

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

There are four skills in learning English those are listening, speaking, reading and writing. English is an international language which is used by all people around the world to communicate with others. Speaker's skills have an impact on the success of any exchange. Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. They must also manage discrete elements such as turn-taking, rephrasing, providing feedback, or redirecting.

Among the 4 skills, speaking is said to be the most direct way to talk to people. Many language teachers consider speaking as the most effective means of gaining a fluent reading knowledge and correct speech as the foundation for good writing. Those teachers also argued that during all one's life one shall probably talk more than one shall write. Therefore, to a language teacher, teaching speaking well is often a valued issue in the field of ESL/ EFL.

In the speaking classroom, the teacher and the students have significant roles to the process of teaching and learning. These elements (teacher and students) constantly interact one another in which the teacher and the students are the main subjects. In speaking class, the teacher is not allowed to dominate the class where he keeps talking or giving more question. Each element has as much

to contribute as very other participant in determining the direction and outcome of the interaction.

There are some problems were still found in the students' skill in English, especially in speaking. The students' speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, most students lacked vocabulary mastery and only few students in the classroom consulted a dictionary. Their competencies in grammar were also poor. Therefore, they preferred to be silent and not fully participate in the classroom activities. In addition, the classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

The reasons why the researcher chooses the topic "strategies used by English teacher for teaching speaking skill" are as follows : First, speaking is one

of the important skills that should be learned by the students. Therefore, by having a good ability in speaking, they can communicate better. Second, the students have difficulties in speaking English because they are not accustomed themselves to speak in English. Thus, the students should be given more opportunities to share their idea by using English orally. Third, many teachers still use a conventional method like classroom lecturing to teach English and it is boring. The teacher needs to be introduced to another strategies to teach English which is more interesting.

From the explanation before, we know that speaking skill in the classroom is very important in the process of teaching and learning. In the speaking classroom, how the teaching-learning process run well also depends on the strategies used by the teacher in the classroom. Therefore, using the interaction happening in the speaking classroom is also very important. Based on the explanation before, the researcher conducted a research entitled “**Teaching Strategies Used by English Teachers in Teaching Speaking at the First Year of SMA Education 21 Pekanbaru**”

1.2 Setting of the Problem

Related to the background of the study, there are some problems that may arise. The writer identifies the problems as follows:

The first factor was the students. The students thought that speaking English was difficult. They hesitated to express their ideas and were also shy to speak. The

students lacked confidence to speak because they were afraid of making mistakes. Therefore, they preferred to be silent and not fully participate in the activities. In addition, the students still had difficulties in pronunciation and lacked vocabulary mastery. They often mispronounced some English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, they still lacked of vocabulary mastery and only few students in the classroom consulted a dictionary. Most students just relied on the teacher by asking her directly about the meaning of some English words. Besides, their grammar competencies were also poor.

The next was the factor related to the teacher. Media which were considered powerful to attract the students' attention was absent in the teaching and learning process. Thus, the students were easily bored, not interested and motivated during their learning. The teacher always taught the students using LKS of which the materials were not interesting. The students simply did the exercises in the LKS which did not provide the students with adequate speaking practices.

In this case the researcher tried to analyze strategies used by English teacher in teaching speaking that be could be effective strategies for English teaching speaking skill, especially for improving student speaking skill.

1.3 Focus of the Research

The researcher only focused in the strategies of teacher in teaching speaking and influences of those strategies on students speaking skill at first grade SMA Education 21 Pekanbaru .

1.4 Research Question

The problem of the research formulate as follow:

1. What strategies are used by teacher for teaching speaking of the first grade of SMA Education 21 Pekanbaru?
2. How is the influences of those strategies on students' speaking skill at the first grade of SMA Education 21 Pekanbaru?

1.5 Objective of the Research

The need of research are expected

1. To know the strategies used by teacher at the first grade SMA Education 21 Pekanbaru
2. To know the influence of those strategies at the first grade SMA Education 21 Pekanbaru

1. 6 Needs of the Research

The finding of this research is expected to give valuable contribution to the followings:

1. For English teacher: The result of this research is expected to be useful for the teachers in choosing a suitable strategies in teaching speaking.
2. For reader: give information to the other readers about the strategies how to improve students' speaking.

3. To researcher as a candidate of a teacher in the future and as requirements, many new valuable experiences in language education are useful for her preparation to be an English teacher in the future.
4. For the students: to help the students overcome the problem in learning English.

1.7 Definitions of the Key Terms

To avoid misunderstanding about the meaning of the terms in this paper, the writer first of all explains the term used in this research:

1. **Speaking** is the ability to express, and use the English language orally with the use of English vocabulary and the idea/notion conveyed properly. In this study speaking ability is the ability to express their opinions or thought and feelings to a person or class verbally in the debate. (Nunan, 2003:48)
2. **Strategy** is a specific means that learners use to learn or improve their language (Nunan 2003: 269)