

CHAPTER I

INTRODUCTION

This section introduces the background of the research, questions of the research, research question, objective of study, significant of the study, scope and limitation of the research, and key terms definition.

1.1 Background

In accordance with central government policy since Independence Day 1945, English is the first foreign language taught in primary and secondary schools. In language education, the term "foreign language" is different from "second language". A foreign language is a language that is not used as a means of communication in a particular country where that language is taught. On the other hand, a second language is one of the languages spoken in a country that is not the mother tongue. Priority is given to English over other foreign languages such as French, Arabic and Chinese (Dardjowidjojo, 2000). English is the first foreign language and a 3-year compulsory course taught in secondary schools (Lauder, 2008).

Since the introduction of the curriculum in 1994, English is also taught as an elective subject in elementary schools, primary school, and high school. In 1967, the Ministry of Education Indonesia decided that the purpose of teaching English as a foreign language in Indonesia was to prepare students to read books and reference books in English, take courses and exams with foreign teachers and students, and introduce Indonesian culture to the international scene. The 1975, 1984, and 1994 high school English

curriculum represented a common goal. The purpose of the 1967 curriculum decision was actually to teach English to prepare students for higher education level jobs (cited by Hassan, Jazadi, Jakarta Post, 2001, 2008). Despite the limited hours, English remains an important part of the final curriculum. Junior High School Level The aim of learning English at Curriculum 13 is for students to reach a functional level where they can communicate orally and in writing to solve everyday problems. This shows that English plays an important role in formal education, especially in Indonesia. The curriculum states that for students in the era of globalization, English plays an important role in communication in everyday life and in the development of communication (Kurikulum, 2013).

English is still a difficult language and is not universally accepted for daily communication in Indonesia. One of the factors that makes it difficult for students to master English is the teaching and learning process in schools where students study and learn English as a foreign language. There are many problems in English language teaching (ELT) especially in non-English speaking countries such as Indonesia. ELT involves a number of complex issues and therefore cannot be attributed to a single cause such as language teaching methods. Therefore, before trying to improve the quality of ELT in such conditions, it is necessary to fully understand the problem through a thorough study of the aspects that may be involved. Aspects are local historical conditions - cultural, social, economic, language and teaching of English which also influence the behavior of teachers and students in the classroom and represent teacher strategies.

According to Brown (2000), students' strategic investment cannot be ignored because it is needed in the form of developing layered strategies to integrate language with complex abilities in the brain. The researcher's own experience as an English learner in the formal education system in Indonesia shows that teachers only use traditional strategies, meaning that teachers teach a lot of material only with lectures and lack of activities that can involve all students. This supports Samsuri's claim that "the traditional method is the only language teaching method in Indonesia" (Samsuri, 1983; quoted in Pasassung, 2003). It is important to note that traditional language teaching strategies emphasize mastery of language skills. This means that the teacher does not have to be fluent in the target language. All they need is good grammar knowledge. Your main task when using a structure-based teaching strategy is to convey the grammar of the target language. Therefore, educational activities are characterized by the teacher's explanation of grammatical rules and the practice of language analysis. In other words, in the case of EFL, students are only learning English grammar and are not expected to actually engage with spoken language. Language education teaches not only the 'use' of language, but more importantly, the 'use' of language (Widdowson 1978). In addition to language skills, communication skills must also be developed. Otherwise, the simple acquisition of language skills can hinder language development. Widdowson's idea states that children not only acquire knowledge of grammar, but also competence. Widdowson said that apart from language skills, we also need to acquire communication skills. As these insights show, not only is grammar the main focus in teaching English,

but speaking is of the utmost importance in teaching and learning English as an end product for measuring success in language learning. Speaking is one of the most important and fundamental skills that must be practiced for verbal communication. By talking one can learn about the state of the world. People who can speak are better at sending and receiving information or messages to others. Fluency is one of the most important language skills to support further oral communication, especially in English, but it is also the most difficult skill to develop. Developing speaking skills is very important in EFL/ESL programs. Noonan (1999) and Burkhart in Carrier (2005) argue that success in language learning is measured by the ability to carry out conversations in the (target) language.

To improve the accuracy of communicative competence in English, mastering fluency in the context of teaching English as a foreign language becomes increasingly important. Many language programs place great emphasis on language learning, and learning strategies are undoubtedly a factor influencing learning outcomes. Because the goals of each skill are not the same, the strategies for acquiring writing and speaking skills will also be different. To achieve the expected results, English teaching strategies must be adapted to individual skills. As Reiser and Dick (1996) suggest, teachers can use different didactic strategies to achieve their teaching and learning goals. According to Cole (2008), the teacher's task is to provide effective strategies to meet the educational needs of students whose general goal is to communicate using the language being studied.

In addition, Volya (2009) argues that a professional teacher must consider appropriate strategies when teaching language. Since language education increases students' verbal production, teachers need to create a warm and humane atmosphere in the classroom and allow each student to speak or role-play. Because learning and communication strategies are part of the communicative competency component, teachers need to spend more time on teaching strategies that are often neglected by EFL teachers. A number of language teaching strategies are adopted and implemented in many classrooms. In addition, it includes plans that teachers develop to encourage students to learn and help them succeed in achieving lesson goals. Therefore, the researcher believes that the teacher plays an important role in students' learning English, especially speaking skills. One school that attaches great importance to the existence of bilingual teaching and learning activities is SMPN 4 Tulungagung. In addition, SMPN 4 Tulungagung has many students who have won competitions such as English Speaking, English Singing and English Debate. Based on the evidence from the performance of some students, the researcher concluded that the teacher implemented the right strategy to teach fluency at SMPN 4 Tulungagung. Based on this, researchers are interested in examining the strategies used by teachers to teach speaking skills at SMPN 4 Tulungagung. It should be noted that SMPN 4 has been using Tulungagung Syllabus 13 since 2014. Therefore, it is certain that English teachers use their teaching strategies in the most appropriate and professional way. Therefore, learning strategies are very important to encourage students to learn English.

With the right learning strategy, students can get good grades. Therefore, the learning strategy is the most basic problem that must receive special attention from the teacher. If the teacher does not use the right teaching strategy, students will become bored and reluctant to participate in learning activities, resulting in low student scores. Based on interview with the English teacher for the English subject, there were still some obstacles, of the 33 students in class 8H, some had difficulty speaking English and some still scored below the minimum standard score, also called KKM. That is why the researcher wants to explore the strategies of English teachers at SMP 4 Tulungagung under "The Strategies Used by English Teacher to Encourage Students Speaking Skills at the Eighth Grade of SMPN 4 Tulungagung". The researcher wants to investigate what strategies and some tactics are often utilized by teachers when teaching students to talk. Furthermore, the researcher seek to learn about the difficulties that English teacher have while using ways to teach speaking. The researcher feels that this study will be valuable to both students and the teacher.

1.2 Research Question

This research has three research questions, those are:

1. How are teacher's teaching strategies to encourage students speaking at the eighth grade of SMPN 4 Tulungagung?
2. What English teacher's problems to finding the right teaching strategies at the eighth grade SMPN 4 Tulungagung?

1.3 Objective of the Study

According to above research questions, this research has some following objective, those are;

1. To describe the strategies used by English teacher at eighth grade of SMPN 4 Tulungagung.
2. To know the English teacher's problems to encourage speaking skills at eighth grade of SMPN 4 Tulungagung.

1.4 Significance of The Study

This research is expected to provide some contributions and benefits for junior high school English teachers, English education students, and readers as well as the next researcher as follow:

1. English Teacher

For English teachers, this research can help English teachers know what strategies are suitable for teaching speaking in class. The results of this study also describe the speaking teaching strategies used by the 8th grade English teacher at SMPN 4 Tulungagung along with the reasons and problems. So, English teachers, especially 8th grade teachers, can apply these strategies to teach speaking in their classrooms.

2. For the readers

For readers, we hope that this research can be useful for improving understanding of speaking teaching strategies. readers can also add insight into relevant speaking skills learning strategies.

3. For the next researcher

For future researchers, we hope that this research can help provide further study data on teaching strategies in teaching speaking to encourage students' speaking skills.

1.5 Scope and Limitation

This research is focusing on the strategies used by English teacher to encourage speaking skills at eight grade at SMPN 4 Tulungagung. This study only focused on finding the teacher's strategy used. The researcher examined 1 teacher who taught 8th grade. For the studied class there were 1 class, and the students consist of 33 students.

1.6 Definition of Key Terms

There are some key terms used to understand the context of this research. The key terms are defined as follows:

1. Speaking

Speaking is described as generating auditory signals aimed at eliciting specific verbal behaviors in the listener. The ability to speak is the ability to put into words what comes to mind. Grammar, comprehension, vocabulary, pronunciation and clarity are some areas of focus in learning to speak (Brown, 2004). Speaking Skill is a process of interaction where speakers intend to build meaning through producing, receiving and processing information (Bailey, 2000:25)

2. Teaching Strategies

Strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Teaching strategies are the different types or styles of plans that teacher use to achieve teachers goal (Silver, 2007).