

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

As an international language, English plays an important role in the world. English has been a language with the largest number of native speakers, English has become the bridge between two or more parties with different languages to communicate one another. It is also stated by Harmer (2007: 1) that English has become a lingua franca that is widely adopted for communication between two speakers whose native languages are different from each other's. Moreover, one or both speakers are using it as a 'second' language. This condition makes English become important to be mastered. English also has a very important role in our social life. People who have good English skill can get a better job than the others who have not. We also can go abroad to continue our study by mastering English. This case proves that how important English is.

In order to be able to use English, learners have to master English skills such as listening, speaking, reading, and writing. Although all four skills are equally important, the speaking skill could be seen as the leading skill during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking. Thronbury (2005: 1) stated that "speaking is so much a part of daily life that people take it for granted". Thus, speaking is important to be learnt as early as possible especially in Senior high schools

Students should learn English because English is one of the keys of success in this global era. Seargeant and Erling (2011:78) stated that "English language skills are seen as a resource which will allow for participation in the financial, political and knowledge

economies which, today, are increasingly being conducted at a global level, and which therefore rely on modes of international communication”. To be good at English the students should master four English skills those are listening, speaking, reading, and writing. Dash and Dash (2007:23)

cited that:

The four language skills—listening, speaking, reading, and writing are to be developed in sequential order. These language skills are interdependent in the sense that failure to acquire one will lead to a general failure in learning the language. Listening leads to speaking. Speaking leads to reading which in turn leads to writing. In other words, writing depends upon the reading skill. The skill of reading depends upon speaking which is dependent upon listening. If a pupil has to learn English well, all these skills must be mastered well.

The teaching of speaking 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 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. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying in high school, most of students of junior high school were not able to speak English. Furthermore, those who graduated from junior high school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful (Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011)

Language is a system of arbitrary vocal symbol used for human communication. Language as a means of communication with other people, as a tool to express our ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another. Communication has an important role in human life. Because communication is important, so human being should learn how to communicate correctly. Communication will

be easy if the sender and the receiver understand the information delivered. However, everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters.

English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom.

“Speaking and writing refers to productive skills while reading and listening refers to receptive skills” by Harmer (2001:3). Agung Ginanjar Anjani Putra Teacher's Strategies in Teaching Speaking to Students at Secondary Level 2. As Reiser and Dick (1996:1) argue that “teachers can use different strategies of teaching to achieve teaching-learning goals and objectives”. It is correspondingly asserted by Cole (2008:4) that it is “the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt”. These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. Given that 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. Considering those explanations, this research is conducted to find out strategies employed in teaching speaking to students of a senior high school in Sumedang and students' responses towards the strategies.

Allah said in the Al-Quran surah An-Nisa of verses 63.

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ

فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

*"They are the ones that Allah knows what is in their hearts. therefore turn away from them, and teach them a lesson, and tell them the Qaulan of Baligha-the word of mind upon their souls ".*

The word baligh means precise, straightforward, eloquent, and clear meaning. Qaulan Baligha means using words that are effective, right on target, communicative, easy to understand, straight to the point, and not complicated or long-winded. In order for proper communication of targets, the style of speech and the message conveyed should be adjusted to the level of intellectual communicant and use the language understood by the students. Seeing from the above description of Quran above, speech and choice of words in communicating with students must be distinguished. Speaking in front of junior high school children should not be the same as when talking in front of students. When communicating in the mass media, use the language of journalism as a language of mass communication (language of mass communication). In an academic context, we are required to use academic language.

Talking about speaking comprehension is one of the pillars of the act of speaking. The person is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. Usually, the students often confuse how to practice their English skill especially in speaking. The students are afraid to start the conversation or express their idea in English. Whereas the important thing to master the speaking ability is practice it every day. By mastering this skill the student can compete in this globalization era.

It is undeniable that the strategies which are used by the teacher in teaching speaking ability also become an important factor to make the students speak English more fluent.

Teachers often need something beyond a plan—they need a set of tangible strategies to direct the implementation of these plans in the classroom (Silver Strong and Perini, 2007). As we can see, today there are still many students who cannot speak English fluently. Even though they have been learned English since in elementary school.

There are as many different kinds of teaching as there are teachers. Many studies have revealed that teaching activities are usually represented by teachers' teaching attitudes and their preferences regarding teaching methods. As a result, English teachers in **SMA BANUA KALSEL BILINGUAL BOARDING SCHOOL** encounter many difficulties in teaching English as an FL in primary and senior high schools even though the prefectural government has taken measures on the improvement of English teaching, e.g. bilingual teaching. As for the students, most of them cannot find an effective way to learn English. That is reflected in strategies employed in learning English, especially in English speaking ability. However, this research is proven to be ineffective since the student also find difficulties reading comprehension. This finding indicates that teachers need to be equipped by strategies in teaching speaking comprehension in order to help students ability to cope with the difficulties in learning English speaking. In line with the previous explanation that speaking is necessary in language teaching. Teachers are confronting some problems in the process of speaking ability. There are many teachers taught about speaking ability by explaining about the text, main idea, and purpose . According Indah Janie Fransiska (2016) in her thesis with the title “The Teacher’s Strategies in Teaching Speaking Ability at The First Grade Student of **SMAN 1** Ngamprah Academic Year 2016/2017, say that Cooperative activities provided the students with contextual and meaningful topics important to relate new material with what has been learned and experienced by students (Brown, 2001; Richard and Rodgers, 2002). It also provides students with the aid of others, meaning that students can discuss problems with their partner, as mentioned above that

the use of cooperative activities can encourage negotiation of language item (Newton and Nation, 2009). Hence, the more students are exposed to language item and contextually meaningful activities emphasizing on oral production, the more they are helped to speak English. In addition, the teacher prompted the students to participate in the activities, and students' is emphasized. Moreover, an activity involving competitive element where students work together can increase language productivity (Thornbury 2005).

The students 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 the problem stated above, the researcher assumes that Speaking ability become a problem if not overcome soon. For this assumption, the researcher is interested in descriptive research. By doing this research, the researcher expects that this research with the title **“TEACHER’S STRATEGIES IN IMPROVING STUDENT’S SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA BANUA BANJARMASIN”**. This research to know what English teacher techniques are used and How the English teacher applies the strategies in teaching speaking comprehension.

## **B. Statement of Problem**

Based on the background above, the research question of this research is formulated as follows:

1. What strategies do the teacher use in improving student's speaking ability?

## **C. Objectives of this research**

Based on the statement of problem above as follow:

1. To find out The English teacher's strategies in improving student's speaking ability at the eleventh grade students of SMA BANUA KALSEL BILINGUAL BOARDING SCHOOL

#### **D. Scope of the Research**

This study covers only in the scope of the teacher's strategies in improving student's speaking ability in classroom through responding of speaking in the classroom in the eleventh grade of SMA BANUA KALSEL BILINGUAL BOARDING SCHOOL. The following teacher strategies frameworks are also designed to guide students to develop their speaking abilities.

#### **E. Significances of The Research**

This research is expected that the result of the research can give a contribution to the language teaching, and learning activity.

1. Theoretically

To improve knowledge for either teacher or student, the researcher hopes that this research will give contribution for the development education

2. practically

- a. For the students, it is expected that using teacher's strategies in learning can help them to improve their speaking ability.
- b. For the teachers, it can help the teachers to use and apply various and interesting strategies during teaching and learning process.
- c. For the schools, it is expected that teacher's strategies can become an interesting technique and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not be monotonous.

- d. For other researcher, it is expected the result of this study can be reference or other researchers who want to conduct research with the same problem.

## **F. Definition of Key Terms**

### **1. Teacher's Strategies**

The relationships between the teaching styles of teachers and the learning styles of students have been extensively studied by many researchers in the field. Among them, Henson (1988:157)

There is an assumption that students learn with different styles, speeds, levels of prior knowledge and environments when the subject matter is given by way of a variety of teaching strategies, there are about five strategies in improving student's ability (1) cooperative strategy, (2) discussion, (3) simulation/role play, (4) pair work, and (5) inquiry based strategy.

### **2. Speaking Ability**

Johnson and Morrow (1981: 70) say that "speaking which is popular with term 'oral communication', is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level". It involves using speech to express meaning to other people. The essential components mentioned to exist in speaking are the speakers, the hearers, the message and the response. In the process of speaking, the students have to pronounce words, use intonation and use stress properly because they are all connected to each other which the listener can get the message of the conversation.

### **3. Improving student's ability**

Ability is potential that found in the human being self. Ability is a present state of being able to make a certain responds or to perform a certain task beside that. The ability of the student in learning can be seen from results of the learning itself the ability of the



student to master the materials is not same, even though by the same teacher, because their power to receive the materials is different.

Many factors influence the students' ability in learning, the main factors are the students' themselves and the other factors are internal factor (student) and external factor (out of the student factor) external factors are relative factor, school factor and environment factor. All of this influence to their ability.

Mardianto (2012, p: 93) explains that "improving ability in three parts: cognitive, effective, and psychomotor. Cognitive aimed at orientation to the thinking skills include more modest intellectual ability, that given up on the ability to solve problems. Affective is orienting the values, norms to be used as one's personal attitude. And psychomotor ability is related to muscular activity and physical activity".

Based on the explanation above we can conclude that improving ability is the quality of being able to do something, especially the physical, mental, or legal power to accomplish something.

## **G. Review of Previous Researches**

There are two researchers who have conducted the similar research that concern on learning strategies. What are mentioned below explain about the finding of the research conducted concerning on the learning strategies.

The first previous study is a journal article done by Sofyan A. Gani (2015), a senior lecturer in Syiah Kuala University who conducted study entitled "Students' Learning Strategies for developing Speaking Ability". This research described about the different learning strategies used by high speaking performance students and low speaking performance. The result of the research shows that high speaking performance students used more learning strategies compared to those with low speaking performance.

The research that conducted by Gani has similarity with this research. The first similarity is the design of the research that uses descriptive qualitative research. The second similarity is the variable of the research that there are two variable learning strategy and speaking skill.

Beside the similarities, there are also some differences between the research and this research. In this journal focused on high speaking performance and low speaking performance. On the contrary, this research focused on high speaking performance student in boarding class MAN 1 Surakarta. The other difference is in the journal was done by Gani not showed about the strength and the weaknesses but in this research will show about the strength and weaknesses.

The second previous study is the thesis by Indah Janie Fransiska (2016), entitled “The Teacher’s Strategies in Teaching Speaking Ability at The First Grade Student of SMAN 1 Ngampah Academic Year 2017/2017: a case study”. This research described about teachers techniques for developing speaking skill students. The results of this research show that the students applied almost all of the strategies proposed by O’Malley including meta-cognitive strategies, cognitive strategies, and socio-affective strategies in mastering their speaking skill.

There are some difference between the research and this research. The first is the subject of research. In the research that conducted by Indah Janie Fransiska, the subject of the research is students in the tenth grade of senior high school, in this research the researcher conducts a research in the eleventh of senior high school. Then, the second is the design of the research. The design of the research conduct by Indah Janie Fransiska is a case study; in this research the research uses descriptive qualitative research.