

Chapter One

Introduction

In this chapter, the researcher presents several points that become the main issues in this research. This chapter includes background of the research, statement of the problem, limitation of the problem, research questions, purpose of the research, significances of the research, and outline of the research.

Background of the Research

One of the expressive language elements is speaking. Speaking is the most common and important as a means of providing communication among humans. Speaking English is important for interaction in airports, market, hospitals, schools, restaurants, train station and shopping center. As a foreign language in Indonesia, people should use English as a media of communication with foreigners and it will be easier for foreigners to communicate with Indonesian. However, in learning English speaking skill, there are some problems faced by students, one of the example is the strategies that they used to improve speaking skill.

In learning English, both teachers and students have some strategies in order to teach or improve students' speaking skill. According to Reiser and Dick (1996), Teachers can use different strategies of teaching to achieve teaching-learning objectives. Strategy itself makes students easier to achieve their ability, because in speaking, students do not only master pronunciation or vocabulary but also know the strategies which are appropriate for them. According to Cole (2008), teachers' role to

provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learnt.

In process of teaching speaking, students need a teacher who will help them achieve their goals, such as have a good pronunciation, feel more confident, and ask them to practice every day, namely "teachers". According to Isjoni (2009), a teacher has an important role as an educator, who can be very influential toward the achievement and ability of his/her students. Actually, in English Education, some teachers usually use group presentation in order to help students improve their speaking skill and also their confidence. According to Shimizu (2004), self-confidence is the most essential factors that determine learners' willingness to participate in oral activities in language classrooms.

In learning activity, the teachers suggest that by helping students to say what they want or need to say, some strategies can help to expand language. Even if the student is not perfect in grammatical or lexical terms, in the process of using the language for communication, the student will be exposed to language input which may result in learning. Some students do not only apply the strategy but also give some opinions related to the teachers' strategies. For example, when the teachers applied a group discussion and presentation strategies in the class, the students can give some opinions about that strategy.

In addition, there are some reasons why the researcher wanted to know about the teachers' strategies in teaching speaking skills at English Education Department. The researcher believed that if there is self-confidence in speaking, there will be a

good communication. Unfortunately, most of the students feel bored to practice speaking with friends or use it in daily conversation. Therefore, a teacher must be able to create some interesting strategies in teaching speaking skills. Strategies will help the students train their speaking ability so that the speaking skill can be used both in teaching or learning and daily conversation.

Statement of the Problem

The researcher realized that the students' mastery in speaking skill is important in learning process. The researcher chose this topic because many teachers used some strategies to improve students' speaking skill. As an organizer, teachers should be organizing some activities in the class and how to do the activity such as putting some students in pairs or groups to make the students feels easier to share their ideas and improve the students' confidence when they speak in front of their friends. Strategies that teachers used in the class are tools for the students to developing communication ability. Based on the researcher's experience, she identified some problems which are faced by students at an English Education Department in speaking English. The students may have a lot of words in minds, but they cannot convey those words or ideas because of the lack of self-confidence, inadequate opportunities to speak in the class, shyness, nervousness, fear, having low vocabularies, anxiety to speak and share their ideas using English in the class. The students need creative and interesting strategies that can arise them to speak English fluently. According to Mueen (1992), good atmosphere and suitable environment can also help students to speak actively, correctly and fluently.

Based on the explanation above, this research presents several results that will be useful, to make the students have strong interest in learning process especially in learning speaking, the teacher should take the best strategies. Then, the teacher can use media in teaching English language to help the students speak up and to make interaction between the teacher and students. Furthermore, the teacher has to prepare the interesting aids before teaching and learning process is done, such as the teacher can use a game in teaching and learning processes.

Limitation of the Problem

This study was limited to certain scope the research was conducted at an English Education Department fourth semester students of B class, batch 2016. The researcher focused on finding out the teacher's strategies in teaching speaking skills, and students' perception towards the teachers' strategies in teaching speaking skills.

Research Questions

Based on the background of the research above, many problems arise. Some problems that can be identified are as follows:

1. What are teachers' strategies in teaching speaking skills at English Education Department of UMY?
2. What are the students' perceptions toward teachers' strategies in teaching speaking skill at English Education Department of UMY?

Purpose of the Research

In this research, it contains two purposes, which are set as follow:

1. To know teachers' strategies in teaching speaking skills at English Education Department of UMY.
2. To investigate the students' perceptions on teachers 'strategies in teaching speaking skill at English Education Department of UMY.

Significance of the Research

The findings of this research are hoped to provide the valuable contribution for the teachers, the students, and future researchers:

Teachers. The research might help English teachers to decide the appropriate strategies to be used in their class. Then, the finding of this research is expected to help the English teachers in selecting which one of the strategy that can give more beneficial strategy and giving less difficulty for students. Finally, the finding of this research might help the English teachers on how to improve students' speaking skill.

Students. This research is expected to benefit students. First, this research can provide additional knowledge, information and references on some fruitful strategies regarding speaking skill. Second, this research can be a reference for integrating those strategies without relying on their teachers to improving their speaking skill.

Future Researcher. The finding of this research might help the future researchers as additional sources in conducting other research on the use of speaking strategies, especially strategy in teaching speaking skill. Then, this research may give information about speaking strategy, such as kinds of strategies and the significances or the difficulties in using strategies as a teaching media in speaking class.

Outline of the Research

This undergraduate thesis consists of five chapters, namely introduction, literature review, methodology, finding and discussion, and the last is conclusion and suggestion. Firstly, the first chapter is introduction. This chapter consists of background of the problem, statement of the problem, limitation of the problem, research questions, purpose of the research, significance of the research, and outline of the research. Secondly, the chapter is a review of related literature. This part consists of some theories that relate to the study. Thirdly, it is a research methodology. This study consists of research design, participants and settings, data collection method, data collection procedure, data analysis. Fourthly, this fourth chapter reports the finding and discussion of this study; it presents the study findings that are related to the literature used. Then, the fifth chapter presents conclusion and suggestion of this study. This chapter summarizes the research findings and suggests some suggestion emerged from the findings.