

CHAPTER I

INTRODUCTION

A. The Background of Study

English is a global language and plays a significant role in society. The majority of individuals use English to communicate with people from all over the world who speak other languages in order to learn about science, technology, technology, and other subjects. According to Harmer (2007: 11), a lot of people study English with the hopes that it will help them communicate internationally. They want to become proficient speakers, readers, writers, and listeners so they can use the language wherever and whenever it may be helpful to them. When learning a language, language learners must acquire and master four different skill sets. They reading, writing, speaking, and listening. Kurita (2012; cited in Ahmadi, 2018) claims.

One of the key abilities that kids need to develop is speaking. Speaking, in the words of Harmer (2007), is acting in real time. When two individuals are conversing, they say things at any time, and the other person responds right away. Speaking cannot be edited or changed after it has begun. This indicates that speaking is a direct form of communication. As a result, a lot of people credit their English proficiency for their speaking abilities. Speaking, according to Torkey (2006), is an interactive process of meaning-

making that entails information generation, reception, and processing. Speaking is the appropriate use of vocabulary, grammar, and pronunciation to convey ideas orally, coherently, fluently, and accurately; to provide relevant context for a transaction or interaction; and to improve spoken language use in everyday situations, which is defined as the capacity to acquire discursive rules. Conversely, speaking is defined by Oxford Dictionaries (2017) as the act of communicating ideas or expressing feelings with words. Thus, speaking qualifies as a speech action. Speaking serves as a communication tool for both the speaker and the listener. The listener reacts to the information offered by the speaker once the speaker conveys a message to them. By starting discussions, these activities give speakers and listeners the chance to interact socially and exchange ideas and information for each others.

Teachers have a responsibility to help pupils become better communicators. The experts in charge of organizing and carrying out the educational process are teachers. Instructors have a hands-on role in evaluating learning objectives and offering direction to enhance each student's unique abilities. Experienced educators create lesson plans and adopt innovative teaching methods that pique students' interest in learning. Professional teachers are responsible for instructing, mentoring, and educating pupils in accordance with the formal teacher level that students have attained. According to Cowie (2011), teaching English is an extremely emotional profession. It appears imperative to investigate the aspects that could influence or be connected to teachers' emotional development, given the

significant role that teachers' emotions play in the teaching and learning process.

This study concentrated on the style that teachers employ to help students become more proficient speakers. Speaking abilities in particular are crucial in this academic environment when it comes to learning methods. Based on how students react to the teaching philosophies that their professors model, several teaching and learning styles emerge. The preferred learning method of the students is impacted by this indirect effect. Additionally, the variety of preferences in teaching and learning styles leads to a mismatch and conformity in the ways that students learn and the ways that teachers teach. Based on the instructor's unique viewpoint and methods employed in the classroom, Grasha divides teaching styles into expert, formal authority (teacher style), personal model, facilitator, and delegator categories (Grasha, 2002). Every individual has an own way of thinking, as well as preferences and methods that shape his conduct. Within an educational setting, a teacher's teaching style is closely linked to his or her personal attributes and classroom behavior. According to Jarvis (2004), "the practice of philosophy" is a part of the teaching approach. includes proof of attitudes and ideas concerning all aspects of teaching and learning relationships. It represents every method, exercise, and strategy that educators employ when instructing students in a particular subject in the classroom (Cooper, 2001). Put another way, a teacher's behavior in the classroom is reflected in their chosen style of instruction. Hargreaves (1998) asserts that the way teachers teach is an

emotional performance that reflects their own beliefs and the processes by which they are ingrained. That is to say, emotions may have an impact on a teacher's manner of instruction.

Many people argue that style is important in education, but as teachers we have difficulty identifying the elements of style. One reason is that the concept of style has traditionally been underestimated. "It has been confused with compassion, denounced as a kind of attitude to hide a lack of substance, or tolerated as a natural manifestation of individual eccentricity" [Eble, 1980, p. 1]. Therefore, to define, understand, develop and use style effectively, we must go beyond the sometimes perceived negative connotations.

The idea that student evaluations of teaching styles represent customer satisfaction may be the most objective explanation of these results. This data reveals the actions of teachers that pupils find acceptable and unacceptable. This final element is difficult and should not be ignored. One measure of the emotional atmosphere in the classroom is student satisfaction. That is, how much they feel cared for by peers and teachers, and how at ease they are in their surroundings. Higher learning is linked to a pleasant emotional climate in a range of academic, training, and scientific environments. personal drive for achievement, students' willingness to ask instructors for guidance and assistance, and the capacity of students to confront lecture-related issues in a problem-oriented manner as opposed to dodging or dismissing them. [; Grasha, 1996; McKeachie, et. al.,1994].

Based on student and teacher observations and interviews, it was revealed that in teaching learning process in eleventh grade to improving speaking skill, Miss Nova and Sir Heru said that they not really pay attention with what kind of teaching style that they used in teaching English especially to improving speaking skill. The school that researcher choose as a place of research is SMAS MARS Pematang Siantar, One of the schools in Pematang Siantar that pays enough attention to improving the English skills of its students. One of the schools that excels in English with several achievements such as intercity speech competitions, story telling competitions and intercity drama competitions and so on. SMAS MARS Pematang Siantar is also one of the schools that has several special English programs such as "English Day" every Friday where in one day all school residents are required to use English both teachers and students. In dividing learning in class, for the "speaking" section of SMAS MARS Pematang Siantar, especially eleventh grade students. Speaking practice schedule with subject "conversation" is done every Thursday, special schedules are given with the aim and purpose of improving students' speaking skills. For the students, the researcher asking about are the students like to study English, and what factor that make the students interested or study English in eleventh grades at SMAS MARS Pematang Siantar.

The result of students interview session are some of students said that they are really interesting to study English and excited for the speaking because the teacher are really fun. The students also said, never get bored to

study English because the teacher always come to the class and serve many games. But, some of them also said did not really interested to study English because it hard to understand especially the speaking session, furthermore, the students said the teachers is kinda bored and too monotonous. The students can not enjoy the teaching learning process and afraid to asking some question because they lack in speaking English.

Thus, from the whole interviews from both side, the research is interested to analysis the teaching style and found that what types of teaching style that the teachers used to improving the speaking skill in eleventh grades at SMAS MARS Pematang Siantar. The study was carried out by the researcher under the titled “Teaching Style of the English Teachers in Teaching Speaking for Eleventh Grade Students at SMAS MARS Pematang Siantar”.

B. The Problem of Study

Based on the Research background description mentioned above, the problems of the study are summarized as follows:

1. What are the types of teaching style of the English teachers in teaching speaking for eleventh grade students at SMAS MARS Pematang Siantar?
2. Why did the teachers implement the teaching style in speaking skill of eleventh grade students at SMAS MARS Pematang Siantar?

C. The Objective of Study

Based on the problems of the study above, the objectives of the study is:

1. To analyze the types of teaching style of the English teachers in teaching speaking for eleventh grade students at SMAS MARS Pematang Siantar.
2. To analyze the reason of teaching style that teachers implemented in teaching speaking for eleventh grade students at SMAS MARS Pematang Siantar.

D. The Scope of Study

Regarding the expected research goal, the researchers need to address the following issues: This research was conducted in the Eleventh Grade Students SMAS MARS Pematang Siantar. The researcher observe and analyze a male English teacher and a female English teacher to get a comparison about the teaching style that the English teachers used in the classroom to improving English speaking skill.

E. The Significances of Study

The results of this study aim to contribute to language teaching and learning, as it is theoretically and practically useful for:

1. Theoretically, by composing this research the researcher hope that this paper can offer the help to get initial information about the teaching style in speaking skill especially for the school which SMAS MARS Pematang Siantar.
2. Practically, the findings are useful for:

- a. For the teachers, to obtain plenty of useful knowledge related to teaching style that suit with the student and kind of teaching style that can improving English speaking skill, also the reason why the teachers implemented the teaching style.
- b. For the students, student can be more enthusiastic in learning based on the teaching style that have been applied to improving students' English speaking skill.
- c. For the school, this research may serve as a freely paper of promotion that can introduce SMAS MARS Pematang Siantar school to all readers of this proposal and provide specific information about how the teacher do teaching style of teaching English speaking skill in the teaching learning activities in the classroom.
- d. For the researchers, this research can be used as a reference to help them do better or more thorough research in the future.