

CHAPTER I

INTRODUCTION

1.1. Background of The Research

Language represents among the most crucial components of human interaction.. Through language we can communicate with each other, share ideas, information, feelings and so on. Language may also be used to convey feelings and thoughts, as well as to exchange ideas, experiences, and aspirations. Language may also be used to transmit information and create songs or stories. To put it another way, language is critical to people since it acts as a way of communicating.

There are various languages in this world, each country has a different language, even in one country there are several different languages. English is one of the thousands of languages that are used as an international language, English is an international language that is studied by almost all countries in the world. English is used for business affairs, political affairs and even to talk about the problems that occur.

Various nations adopt English as a second language, learning English as a second language instead than their mother tongue. For instance, the Netherlands, Denmark, Malaysia, and many more. English is taught as a foreign language in Indonesia. Children have been learning English in their schools since elementary and have progressed to high school and now even university.

Learning English is certainly not an easy thing, there are many things that must be considered in the English aspect. In English there are four skills that must

be mastered; speaking, reading, listening and writing. In learning English, of course, we learn about grammar and vocabulary. To learn English, we also need to increase our vocabulary and master grammar in order to master the 4 skills previously mentioned.

According to Baker and Westrup, speaking is oral communication which improves information availability (2003). Take it in turns is an important part of maintaining a smooth and engaged relationship. Speaking can occur in instantaneously, which pushes speakers to be spontaneous. This has an effect on the speaker's ability to organize the message, plan, and regulate the language used, exerting strain on the audience. As a result, formulaic phrases, delay mechanisms, self-correction, rewording, and repeating can assist speakers in becoming more fluent and dealing with real-time needs. Hughes (2002).

In Indonesia, a curriculum system had already been constructed, and the Curriculum of 2013 (Kurikulum 2013) has been devised and implemented from 2013. This considers every one of the speech-related aspects which pupils must be educated to in order to improve their speaking abilities. The curriculum is an evolution of previous curricula that use scientific approach. Teachers must use this approach of education, which encompasses attitude, knowledge, and skill competency, while teaching all subjects, including English. As said by McCollum (2009), the four fundamental components of scientific teaching are as follows: (1) teaching should foster pupils' sense of wonder; (2) teaching must enhance pupils' observation; (3) teaching should encourage students' analysis; and (4) teaching should necessarily involve students' interaction.

In According to this method, it should be clear that one of the teaching strategies for the English topic should include encouraging student dialogue. It means that teachers should always support and encourage their students' speaking abilities to make sure that their in-class interactions go smoothly. As a result, the strategy would provide students a chance to participate actively in conversation, which would enable them to effectively assimilate the information.

However, despite the improvements in the 2013 Curriculum and its expectations for students' English proficiency, there are still common issues that prevent pupils from improving their speaking ability. Instructors, learners, and educational activities as a context for teachers and students to engage are all aspects that influence these concerns. Kartikasari (2014) found many concerns with pupils, including teachers who continue to focus much more emphasis on grammatical rules but instead of English as a tool for communication, preventing students from being proficient speakers. As an outcome, pupils are frequently uninspired to know how to talk, which reduces their learning task. Teachers that lack originality and creativity also employ traditional and boring teaching approaches. These are also consistent with Richards' (2008) assertion that there are both internal and environmental variables contributing to pupils' subpar speaking abilities. The internal issues include the kids' bad grammar, limited vocabulary, and refusal to find the input on their own. The limited atmosphere and time for studying during class hours, the unfavorable classroom climate, and the little possibilities for English practice outside of class are among the external variables.

English teachers are therefore expected to not only have a strong command of the language, particularly speaking, but also to have a thorough understanding of classroom management. According to Ur (1996), teachers could use teamwork, simple language construction, careful theme and task selection to pique pupils' enthusiasm, discourse skills instruction or tutoring, and monitoring that pupils continue to speak the target language to address students' difficulties with speaking activities. Moreover, following Shumin, affective factors include self-esteem, mood, attitudes, motivation, and self-control may have a major impact on how well students communicate orally (1997). Therefore, teachers must carefully consider each of these factors in order to support students' development of speaking proficiency meant strategies to foster a collaborative learning environment (Brown, 2001).

According to the above justification, it can be inferred that studying teachers' methods for instructing speaking is crucial for enhancing learners' communicative abilities. Teachers should be knowledgeable about how to use those tactics according to the requirements and characteristics of their students at the appropriate time and location. In order for the teachers to successfully include speaking activities into their lessons, they must also consider the current speaking challenges that the students are facing (Ur, 1996).

1.2. Identification of the Research

From the explanation that has been described, the researcher found several problems consisting of:

1. The teacher is difficult to monitor the students when the learning activity is on processed
2. The teacher is difficult to evaluate the students because there are some students do not collect the task that the teacher give
3. Teacher do not know the characteristics of students
4. Some students are less enthusiasm on learning English

1.3. Limitation of the Research

Dealing with the problem that explain above, the researcher limits on how the teacher in teaching the strategy on speaking skill.

1.4. Research Question

The inevitable question is how the study's research problem is constructed: What are the strategies which teachers use to teach speaking?

1.5. Purpose of the Research

Its below were the research's goals: to characterize the strategies that teachers use to teach speaking.

1.6. Significance of the Research

In this study, there is a significance that was divided into theoretical and practical aspects, such as;

1. Theoretical aspects

The result of this research provided a lot of information and knowledge about metacognitive learning strategies in English lessons for the researcher.

2. Practical aspects

a. For Researcher

The research of this study can improve knowledge for the researcher about learning strategies in English lesson.

b. For Teacher

This research helped teachers to further develop various forms of leaning strategies so that they can make it easier for teachers to teach the students in the future.

1.7. Definition of Key Terms

The definitions of the major terms below must be explained in order to prevent confusion and make this research easier to investigate. terms below:

1. EFL:

English as a foreign language is learning English in a non-English speaking country refers to learning and using English as an additional language.

2. Strategies:

Strategies is an overall approach related to the implementation of ideas planning and implementation of an activity within time frame. It also use to deliver course material in ways that keep students engaged and practicing different skill sets. An instructor may select different teaching strategies according to unit topic, grade level, class size, and classroom resources.

3. Teaching Speaking:

A process of giving students lessons in building and sharing meaning through the use of verbal or oral.