

CHAPTER I

INTRODUCTION

In this chapter, the researcher stated the background of the research, statement of the problems, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

English is one of the most widely used languages in communication. In this era, many people must understand and speak English well because it is an international language.

According to Council of Europe (2001), English has several language skills: listening, speaking, reading, viewing, writing, and integrating in various types of texts. One of them is speaking skills. When teaching speaking to the students, the teachers can use many strategies for example, theory from Harmer (2001), acting from script, communication games, discussion, prepared talks, questionnaires, simulation and role play, and the roles of the teacher. Razi, et al. (2021) stated that teachers' strategy is planned by the teacher and implemented in activities that include using methods and various sources. Teachers need a suitable strategy to support learning to deliver a lesson more effectively.

Learning strategies are essential in creating more effective learning to make students more active. When teaching speaking to students, all English teachers should apply strategies, but in reality, some teachers still do not use strategies. The researcher chose P.D. Monfort for research because the researcher did a teaching internship at the school for one month. So, the researcher analyzed teaching and learning related to the school. The researcher found that there are still many students have low in speaking English. Based on the researcher observation when doing a teaching internship at P.D Monfort National Science High School, almost all seventh graders still lack speaking English. This is due to several factors: the students' poor speaking habits because learners speak when assisted and stop when alone. Besides that, students live and grow in several different environments, and

each environment strongly influences students' desires and abilities to learn. Based on these factors, students need interesting teaching strategies to encourage them to speak English actively.

Based on the situation above, it encourages the researcher to study what strategies teachers use in teaching-learning. Previous researchers have researched teacher strategies in teaching students speaking skills. One of them is by Khadijah, et al. (2020), who conducted research dealing with strategies in teaching speaking to visually impairment students. The result showed that the strategy used by the teacher was only two, namely, question and answer strategy. Besides that, the problems faced by the teacher are two, first, while teaching visually impairment students, all students were seated in one class. Second, there was no team teaching, and the school lacked facilities. The second previous was written by Ahmad, et al. (2022), who found that the strategies used by the teachers in Kampung Inggris, such as pronunciation class, grammar for speaking, academic speaking, impromptu, and public speaking.

This research is different from previous research. The previous studies were conducted with visually impaired students, and the second was conducted with English courses in Kampung Inggris. However, in this study, the researcher conducted her research in a public school in the Philippines. In this study, the researcher conducted a study entitled teachers' strategies in teaching speaking skill :a case study at p.d monfort national science high school in the philippines in academic year 2023/2024.

1.2 Statement of the Problem

Based on the background of the research above, the researcher formulates the problems of the study as follows:

1. What strategy do the teachers apply in teaching speaking skill: a case study at P.D Monfort National Science High School in the Philippines in Academic Year 2023/2024?
2. How do the teachers apply the strategies in teaching speaking skill: a case study at P.D Monfort National Science High School in the Philippines in Academic Year 2023/2024?

1.3 Objectives of the Research

Based on the statement of the problem above, this particular research aims:

1. To identify teachers' strategies to teach speaking skill: a case study at P.D Monfort National Science High School in the Philippines in Academic Year 2023/2024.
2. To describe how teachers apply the strategies in teaching speaking skill: a case study at P.D Monfort National Science High School in the Philippines in Academic Year 2023/2024.

1.4 Significance of the Research

1. Theoretically

In this case, theoretically, the result of this research is expected to support other research about teachers' strategies for teaching speaking skills. The development also helps others, especially in teaching speaking skills. To find out how the teachers apply the technique when teaching speaking skills.

2. Practically

a. For the students

This research is helpful for students. One of them is that it can equip them to speak English actively.

b. For English teacher

This research is helpful for an English teacher. The analysis of this research can be used as a reference to teaching speaking skills by some strategies effectively. Besides that, this research helps teachers better teach their students.

c. For future research

This research helps future researchers. This research also allows other researchers to improve their knowledge about teachers' strategies for teaching speaking skills. Other researchers gain new experiences from this research.

1.5 Scope of the Research

There are several teachers in P.D Monfort National Science High School, but the researcher focussed on two English teachers here.

1.6 Operational Definition

Based on this title of the research, the researcher defines several terms, they are:

1. Teachers Strategy

Strategy is planning and strategies for learning activities for educational purposes. The strategies are the techniques of learning and applying the strategies in the classroom.

2. Teaching speaking

Teaching speaking here focussed on how the teacher teaches speaking skills in class.

3. P.D Monfort National Science High School

P.D Monfort National Science High School is a public school, a combined junior high school and senior high school located in Dumangas, IloIlo, Philippines.

4. Teacher at P.D Monfort National Science High School

The two teachers who are teaching at P.D Monfort National Science High School in the academic year 2023/2024