

CHAPTER I

INTRODUCTION

A. Background of Study

When someone learns a language, there are four skills that we need for complete communication. When someone learns our native language, someone usually learns to listen first, then to speak, then to read, and finally to write. These are called the four "language skills": listening, speaking, reading, and writing.

Speaking is a language skill of oral communication to express human idea, feeling, opinion, and thought or information which helps people to communicate one another (Chaney and Burke, 1998, p.124). This means people can express their feeling and understand what the other say. Learning language does not mean just learning about structure and vocabulary but the important thing is learning how we use language for communication to one or the other person, how we speak and make the people understand what we talk.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking in English is a crucial part of foreign language learning and teaching in Indonesia because speaking is an activity used by someone to communicate with other. English is considered as one of world languages. It has been used in politics, economy, education, and every area of communication. It functions as a bridge to cross culture, religion, language, nationality, and the lack of understanding between one and the other languages. It takes place everywhere and has become part of our daily activities. When

someone speaks, he or teacher interacts and uses the language to express his or her ideas, feeling and thought. He or teacher also shares information to other people through communication.

Speaking is one of the macro skills of the language that concerns on the abilities to carry out spoken communication, such as conversation, dialogue, monologue, news casting, etc. It is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with the others. As an effect to build their ability to speak, teaching the speaking skill can be focused on making the students active to speak up when they are involving a speaking activity in the classroom. Therefore, speaking learning in the classroom should be dominated by students.

Moreover, in developing speaking activity, the students need a good condition to increase their speaking frequency such as learner's language environment. In addition, speaking brings message from one person to others in the form of verbal language or orally. Furthermore, the purpose of learning speaking is to improve the capability in communication that is expressing all idea in his or her mind orally.

In learning English speaking ability, the students often find some problems. The problem frequently found is the lack of motivation to practice the target language in daily conversation. There are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students'

speaking skills namely the students' interest, the material, and the media among others including the technique in teaching English.

To achieve the goal, it is necessary to have strategies that can help students speak well. Reiser and Dick (1996, p.56) argue that teachers can use different strategies of teaching to achieve teaching learning goals. In learning, teachers are given a chance to apply various teaching strategies that can help students speak well. The strategies were used based on students' needs and interests.

Teaching strategies in speaking activities are very important to overcome students' difficulties in speaking. Strategies in speaking can help students improve their fluency and accuracy in speaking. Each teacher may apply different strategies to improve students speaking skills. After practicing the strategies, teacher can see how the students' understanding in learning language and can benefit from an understanding of what makes learners successful and unsuccessful, and establish in the classroom a milieu for the realization of successful strategies (Brown, 2000, p.131). However, it is very important that the strategy applied is relevant with their needs and interests. That statement is clarified in the following verse:

أَدْخِ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (النحل: ١٢٥)

In other verses of Al-Quran it is also explained that the strategy used must be in accordance with the material being taught. And use good delivery methods. Because the teaching and learning process can run well and smoothly when there

is a conducive interaction between the teacher and students. This is explained in surah Thaha verse 44.

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لِّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

The school is has different strategies, method, and also media in teaching learning process. Like at one of private senior high school in South Kalimantan, namely Global Islamic Boarding School. In that school applies different system in teaching learning process. GIBS apply national and international curriculum. GIBS also apply curriculum that created by themselves. Because of that, in teaching learning process GIBS also have different strategies, method and also media.

Based on the background of problem above, the writer is interested to know what strategies that use by teacher in teaching speaking skill. So, the writer interested to do this research with entitle: **Teacher's Strategies in Teaching Speaking Skill of The Eleventh Grade Students at Global Islamic Boarding School.**

B. Research Question

The problems in this research were formulated as follows:

1. What are strategies that used by teacher in teaching speaking at Global Islamic Boarding School?
2. How does the teacher apply the strategy in teaching speaking skill?

C. Objective of the study

The objectives of this research were listed as follows:

1. To describe what strategies that used by teacher in teaching speaking at Global Islamic Boarding School.
2. To describe the teacher applies the strategy in teaching speaking skill.

D. Significance of the study

Research significance discusses the contribution of the benefit of the research to the development of science and technology, and the educational stakeholders.

1. The result of the research can be used to give portrayal for the teachers regarding the strategy of speaking skill.
2. For the teacher, it is also expected to be a contribution for English teachers to broaden their insight in understanding the strategy of speaking skill.
3. For the students, it is expected to motivate them to adapt and be accustomed to the strategy used by the teacher.

For the other researchers, this research can enrich literature or became a reference to conduct similar research in other places or different research in the same place.

E. Definition of Key Term

Definition of key term, which is necessary to clarify briefly in order to avoid misunderstanding, can be mentioned as follow:

1. Strategy

Strategy in this study refers to several strategy in English teaching process that use by the teacher of English at Global Islamic Boarding School.

2. Speaking

Speaking in this study refers to one of skill of English subject. Speaking learn by students at Global Islamic Boarding School with different strategy.

3. Teaching

Teaching refers to this research in the teaching speaking that uses some strategy in Global Islamic Boarding School.