

# CHAPTER I

## INTRODUCTION

This section includes background of the study, problem of study, objective of study, significance of study, scope and limitation of the study and each of these items discussed clearly as follows.

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

English as the international language takes an important role in communication. Some countries such as England, United States, South Africa, Canada, Australia use English as their first language. As stated by Chrystal (2003) cited from Hia (2016) “English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process”. Because of that Indonesian is one of many country that also require the society to learn it.

In terms of English as a foreign language for Indonesian speakers, the dominance of English in general is undeniable. Until now, English is still used as a language of diplomacy, business, tourism, education, science, entertainment, computer technology, and media at the international level. In addition, English is

used as a tool for developing communication, technology, programming, and software. Currently, the use of English appears in foreign countries such as Indonesia, and English is becoming more popular for people in this country. In the context of developing the role of English in Indonesia, speaking seems to be a prime target for students even for everyone because of the issue of a free global market. That is why English becomes the main subject in the school curriculum in Indonesia (Kurikulum 2013). Because of this importance, Indonesian students must master this language especially the skill. In English language there is four skill that must learn and master by students. The four skill is listening, speaking, writing and reading.

Based on Richard (2008:201) “Speaking is one of the elements of communication”. It show that one of effective skill of doing communication is speaking. According to Thornbury (2005) “speaking is an important component of the English art curriculum and provides the basis for the growth of other spoken skills such as its close association with listening”. It shows that speaking is crucial part of foreign language that has to be mastered by the students in order they can communicate well with others.

According to Nunan, (2003:48) “speaking is harder than reading, writing, and listening for two reasons. First, unlike you are reading or writing, speaking happens in real time. Second, when you are speaking, you cannot edit and revise

what you wish to say, as you can if you are writing". It means that speaking comes naturally and there is limited time to set or to edit your speech during conversation.

Based on experience of the researcher during studying in high school, most of students of secondary school were not able to speak English. Furthermore, those who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessfully. It happens because of many factor, one of them is teacher's strategy. Teacher's strategy give many influence to the student's speaking. Teachers' strategies will help students speaking mastery. Student's speaking level is also influenced by teacher strategy in speaking. In this time all of teachers have strategy to improve students speaking.

In this case, the researcher chose MTS. Sunan Kalijogo Sendang, Jl. Raya Picisan, Sendang, Tulungagung to conduct the research. In this school, students has confidents to speak. This school is not favorite school but has many students that good at speaking. It shows from student's achievement in speaking. One of their achievement in speaking is the first champion in "Speaking Contest for Junior High School level in Tulungagung 2017" and be the great tenth in "Jawa Timur Speaking Contest in 2018". Beside, students in this school has big interest to study English. It shows many students of this school join in english claas after dayli class finished and they also join in english activity that held by BEC from Pare three times in a year. Many of students that has graduated from this school take English department

in university. This is a unique problem because an ordinary school can have many students that are like to learn English especially speaking skill.

According to Brown and Yule (1999) “teacher’s strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning”. The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes.

In this case, the teacher usually have different strategies to teach their students and improve their students’ speaking skill. Anjaniputra (2013) in his study reveals that appropriate strategies would make the learning process run effectively and improve students’ speaking skill. In addition, Brown (2000:143) stated that there are several factors that affect student speaking performance such as; anxiety, nervousness, and lack of self-confidence. So, the teachers must has strategy to improve all of factors that affect to students speaking. The students are often ashamed to speak English because they have the low of speaking ability. It is important to build the self-confidence of the students to speak. The teacher should

make the atmosphere of the class become more fun to build the students' motivation to speak.

Based on Alfriani (2014) research result, Using interesting strategies in teaching speaking avoid the students feel bored in the teaching and learning process. The students could enjoy the teaching and learning process. There were some obstacles that teachers find in regular class when teaching speaking skill because the strategies that teachers use in teaching make the students bored. The students could enjoy in learning process when the situation created by the teachers was enjoyable for them. In that previous study the researcher uses two classified class but in this research, the researcher used regular class because in this school doesn't have intensive class. Although this school doesn't have intensive class, MTs Sunan Kalijogo Sendang has many students that good at speaking. It show from the achievement that the researcher has mentioned above. So, this research is important to be done in order to know about teacher's strategies in teaching speaking that use by EFL Teacher in that school. So the other teachers can take this research as the reference to teach speaking.

Based on the reason above, the researcher believes that this research can be useful for students and lecturer because it can improve the quality of speaking skill in speaking activity and also it can be guidance for the lecturer to apply those strategy or it can be innovation to create the new strategy in teaching speaking . So. The writer is interested in conducting a research entitled **“EFL TEACHER’S**

**STRATEGIES IN TEACHING SPEAKING ABILITY AT MTS SUNAN KALIJOGO SENDANG TULUNGAGUNG”** because the writer wants to analyze what are the strategies which are usually used by the teacher in teaching speaking to the students. Besides, the writer also wants to know the responses of the students related to the teacher’s strategies in teaching speaking.

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

Based on background of the study above, the writer formulates the problem into following research question :

1. What strategies used by EFL teacher in teaching speaking at MTS Sunan Kalijogo Sendang Tulungagung?
2. How are the students responses to the teacher strategies implemented in teaching speaking at MTS Sunan Kalijogo Sendang Tulungagung?

### **C. Objectives of the Research**

Based on the problem above, the aims of this research is to know

1. To describe the strategies which are used by EFL teacher in teaching speaking at MTS Sunan Kalijogo Sendang Tulungagung.
2. To describe the students’ responses toward the strategies which are used by English Teacher.

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

The finding of the research are expected contributive for the English teacher, the students and other researcher. The researcher expect that this result has some significance, such as :

1. For other english teacher,

The result of thid study will make the english teacher are able to know what strategies that used to increase students speaking and can be the reference to aply in their students. Beside that, this study can help the English teacher solve their problem about what is the good strategy to teach speaking.

2. For the other researcher,

The research result hopefully can be the references if they conduct the similar study. After reading this research, the future researchers will get a lot of knowledge about English teacher strategy in teaching speaking. Besides that, it can be comparison which as consideration in conducting another research. So, the study is helpful and useful for the next study.

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

To make the study more detail and focus, this study only focused on two variables : Teachers strategies in teachhing speaking ability and students responses toward the strategies. The researcher took an English teacher and students that good at speaking to collect the data. After getting the result, the

researcher analyze the result and make a conclusion. It is conducted in MTS Sunan Kalijogo Sendang Tulungagung.

## **F. Definitions of Key Terms**

### **1. Teaching Strategy**

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 teachers use to achieve teachers goal (Silver, 2007:1).

### **2. Speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:98). Teaching speaking is develop the speaking ability to interact successfullly in speaking and that is involves comprehension as well as production (Hughes 2003:113)