), as quoted by Nickols (2012), points out that strategy is a plan, a means of getting from here to there. Having the standard or measurement through certain teaching, the teacher can create a situation that is effective for the activity in the classroom. English teachers also have to be professional in doing their duty, which is to facilitate the students' increasing their ability in English. Besides that, teaching and learning design are the most important things to be prepared in teaching and learning English. This design can be goals, methods, materials, media, and evaluation. So, English teachers should find the best way of teaching to make students understand and enjoy learning English. One way for the English teacher to make students

interested in English is by developing a teacher's strategies. Because it is an important role for everyone, especially for the teacher, who always teaches the students and needs a certain result to show the success of teaching. The teacher has an important role in the teaching and learning process in the classroom. The teacher is also the main authority for the students. Then, the success of students in learning to speak depends on how the teacher implements the strategy with students and how the teacher participates in distributing the strategy.

According to Dayu (2020) research, a success in teaching speaking is the feedback from teachers to students as well as environmental factors that encourage students to improve their speaking skills. (Thornbury, 2005:1) states in his book, speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people –like auctioneers or politicians- may produce even more than that. However, one of the responsibilities of a teacher while teaching students is to create a communicative environment, rather than focusing on the process of teaching and disregarding the students' language ability. Nonetheless, speaking activities in class do not always work as well as the teacher intended. There are numerous factors that make students fearful of expressing themselves in English in class. The teaching-learning process should take place not only between students and their teacher, but also between students.

There are various techniques that can be used to create an environment

in which student interactions can occur. According to Peny (2017), among the characteristics of successful speaking activities, the first is that learners talk a lot. This means they can express their ideas clearly by speaking a lot. The second is that participation is even. In the learning process, the students not only listen to what the speaker says but also respond with their opinion. And then, motivation is high, so students can motivate themselves to improve their speaking well. And the last sentence is at an acceptable level. Those points should be tried by the teacher to build their students' becoming those characteristics in classroom activities.

According to Ririn (2015) conducted research on "The Teacher Strategies in Overcoming Students' Difficulties in Speaking at Ma An-Nur Cirebon's English Intensive Program." The research found that teaching speaking is not easy for the teacher. The teacher has to teach the students to communicate fluently with other participants. The committee of the school should also create an English community to give students an opportunity to improve their speaking ability. Then, the implementation of the teacher strategy in teaching speaking at the English Intensive Program consists of review strategy, lecturing, discussion, sharing, and telling stories. There are some difficulties found in students' speaking at English Intensive Program. They are limited in vocabulary because they still lack motivation to enrich their English vocabulary, confused in choosing vocabulary because they still lack the necessary vocabulary to get their meaning across, lack of understanding of grammatical patterns because they do not have the

opportunity to apply the grammar knowledge, problems in their pronunciation because of the lack of sound similarity between English and their native language, and still lack confidence to speak because of limited opportunities outside of class to practice.

Another study conducted by Handayani (2019) In this research, she found there are several factors that influence the teacher in applying several strategies that have been determined by the teacher. These factors include, first, the curriculum used in schools. Because each curriculum has different targets or objectives that must be understood by the teacher, The second factor is the learning style of students, because each student has a different learning style and needs different attitudes. The third factor is infrastructure in schools, because without the means of infrastructure that supports the school's learning activities, they will also not run optimally. The last factor is the ability of students to receive lessons, because each student has a different level of understanding.

Taking a look at the indicator of whether the speaking was a success or not, the teachers have an important role in providing some strategies in teaching speaking to get the best outcome. Thus, this study is important to conduct. It is because, in the English learning process, a teacher is the main source who provides the strategies to the students. They have an important role in improving the students' speaking skills; it is possible by providing suitable strategies to get the best outcome.

From the description above, the another researchs are describe and

found the difficulties of applying the teacher strategy to improve students speaking ability. The first research reveal the characteristics of successful speaking learning. The second research reveal the lack and difficulties to applied the speaking learning based on teacher and students point of view, and the last research found the conditions of external factors that affect the strategies are used. All of the previous research are not cover about the application of one strategies in many school or place. In this research, researcher wants to know the teacher's strategy in speaking skills of students at MTS Nurul Hidayah. In addition, MTs Nurul Hidayah is one of the schools that cares about bilinguals who are directly involved in teaching and learning activities. Furthermore, MTS Nurul Hidayah is a private school that pioneered the pesantren system that many teachers in this school are from Gontor Islamic School (*Pesantren*) that verivied have a good strategies in improving their students speaking ability (Susanto, 2012) . They also use English in their daily activities. Schools have a few weeks to get students used to speaking English. These are referred to as English week and Arabic week. For two weeks, every language was spoken. Actually MTS Nurul Hidayah is one of the schools that is still new and developing in the field of bilingual language learning, but researchers compare it with other schools in the same way, namely teaching English speaking learning strategies and making it easier for students to understand English.

B. Statement of the Research Problem

Based on the background of the study above, the researcher formulated the question as follows:

1. How are the teachers' strategies to improve students' vocabulary mastery in order to improve their speaking ability at private program of MTs Nurul Hidayah Rejotangan Tulungagung?

2. How are the teachers' strategies to improve fluency in students English speaking ability at private program of MTs Nurul Hidayah Rejotangan Tulungagung?

3. How are the teachers' strategies to improve grammar and pronunciation in students English speaking ability at private program of MTs Nurul Hidayah Rejotangan Tulungagung?

C. Objectives of the Research

Based on the research question above, the purpose of this study are :

1. To find out the teachers' strategies to improve students' vocabulary mastery in order to improve their speaking ability at private program of MTs Nurul Hidayah Rejotangan Tulungagung.

2. To find out the teachers' strategies to improve fluency of students English speaking ability at private program of MTs Nurul Hidayah Rejotangan Tulungagung

3. To find out the teachers' strategies to improve grammar and pronunciation of students English speaking ability at private program of MTs Nurul Hidayah Rejotangan Tulungagung

D. Significance of the Research

The writer hopes that the results of the study are contributions for students, teachers, and future researchers.

1. For the students, the results of the study can be used as one of the references in learning the English language, especially in speaking and the students get better studying supported by learning strategy.

2. For English teachers, the findings are expected to be useful contributions that can be transferred to learners based on their characteristics. By considering that each student may employ a different learning strategy, teachers can take students' learning strategies as the basis of instruction. Based on the findings, it can provide an opportunity for teachers to support students in improving their learning strategies.

3. For future researchers, this study can be used as a reference for other researchers who want to investigate students' learning strategies in improving their speaking skills. Hopefully, the findings will become a reference in conducting future research about learning strategies in speaking. Future researchers can develop this study to apply to different levels of students in their effort to improve their speaking performance.

E. Scope and Limitation of the Study

In this research, the researcher is going to analyze learning speaking strategies used by the teacher of MTs, Nurul Hidayah Rejotangan

Tulungagung. The researcher only observes the learning strategy and the contribution by the teacher of MTs Nurul Hidayah Rejotangan Tulungagung. They are very varied. Certainly, their motivation in learning English or perhaps in all the lessons is also very different from other classes. The other reason is that the students in the regular class are students who have a home or whose location is near the school. They are very varied, such as the level of intelligence, motivation, especially, behavior and interest in the lesson, which vary greatly.

F. Definition of Key Term

In this part, there are some explanations from the title mentioned in the previous item. The title is Teacher Strategies to Improve Student English Speaking Ability in Student 7th Grade at MTs Nurul Hidayah Rejotangan Tulungagung. To avoid misunderstanding of the readers. It is important to define the key terms as follows:

1. Language Learning Strategy

Language learning strategy has been classified by many scholars. O'Malley and Chamot (1990) define learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Rubin (1987) later defined language learning strategy as those strategies that "contribute to the development of the language system which the learner constructs and affect learning directly". Speaking learning strategy is tricks of the

learners how to help them speak about somethings better or to do tasks more efficiently.

2. Speaking Skill

The ability to construct meaning through the processes of producing, receiving and processing information is referred to as speaking ability. Speaking skills were approached in this study by mimicking the teacher's strategies.

3. Teacher's Strategies

A teacher's strategies are a set of the plans used by a person, especially in a school, to build up the students' confidence in English class. In teacher strategies, there will be some activities done by the teacher.