CHAPTER I
INTRODUCTION

This chapter presents such topics as background of study, statement of problems, purposes of study, significances of study, scope and limitation, and definition of key terms. Each section is presented as follows:

1.1 Background of Study

One of language skills that should be learnt and improved by English learners is speaking. Speaking is one of the central elements in communication (Richards, 2002:210). Speaking is the bridge to communicate with the people all over the world.

Since speaking is one of productive skills in teaching English, teaching speaking strategies are needed to make students interested and active to speak, especially for the passive students. In order to get the good outcomes of the teaching and learning process, the strategies for teaching the English skills should be made appropriately for each skill (Anjaniputra, 2013:1). One of the obstacles in speaking is that the students do not want to be active to speak. For instance, in SMP Aisyiyah Muhammadiyah 3 Malang, there was found that there were so many students who did not want to speak up actively in speaking English even in speaking class. They would not be active to speak English even they were asked to speak up. They kept speaking in Bahasa and Javanese language rather than speaking English. Likewise, Moore (2015:10) states that mostly learners prefer to be passive rather than be active in learning. Teacher should have the ability to
create an active learning, especially in speaking class because speaking is the important skill in learning English.

As stated on Richards (2002:201), speaking is used for many different purposes, and each purpose involves different skills. There are so many purposes of speaking such as: speaking is used to express opinions, to persuade someone about something, to clarify information, to give instructions, to get things done, describe something, complain about people’s behavior, make a polite request, or also to entertain people with jokes. Thus, as a language learner, students have to develop their proficiency in speaking. In order to help students to develop their proficiency in speaking, teacher should know how to design speaking activities that are needed by students. Richards (2008:20) declared:

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

Hence, as the teacher of language has to be able to find what are needed by students in the teaching speaking. Teacher should not only know what kind of speaking needed by students but also how to create teaching and learning process which consist of methods, techniques, also strategies that are match with your students’ needs.

The research of teaching speaking strategies had been carried out by some researchers. The first research was done by Murdiyanti (2012) found that teaching strategy in speaking is mostly used by the teacher are lower inhibition, encourage rise taking, encourage students to use right-brain processing, and help students to use their intuition. The second research was done by Warnaningtyas (2005) found
that native English teacher in Bhineka English Course used expository approach strategy and immersion strategy in speaking classroom activity.

Based on the explanation above, it is important to conduct the similar research with a different subject. In this case, the researcher would like to analyze the teaching strategies in speaking instructional activities at 2\textsuperscript{nd} grade of SMP Aisyiyah Muhammadiyah 3 Malang.

1.2 Statements of Problem

Based on the background of study above, the problems of this research are stated as follows:

1) What are the teaching strategies implemented by English teacher in speaking instructional activities at 2\textsuperscript{nd} grade of SMP Aisyiyah Muhammadiyah 3 Malang?

2) How does the teacher implement those teaching strategies in speaking instructional activities?

3) What are the problems faced by the teacher to teach speaking using those strategies?

1.3 Purposes of Study

Based on the statements of problem above, the purposes of study are:

1) To find out the teaching strategies implemented by English teacher in speaking instructional activities at 2\textsuperscript{nd} grade of SMP Aisyiyah Muhammadiyah 3 Malang.
2) To know and understand the teacher’s ways of implementing those teaching strategies in speaking instructional activities.

3) To discover the problems faced by the teacher to teach speaking using those strategies.

1.4 Significances of Study

Significances of Study of this research are:

1) For English teachers, if the teaching strategies are appropriate used in speaking instructional activities, especially for developing students’ activeness of speaking, the result of this study can be used as an alternative way for the teacher in teaching speaking.

2) For further researchers, this study can be used as reference, especially if they want to do the similar research about teaching speaking strategies.

1.5 Scope and Limitation

The scope of this study is focused on the teaching strategies in speaking instructional activities at 2nd grade of SMP Aisyiyah Muhammadiyah 3 Malang. This research is limited to investigate the teaching strategies implemented by teacher in speaking instructional activities, teacher’s ways of implementing the strategies, and problems faced by teacher while implementing the strategies.
1.6 Definition of Key Terms

1) *Teaching* is the activity that has the aim to help someone to learn how to do something by giving instruction, guiding to learn something, and also transferring the knowledge (Brown, 2000:7)

2) *Speaking* is a productive skill (Syrja, 2011:102)

3) *Strategies* are defined as elements used to improve the task performance in which the implementation and operations can be done deliberately and nonobligatory as wanted. (Bjorklund, 2005:180)

4) *Develop* means to make or bring out something become more advanced, effective, or grower than before (Pawar, 2014:6)

5) *Activeness* can be meant as a readiness and seriousness in asking and answering the question actively (Huda et.al, 2015:583)

Following this section, chapter II would like to review some related literature dealing with the purpose of this study. It is hoped that by doing the review here will be a purification on the researcher understanding. The related literature may be used as a guide to make the researcher easier to get the data while conducting the research.