

CHAPTER I

INTRODUCTION

In this chapter, the writer was presented about background of the research, previous research, significances of the research, statements of the problem, objective of the research and scope of the research.

A. Background of the Research

This study aims to look at the strategies used in speaking and the problems faced by the teacher during the teaching process. To obtain the required data, researchers used classroom observations, interviews and as research instruments. Classroom observations and interviews were used to identify teacher challenges as well as strategies in teaching speaking. And the research results show how many strategies the teacher uses in speaking for eleventh grade students. Here are three common problems encountered during the process; limited vocabulary, incorrect pronunciation, and students' low self-esteem.

This research was conducted by researcher on the basis of her experience during her teaching internship at SMAN 1 Donorojo Jepara. The researcher found several problems in her teaching students during the teaching process of teaching during and offline in the classroom. One of the problems that attracted the attention of researcher wanting to do this study is the very poor level of student speaking skills during the Q&A session in the classroom. The students were very passive and almost 90% of no one spoke but when given questions in writing in the class, the students were active in answering the questions. However, when the teacher who teaches approximately 50-60% of the students communicate well, even though in this case the researcher has done things that can attract students to be more active in speaking in the classroom according to the instructions and methods notified by the guardian teacher. Therefore, from this problem, researcher want to examine what strategies are used by teachers, and from these strategies, which strategies are most effective in attracting the role of students to

more actively voice their opinions in the classroom without hesitation and fear in answering what the teacher asks?

From this study, the researcher wants to see all the important strategies teach by the teacher to improve students' speaking skills with some of the current problems. From this research also, it is hope that students can develop their speaking skills and receive positivity about the strategy. And this research aim at to see the English teacher's strategies in teaching speaking of eleventh grade students in SMAN 1DONOROJO JEPARA and to get detail information about the student's responses toward their teacher'sstrategies in teaching speaking.

Speaking is one of the subjects expected by students can use language (English) in daily communication. Destination teaching Speaking is to give students the ability to express themselves alone in the target language to address basic interactive skills such as exchange greetings and thanks and apologies, to express them, and to request information and services (Brown & Yule, 2000). Through Talking, everyone can express thoughts, ideas, and think freely and spontaneously. However, to communicate within the target easy language, especially if students have little understanding about the linguistic competence of the target language, lack of vocabulary and the confidence that makes them more likely to be afraid to use the language. As noted by Harmer (2007), students are reluctant to talk to their classmates because they are shy especially when a teacher asks them to give a personal opinion.

Unfortunately, this phenomenon also occurs in eleventh grade students of SMAN 1 DONOROJO JEPARA who still find it difficult to use English in communication. Based on the introduction study, researchers found that students lack confidence in using English language because of their limited vocabulary. Many of them are deficient vocabulary needed as they speak, and consequently, they can't keep the interaction going. The students also stated that they don't have enough time to practice English. They learn English at class is only for some time, and they have limited time to practice English outside the classroom which makes it difficult for them to use English. KAMI as stated by Hetrakul (1995), students more often use English only inside the classroom and less often

outside the classroom. Especially Bygate (1987, p. 3) points out that “one of the basic problems in foreign languages teaching is to prepare students to be able to use the language”.

Based on the explanation of the background above, it can be seen how important teachers’ strategies in teaching especially in teaching speaking. The researcher chooses SMA N 1 Donorojo Jepara as a subject of this study to know what strategies are good and suitable for use in speaking classes. And also students are expected to develop their potential in speaking both inside and outside the classroom and can add more words and confidence in speaking. So, the researcher wants to conduct a research under the title “*Teachers’ Strategies in Teaching Speaking at Eleventh Grade Students of SMA N 1 Donorojo Jepara in Academic Year 2021/2022*”

B. Statement of the Problem

1. What are the strategies used by the English teacher in teaching speaking at SMA N 1 Donorojo Jepara?
2. How are the strategies used by the English teacher in teaching speaking at SMA N 1 Donorojo Jepara?

C. Objective of the Research

The objectives of this research are two

1. To find out what strategies are used by the teachers in teaching speaking at SMA N 1 Donorojo Jepara.
2. To describe the English teachers’ strategies in teaching speaking and to get detailed information about how relevant the strategies are used by the teacher in teaching speaking at SMA N 1 Donorojo Jepara.

D. Significances of the Research

The result of this research was expected to be useful for:

1. Practically, giving positive contribution to be a better teacher through the understanding of new teaching strategies in teaching speaking.
2. Theoretically, this research was contributed to the development of theory about teachers' teaching speaking strategies.

E. Scope of the Research

The subject of this research was according to wehrli (2003) and kayi (2006) that was what strategies were appropriate and good to use in teaching speaking for Ips eleventh grade students in two classes of SMAN 1 DONOROJO JEPARA with the problems that are currently occurring and being experienced.

F. Operational Definition

The operational definition of each phrase is clarified below based on the research's title:

1. Teaching

Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things.

2. Teaching Strategies

Teaching strategies are methods and techniques that a teacher will use to deliver course material in ways that keep students engaged and practicing different skill sets. An instruction may select different strategies according to unit topic, grade level, class size and classroom resources.

3. Teaching Speaking

What is mean by "teaching speaking" is to teach ESL learners to produce English speech sounds and sound patterns. They should use words and sentence stress, intonation patterns and the rhythm of the second language.