

CHAPTER I

INTRODUCTION

This section provides a brief description of the introduction to the area of the research which comprises background of the research, statement of problems, aims of the study, significance of the study, the scope of the study, and clarification of key terms. At the end of this chapter, organization of the paper is presented to give systematically clear view of the whole content of the research.

1.1 Background

The teaching of speaking is having high concern in many language programs, which is due to the ever-growing needs for fluency of English. Given the fact, teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of the researcher during studying in high school, most of students of secondary school were not able to speak English. Furthermore, those who graduated from secondary school do not have sufficient ability for English speaking since the teaching of English in Indonesia is deemed to be unsuccessful

(Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011). Therefore, the portrayal of speaking-teaching strategies is going to be investigated.

The ability to speak is not influenced by a single factor, but a number of factors. Those factors are linguistics knowledge, which consists of genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, and extralinguistics knowledge, which includes topic and cultural background, knowledge of the context, and familiarity with the other speakers (Thornbury, 2005). However, as the focus of speaking is to improve the oral production of students, it is teachers' strategies to provide students a turn to speak. As Reiser and Dick (1996) argue that teachers can use the different strategies of teaching to achieve teaching-learning goals and objectives. This implies that it is teachers' responsibility to make students able to speak English by employing suitable teaching strategies of speaking.

In addition, teachers have to choose the appropriate method and strategy for students with different quality and quantity (Brown, 2001; Harmer 2001; Harmer, 2002). Besides, teachers attempt to create good learning atmosphere to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers. However, all teachers' endeavor to comply with students' needs has something to do with properly selecting accurate teaching strategies.

In spite of any efforts made by teachers to use their entire competence, master the materials, comprehend the aims, manage the programs, use method and technique, and lead the class and teaching-learning activity using its

infrastructure, teachers' strategies cannot be taken for granted because these strategies play a crucial role. It is correspondingly asserted by Cole (2008) that it is the teacher's role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to be able to communicate using the language being learnt.

The emergence of Communicative Language Teaching (CLT) interests teachers and educators to make use of this approach because it has "communication" as the main focus in the classroom. CLT, which is the most current approach for teaching English to students of ESL (Richards and Rodgers, 2002), also enables students to receptively and productively engage in learning process in order to gain communicative competence of second or foreign language. Besides, it attracts researchers' attention to investigate the effect of CLT implemented in classroom and to explore all about CLT, among others are Littlewood (1981), Savignon (2002), Richards (2006), Chung and Huang (2009), and Wei (2010). Seen from its role to facilitate communication, CLT seems to originate Interactive Language Teaching in which speaking skill is considered as the success of learning a language. One cannot say that a person masters a language without having the ability to communicate verbally, since the aim of learning a language is able to speak and language is viewed as a type of behavior (Brown and Yule, 1999; Richards, 2008; Nation and Newton, 2009).

Given the facts that teacher's strategies are important to attain the lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning, which is a subject of teaching

a language (Brown and Yule, 1999), these become the focus of the study. Therefore, considering those explanations above, this research is conducted to find out what strategies employed by the teacher in teaching speaking to students of a senior high school in Sumedang and students' responses towards each strategy.

1.2 Statement of Problem

In order to reach the purpose of the research, it is an obligation for the researcher to give a rise to the problems which are going to be investigated. Hence, the problems of the research are formulated as follows.

1. What strategies does the teacher employ in teaching speaking to students of a senior high school?
2. How do the students respond to strategies employed by the teacher?

1.3 Aims of Study

Deriving from the title of the research, *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*, and the research questions, the aims of the study are listed as follows.

1. To portray strategies employed by the teacher in teaching speaking to students of a senior high school in Sumedang.
2. To recognize how the students respond to strategies employed by the teacher in teaching speaking.

1.4 Significance of the Study

The study is important, especially for teachers, to provide clear view of what strategies likely appropriate and proper in teaching speaking, alongside the anticipation towards the emerging problems related to speaking skill so that the implemented strategies are delivered efficiently to students. Besides, this research enables teachers to selectively employ appropriate and proper teaching strategies for students in a classroom. As for other researcher, it gives beneficial information on teaching strategies in speaking implemented in the classroom in order that they conduct further investigation in the future.

1.5 The Scope of the Study

Concerning the aims of the study, this research is limited to portray what strategies used by the teacher and to find out students' response to the strategies by involving only a teacher and a class of senior high school students.

1.6 Clarification of Key Terms

This research may generate some terms requiring clarification which can bring about confusion and misunderstanding. To avoid such circumstances, the terms will be elaborated in accordance with the research. Those terms are teacher's strategies, teaching speaking, and Secondary level.

- Strategy means various actions, behaviors, steps, activities, or techniques that either teachers or students perform in the classroom (Brown, 2001, 2007). In the meantime, teaching strategy, according to Walker (1994, as

cited in Volya, 2009), is ‘a combination of student activities supported by the use of appropriate resources to provide particular learning experience (process) and/or to bring about the desired learning (product)’. So teacher’s strategies in this context can be defined as any efforts made and employed by the teacher in managing and organizing the classroom in order that the teaching learning process may reach the objectives.

- Teaching speaking is a process of giving lessons to students, in which the objective is making and helping students speak English (Brown, 2001). Teaching speaking in this study refers to the teaching of English skill where speaking as the main skill is taught to achieve the objectives. The research specifies that the students are EFL students, which English is taught and used as foreign language in Indonesia (Lie, 2007).
- Secondary level refers to schools or educational institutions above primary school (Elementary School) and below tertiary school (University Level). According to Lie (2007) and Holsinger and Cowell (2000), Secondary school has the usual duration of studying between grade 7-12. Therefore, secondary school for conducting the research can be Junior High School (*Sekolah Menengah Pertama*) or Senior High School (*Sekolah Menengah Atas*). However, this research is limited solely to involve Senior High School (*Sekolah Menengah Atas*).

1.7 Organization of Paper

The paper entitled *Teacher's Strategies in Teaching Speaking to Students at Secondary Level* is presented into five chapters. Each chapter is broken down into subtopics elaborating the topic being discussed. The next five paragraphs introduce each chapter in detail.

CHAPTER I: INTRODUCTION

This chapter encompasses background of the research, statement of the problem, aims of the study, significance of the study, the scope of the study, clarification of key terms, and organization of paper.

CHAPTER II: THEORETICAL FOUNDATION

This chapter mainly discusses literature review related to this research, explaining Communicative Language Teaching, Interactive Language Teaching, the nature of speaking, the teaching of speaking, the criteria for speaking activities, the strategies of teaching speaking, the characteristics of students at secondary level, and related study previously conducted by experts.

CHAPTER III: RESEARCH METHODOLOGY

This chapter comprises formulation of problem, research site and participant, research design, data collection technique, and data analysis.

CHAPTER IV: FINDINGS AND DISCUSSION

This chapter reports the findings and the discussion of the research containing data which are gained through classroom observation, interview to teacher, and student questionnaire.

CHAPTER V: CONCLUSION AND SUGGESTION

This chapter concludes the result of the research and suggests it to teachers as well as other researchers.

