

CHAPTER I

INTRODUCTION

This chapter presents the background of study, problems of the study, purpose of the study, significance of the study, scope and limitation, definition of the key term and organization of the study

A. Background of the Research

One of the language skills that must be mastered by any foreign language learners is the ability to speak or communicate in the target language, because speaking skill is the most important skill out of four skill; as Ur (1991:120) says, “off the all four skills, speaking considered to be able to be the most important skill”. Speaking skill is an important skill that language learners should master when they learn language. It means, learning language not only learning about theory, but also how to practice it in the real communication, as the function of language. Speaking skill must be taught and practice in the language classroom because the language course truly enables the students to communicate in English.

The most people, speaking is the most difficult part in learning a foreign language because its usage sense involves the manifestation either of the phonological system or the grammatical system of the language. By the time we think of what we want to say, we also have to think what words to use, how to conjugate them, how to construct the sentence, and how to pronounce it. So, we need to response every word quickly. We have to recall grammar and vocabulary quickly when we have conversation.

Teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. The result of teaching speaking in school is not satisfactory yet. The students speaking skill is still low. According to Brown (2001: 270) there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.

Even though speaking skill is very important to ensure the learners language ability: in fact, almost every school in our country only applies teaching English in giving knowledge of grammar and vocabulary to the learners. The students can't speak English well because they don't use English in their daily life. The fact shows that the students can't speak in English though they learned it for several years. English should not only be taught, but also used to communicate effectively. Learners need given understanding toward the use of English for communication. Consequently, the teachers may have to conduct some techniques of teaching speaking to encourage the students to practice this skill.

Because of the reason above, some schools in institution establish some strategies to improve students speaking skill. There is a school that is successful enough in handling good teaching speaking. In this school try to choose strategy to teach speaking by English native teacher. They are believed that the native speakers are capable language teachers.

According to Braine (1999), native speaker believed to process a superior command of fluent, idiomatically correct language forms and giving the

impressing. Of teaching motivation. They are considered more knowledgeable about the cultural connotation of their mother tongue and as the arbiters of the acceptability of any instance of the language. Although the native speaker teacher does not really know the education about English language learning but they can adapt with the learning activities based on the materials, students' characteristics and the students' level. They are able to design the teaching and learning speaking English, and also has many ways to stimulate the students' speaking. Besides, the English native teacher has many activities that support the students' speaking practice. Actually, the native speaker teacher is also possible to build the expectation for the students' success in speaking English by means of their understanding that the success can be reached through their own effort.

From the discussion above, the researcher is interested in conducting a research by the title "**English Native Speaker's Strategy in Teaching Speaking English**".

B. Formulation of the Research Problems

How does the English native speaker teaching speaking elaborated into:

1. How does the English native Speaker design speaking teaching and learning?
2. How does the English native speaker stimulate the students to speak?
3. What kinds of activity set by the English native speaker that support students' speaking practice?

C. The Purposes of the Study

This study is intended to get solution dealing with the research problem stated above. The objectives of the research are:

1. To know about how the English native Speaker design speaking teaching and learning.
2. To know about how the English native speaker stimulate the students to speak.
3. To know the kinds of activity set by the English native speaker that support students speaking practice.

D. Significance of the Study

The findings of this study are expected to give contribution for the teachers, the students, the principles, other researcher and the writer herself.

1. The English Teacher

The result of this study can be used by the English teachers as reference and a feedback for the effectiveness in teaching. By understanding the strength and weakness of the methods used, the teachers can select the proper and the most effective method based on the goals wanted to reach.

2. The Students

For the students, the result of the study can stimulate their motivation in learning and consequently they are interested in studying English. It is hoped to be able to improve their ability so the goals of teaching learning can be research as well as possible.

3. Other Researcher

The result of the study can be used as a reference for other researcher to conduct a further research dealing with teaching method used in the classroom through a descriptive study.

E. Scope and Limitation of the Study

This study was conducted to the students of SMAN 1 Trenggalek X MIA 2 class in academic year 2015/2016

F. Definition of the Key Term

1. English Native Speaker

English Native Speaker is someone who know English fluently, they know the cultural and linguistic norm of English. The english native speaker has spoken a particular language since they were baby.

2. Strategy

Strategy is a steps do by the teachers in teaching learning process to implementing the overall plan and long term, in order to educate, guide, and direct stuedents toward a better (Fatah,2004:25)

3. Speaking

Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling (Tarigan, 1990:15)

4. Teaching

Teaching is a showing or helping someone to learn how to do something. Giving instructions, guiding in the study of something,

providing with knowledge, causing to know or understand (Brown, 2007:7)

5. Teaching strategies

Teaching strategy is a teaching activity that must be done by teacher and students to make learning goals can be achieved efficiently and effectively.

G. Review of Previous Studies

In this section the researcher dedicates one previous study related to the focus of this research which is teachers's strategie in teaching speaking which is done by other researcher. This previous study concern on the teaching strategy that used by lecture to teach transactional speaking.

The research under the title a Study on lecture's strategies used in teaching transactional speaking class on 2nd semester IAIN Tulungagung. This research was written by Irsadul Ibad (2015), he was a student of IAIN Tulungagung. The reason why he conducted the research that deals with lecture's strategies used in teaching transactional speaking because he taught that the kind of teaching strategy which is giving the motivating technique to the students enables to enrich the students mastery in English. In his research, he intended to dig up the phenomena of lecture's strategies used in teaching transactional speaking. the main point of his research was to collect and accumulate the basic data by describing the lecture's

strategies used in teaching transactional speaking class on 2nd semester IAIN Tulungagung.

This research finally found the result of the study based on the research problems stated by him. It presented two main point of his research those are the lecture's strategie in teaching transactional speaking and the lecture's strategies contribution to the speaking ability. Based on the interview result done him with lecture, he found various teaching strategy they are : cooperative strategy, self management and cooperation and minimal responses. He believed that all those strategies used by lecture is effective to teach speaking. The researcher also found the contribution of lecture's strategies for students speaking skill improvement are : to enrich vocabulary in speaking, to make students more active in speaking and make students more confidence to perform in front of the class.

Based on the previous study, it is prefered in concerning the main topic of the lecture strategies in teaching speaking. This starting point from this previous study, the researcher intended to know more about the strategies in teaching speaking that done by English native speaker. In this matter, the english native speaker means a teacher that holds an English as her/his mother tongue.

H. Organization of the Study

Chapter I (Introduction). It is consist of Background of the Study, Formulation of the Research Problem, Purpose of the Study, Significant of the

Study, Scope and Limitation of the Study, Definition of the Key Terms, Organization of the Study.

Chapter II (Review of Related Literature). This chapter discusses English Native speaker as a teacher, speaking as a language skill, strategy, strategy of teaching speaking, and the activities in teaching speaking.

Chapter III (Research Method). It includes the research method. They are Research Design, data an data source, technique of data collection , technique of data verification, and data analysis.

Chapter IV (Research Finding). The writer present the Data Presentation and the finding of the research

Chapter V (Discussion. The writter interpreting the research finding.

Chapter VI (Conclusion and Suggestion) is the last chapter consist of conclusion and suggestion.