

## **Chapter One**

### **Introduction**

This chapter presents introduction of this study, consisting of background of the study, statement of the study, limitation of the study, research question, purposes of the study, objective of the study, benefits of the study and outline of the study. In the background subchapter, it is explained the reasons why the researcher chose the topic of the research. In statement and limitation of the study, the researcher addresses the issues regarding the topic along with the research's limitation. Research question and purpose of study subchapters present the questions that are going to be studied. The benefit of the study subchapters presents the benefits that can be obtained by certain parties. The outline of the study follows afterwards.

### **Background**

There are four elements of English language for students to learn, namely, listening, reading, writing and speaking. Widiati and Cahyono (2006) who revealed that speaking has been considered as an important language skill for foreign language. It is because they have a bilingual language, they are easier to understand cross-cultural differences. Similarly, Sandiku (2015), stated that speaking is very special skill because people can understand what other people said by hearing the voice through communication. It is because we can express our ideas and knowing others' ideas as well through speaking.

Although speaking skill is very important, there are several problems faced by learners in learning speaking English. Yesilyurt and Dincer (2013) stated

that speaking is complex and difficult to master because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, and gesture. Mastering vocabulary and gesture are also becoming a problem for students in Taiwan. According to Cheng and Dörnyei (2007), Taiwan students were extremely anxious in addressing their ideas orally. It is because they lack in mastering vocabulary to explain their ideas and lack in self-confidence to speak using English in front of the class.

In learning English as a foreign language especially for speaking English, teachers play important roles. A teacher is the controller of a classroom (Sikder, 2016). In teaching speaking, teacher is responsible for making students active in the classroom and encouraging students to speak English fluently. Based on Kayi (2003), authentic activities, real-life communication, and meaningful tasks to promote oral language should be created by the teacher in classroom environment. Al Hosni (2014) stated that students of second language are lacking in motivation to speak English. It means that teachers' role is also to give motivation to students in the learning process. Besides that, teacher as a facilitator can provide students' needs to learn speaking (Al Hosni, 2014). For example, teacher can include authentic materials by using English newspaper, magazines or TV shows. Teacher can also invite native speakers to be involved in teaching process in the classroom.

The role of the teachers may change based on the activity. According to Harmer (2007), there are three roles of teacher in teaching speaking. The role is changing based on the purposes of the lesson. The first role is as a prompter. The teachers should become a prompter when students get lost or when students

cannot think of what to say next. The role of teachers is to encourage students to speak and promote their proficiency. The second role is as a participant. The teachers should be a good animator when she/he asks students to produce language. It can be applied by setting up an activity clearly and enthusiastically. Moreover, teachers may also participate in a discussion or role play. Therefore, the role of a teachers is to introduce new information in order to help students to take a part in classroom, ensure students' continuous learning, and maintain engagement with students to create creative atmosphere. However, teachers should make sure that she/he does not dominate the learning activities. The third role is as a feedback provider. The role of teachers is to give response or feedback to students. Giving feedback also depends on teachers' tact and the appropriateness when giving them in a certain situation.

Based on the teachers' roles and the problems above, mastering speaking English are quite challenging to do especially in Indonesia. The fact shows that Indonesia occupied the 35<sup>th</sup> rank among 72 countries which have low English speaking ability (Jakarta Post, 2016). The newspaper reported that to some people in Indonesia, using English with other people showed Indonesian people humiliate *Bahasa Indonesia*. It is because speaking using *Bahasa Indonesia* is more acceptable for Indonesian people. This perception definitely keeps the foreign language at the distance, neither attempted to learn nor applied in the society. Similarly, Putra (2015) argued Indonesian learning system is inappropriate for the students to master speaking English. First, there are many designed materials and tests on students' textbooks focusing on students' writing, reading and listening rather than students speaking skill. Second, Indonesian students are lack of

motivation in speaking English. It is because the students think that improvement is an important factor in learning so that they will lose their motivation when they do not get significant improvement.

One of schools which also encounter problems with students' speaking ability is State Senior High School Banjarnegara. The state high school Banjarnegara is known as a favorite school in Banjarnegara. Besides that, the state high school has qualified teachers including English teachers. It is proven by website of the school (<http://sman1-bna.sch.id/>) that shows it has many achievements in academic competition. Even though the school has many achievements in sciences, sports and arts, there is no achievements related to English. The school has also provided good facilities in supporting students' learning to support the students' speaking, such as English club, Language Laboratory and Liquid Crystal Display (LCD) in every classes to support students practicing their speaking skill. In English Club, the teachers' role is becoming facilitator to lead the students' practice to speak using English. The activities consist of cultural understanding, games, movie, song analysis, and cooking class. Afterwards, the activities ended by giving explanation to other' students about related topic. They are summarizing what they do with their own words, and it is done by group work. In teaching speaking, the teachers also use LCD. They bring their own materials to teach listening and speaking. Afterwards, they connect their computer to the LCD.

The problems are caused by the location of Banjarnegara which is far from tourist objects such as Yogyakarta, Magelang, Semarang, and other big cities. It caused the students are rarely to get chance to practice their speaking skill with

native speakers. Besides that, the students' are also rarely get chance to join competition or events related to students' speaking. The fact also shows the state senior high school have qualified teachers and good facilities to support leaning process. It has English Club, Language Laboratory and good classroom facilities such as LCD to support the teachers teach speaking English. Although the school provided English Club, Language Laboratory and LCD, the teachers only have three times in a week and they have two hours every meeting to teach. They allocated fifteen to thirty minutes in the beginning of the class to teach speaking. This might make the teaching process not optimum. Therefore, the researcher is curious to know teachers' strategies used by the teachers in teaching speaking and the problems that the teachers' encounters for implementing the strategies to encourage the students speaking skill by conducting a research entitled "Teachers' strategies to teach students' speaking skill at *State Senior High School Banjarnegara*".

### **Identification of the problem**

Speaking takes important part in learning English. Although speaking skill is very important, there are several problems faced by learners in learning speaking. The problems are mastering vocabulary, intonation, articulation, formal and informal expression, and gesture.

Teaching speaking, teachers plays important roles. The roles of teachers are the teachers become controller of a classroom, providing authentic activities, real-life communication and meaningful tasks, giving motivation, and as facilitator in order to make students' speak using English. In addition, the teachers become a prompter, a participants, and a feedback provider.

This phenomena might be caused by several factors, such as the curriculum, the environment, the facilities, the teachers, the teaching learning process and others. The location of Banjarnegara is far from tourist objects such as Yogyakarta, Magelang, Semarang, and other big cities . It caused the students are rarely to get chance to practice their speaking skill with native speakers. Besides that, the students' are also rarely get chance to join competition or events related to students' speaking. The fact also shows the state senior high school have qualified teachers and good facilities to support leaning process. It has English Club, Language Laboratory and good clasroom facilities such as LCD to support the teachers teach speaking English. Although the school provided English Club, Language Laboratory and LCD, the teachers only have three times in a week and they have two hours every meeting to teach speaking. They allocated fifteen to thirty minutes in the beginning of the class to teach speaking. This might make the teaching process not optimum. Therefore, the researcher is curious to know teachers' strategies used by the teachers in teaching speaking and the problems that the teachers' encounters for implementing the strategies to encourage the students speaking skill at State Senior High School Banjarnegara.

This study focused on teachers' strategies in State Senior High School Banjarnegara in teaching English. It has shown by many academic achievements which the school obtained. It consists of sciences, sports and arts. However, the school is not has achievements related to English speaking ability.

### **Limitation of problem**

There are many strategies used by teacher in teaching. In this study, the researcher will focus on teachers' strategies to teach students' speaking skill. The

strategies include the activities to teach speaking skill used by the teachers in classroom. As this study will be conducted at a State Senior High School Banjarnegara, Central Java, the opinion found in this study will only represent those of school, and may not necessary be generalized as the opinion of all Indonesian school teachers.

### **Research question**

This study proposes the following research question:

1. What are the teachers' strategies to teach speaking at State Senior High School Banjarnegara?

### **Purposes of the study**

Based on the research questions above, the purpose of this study is:

To explore teachers' strategies in teaching speaking at a State Senior High School Banjarnegara.

### **Benefits of the study**

The researcher expects this study will be useful for the following parties: the researcher, the teachers, the students, the school and other researchers.

**The researcher.** Through this study, the researcher could know how to write a research study, conduct an interview and conduct a coding to finish this study. As a future teacher, the researcher can know the strategies in teaching English especially in teaching students speaking ability. From the result, the researcher, can adopt effective strategies to reduce the problems in implementing the strategies in the classroom to teach students' speaking skill.

**The teachers.** Through this study, the researcher hope that the result of this study can be beneficial for the English teachers. The result of this study can become an additional reference in teaching speaking. The teachers can implement the strategies well in teaching students' speaking further.

**The school.** This study can be beneficial for this school because from this study, the school can knowing the teachers strategies to teach students' speaking skill. Therefore, the school can evaluating the teaching process and help the teachers to maximize the learning process through the school regulation.

**Other researchers.** This study is expected to give benefit for the other researchers. The result of this study can be used by other researchers as additional reference in their study. The other researchers are those who will conduct another research about related topic.

### **Outline of the study**

This study has three chapters namely introduction, literature review, methodology, finding and discussion and conclusion and recommendation. First, chapter one presents introduction of this study consisting of background, identification of the problem, limitation of the study, research questions, purposes of the study, benefits of the study, and outline of the proposal. Second, chapter two presents literature review in this study which is consists the theories from several experts to supported this study. This chapter consists of theories which is explaining about speaking, elements of speaking, teachers' strategy, the strategies used in teaching speaking, conceptual frameworks, and review of related studies. Third, chapter three presents methodology used in this study. This chapter consists of research design, setting of the study, participants of the study, research



instrument, data collecting procedures, and data analysis used in this study.

Fourth, chapter four presents finding and discussion of this study. This chapter explains the result of this study consist of the strategies used by the teachers in teaching speaking. Fifth, chapter five presents the conclusion and recommendation of this study. The chapter was summarizing the result of this study and the researcher recommendation for several parties related to this study.