

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, English as the first foreign language, it has very important roles in some aspects of life such as science, technology and educational fields as well. Considering the importance of English, Indonesia government decided English as a compulsory subject for formal school (PERMENDIKNAS No.22, 2006 about National Education System and PP No. 28, 1990 about The Development of Human Resource). Learning English means learning four skills: listening, speaking, reading, and writing. Besides four language skills, it also learns three important components such as pronunciation, vocabulary, and grammar.

In curriculum 2013 in English subject for senior high school, the aim is to develop the potential of students to have communicative competence in interpersonal, transactional, and functional texts, using a variety of spoken and written English texts. Through the use of these texts, students are guided to use factual, conceptual, and procedural knowledge, and instill the noble values of the nation's character, in the context of life in the home, school and community environment.

In vocational school, there are some types of text should be learned by students such as descriptive text, narrative text, etc. For the first grade in vocational high school descriptive text is one part of the material in English. Based on syllabus in KD 3.4 the students are expected to be able to distinguish the social functions, text structures and language features some descriptive oral and written texts by giving and asking

information related to tourism place and famous historical buildings, short and simple according to the context of their use. And in KD 4.4.2 the students are expected to be able to compile oral and written descriptive texts, short and simple related to tourism place and famous historical buildings by paying attention to social functions, text structures and language features correctly and appropriate context. It means the students must be able to speak about the tourism place and famous historical buildings in English.

Thornbury (2005) states speaking is an important component of the English art curriculum and provides the basis for the growth of other spoken skills such as its close association with listening. It shows that speaking is crucial part of foreign language that has to be mastered by the students in order they can communicate well with others.

Richards (2012:2) states that there are some typical learners' problems in speaking, there are: (1) frequent communication breakdowns and misunderstanding, (2) lack of vocabulary needed to talk about common utterances, (3) lack of communication strategies, (4) speaking slowly and talking too much time to compose utterances, (5) inability participates actively in conversation, (6) ability to speak English naturally, (7) poor grammar, (8) mispronunciation. Based on the statement above there are some problems faced by the students in learning speaking. Sometimes they are not able to active in conversation because they think that they do not have good grammar even they are afraid to talk because they have a less vocabulary and also they have lack of self-confidence, so they do not know and confuse what should

they say. And then their English is not natural, sometimes they just memorize when the teachers ask to speak in front of the class.

Students should master the components of speaking in the process of learning speaking skill. It becomes a task for English teacher in the school to create an enjoyable, interesting and interactive English class for students especially in every speaking activity to make them confident to speak. Moreover, the goal of teaching speaking is improving students' speaking skill when they are interacting with other people.

Teaching speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. The most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation, (Ur, 1996: 56).

According to Hughes (2003: 113), the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehension as well as production. It is also assumed that at the earliest stages of learning formal testing of this ability will not be called for, informal observation providing any diagnostic information that is needed.

Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. According to Gerlach and Ely (2008:1) teaching strategy is a way that has been chosen to deliver the teaching

method in teaching learning. It means that teacher needs strategy in teaching the students.

As Reiser and Dick (1996, p. 316) states that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It's mean that 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.

In this case, the teachers usually have different strategies to teach their students and improve their students' speaking skill. Anjaniputra (2013) in his study reveals that appropriate strategies would make the learning process run effectively and improve students' speaking skill.

Based on Alfriani (2014) research result, using interesting strategies in teaching speaking avoid the students feel bored in the teaching and learning process. The students could enjoy the teaching and learning process. There were some obstacles that teachers find in regular class when teaching speaking skill because the strategies that teachers use in teaching make the students bored. The students could enjoy in learning process when the situation created by the teachers was enjoyable for them.

Based on the preliminary observation of grade tenth of SMK Mandiri that was by interviewing two English teachers about the strategy that used by teacher in teaching speaking, the researcher found that the first teacher Mam Ibna used interview in teaching speaking and introduction as the topic, first the teacher will interviewed

about personal information of each students if have many time, but if there is no time she will ask students to interviewed in pair or in group. The teacher told that there are some students who not confidence but the teacher told to students to keep speak English even though what they said was wrong.

And for the second teacher Mam Qori told that she used personal approachment to students as strategy in teaching speaking. Mam Qori will get closer to students so that students like her as an English teacher. The way the teacher is closer to students is make a joke and not hit or pinch the students. So the students are happy with it and make the learning atmosphere enjoyable. It makes the students easy to understand the learning material taught by the teacher. From the preliminary data show that the teachers still use a few strategies so the teachers need to understand and apply the right strategies in teaching speaking.

Based on the situation above, the researcher believes that this research can be useful for students and lecturer because it can improve the quality of speaking skill in speaking activity and also it can be guidance for the lecturer to apply those strategy or it can be innovation to create the new strategy in teaching speaking . So, the researcher is interested to conduct a study entitled **“Teachers’ Strategies in Teaching Speaking at the Tenth Grade of SMK Mandiri”** because the researcher intended to analyze what are the strategies which are usually used by the teacher in teaching speaking to the students.

B. Identification of the problem

Based on the background of study, the researcher describes that English teacher's strategies used in teaching learning process in the speaking class, because teaching speaking is quite different related to it is complexity and very important in English language.

C. The Problem of the study

By the considering of background of study above, the research problems are formulated as follows: “What are the strategies used by the English teachers in teaching speaking at SMK Mandiri?”

D. The Objective of the study

Based on the research problem above, the objectives of the study are as follows:
To identify the strategies used by the English teaches in teaching speaking at SMK Mandiri.

E. The Scope of the study

The study is limited to the strategy speaking class are used by the English teachers on teaching process especially teaching long functional text with topic is descriptive text of tenth grade at SMK Mandiri.

F. The Significance of the study

By doing this study there is much benefit that can be reached. The result of the study, hopefully can give positive contributions for general and educational word. The significance of the study is theoretically and practically.

1. Theoretically

The result of the research is to be significance as an input of English learning process. Besides, this research hopefully can give the benefit to know the process of learning English speaking skill. So, this study becomes hopeful information and use reference any more.

2. Practically

a. Teachers

The result of study is making the teachers be a creative teacher in teaching speaking and implementing the various strategies in teaching speaking the students of SMK Mandiri.

b. Students

The result of study is expected to make students have self-confidence and Students can improve their vocabulary by the strategies used by teacher.

c. Other researchers

The result is expected to make other researchers interested in observing the teachers' strategies in teaching speaking from other points of view.