CHAPTER I
INTRODUCTION

This chapter presents background of study, statement of problem, purpose of study, significance of study, scope and limitation, and definition of key terms, each part is presented as follows:

1.1 Background of the Study

Language is the way how people learn to communicate with others, without language they cannot directly communicate with others. People use language to express their mind, wishes, and ideas (Derewianka, 1990:3). Language is a means of communication people use to share ideas with others. That is why language is essential for human life. In the world, there are many different languages such as Indonesian language, English, Chinese language, Korean language and so on. However there is an international language that is English. English is very important for human life, because when they are going to go to another country, they can use English to communicate with others.

English is very important because it is used as a means of international communication for conveying science and technology. Therefore, more people learn English and the development of many fields are discussed and made available in English. In English there are four skills. Those are reading, writing, listening and speaking. Especially speaking, it is an English skill that is important
to learn because speaking is an interactive process of constructing meaning that involve producing, receiving, and processing information Brown, 1994 (in Murdiyanti, 2013). Therefore, speaking is supposed to be the most important skill to be learned in most school.

Speaking is the most important skill for the students in learning English as foreign language. It is also a basic skill of oral communication. Many language students regard speaking ability as the measure of knowing the language. According to Larsen - Freeman (2002 : 46) we have to use drills if we want the students to be able to speak English communicatively. The students define fluency as the ability to converse with others, much more the ability to read, write, and comprehend oral language. Considering the important of speaking, the teacher should be more creative to teach the students in teaching speaking skill.

Teaching speaking is to teach the students to produce English, use and select word and organize language. It is important because improving the student’s ability in producing English orally as well as when they speak with teacher and other people, when the teacher teaches speaking skill, they must implement appropriate strategy to make the students understand easily. Therefore, the teacher should have a good strategy to encourage the students speak English in the class activity.

Teaching strategy is all of activities and resources that the teacher plans in order to enable students to learn and for the achievement of particular educational purpose. While Brown (2000 : 113) states that teaching strategy is specific
method used by the teacher for approaching a problem or task, while of operation for achieving a particular end planned design for controlling and manipulating certain information. It means that teaching strategy is a plan for someone learning, which includes teachers explanation and information, student activities, teaching and learning materials that will be used separated and measured. Therefore, the teacher should apply certain strategies to make the students interest to the class speaking activity and understand the lesson well.

Two previous studies are related to this issue. Hidayah (2014) in her thesis stated that a study of teaching strategies in EYL program 5th grade of the English department of UMM used three strategies of presentation, demonstration, and game strategy. This strategy aimed to build the students’ enjoyed and fun in teaching learning process. Another study was conducted by Warnaningtyas (2006) who investigated teaching strategy in teaching speaking at Bhinneka English private course Malang found that expository and immersion strategies were frequently used by teacher in teaching speaking. She also resulted that those strategies were applied in that course to make classroom more fun and interesting.

Based on the background, the researcher is interested in investigating the teaching strategy in speaking used by the English teacher in SMA Muhammadiyah 3 Batu. SMA Muhammadiyah 3 Batu is chosen because the researcher has done Magang I and observation there, so the researcher knows the situation and the students there. Besides, the implementation of teaching strategy used by teachers in teaching English in this school is rarely been investigated.
1.2 Statement of the Problem

1. What are the teaching strategies used by teacher in teaching speaking skill at tenth grade of SMA Muhammadiyah 3 Batu?

2. What are the problems faced by the teacher in teaching strategies in teaching speaking skill at tenth grade of SMA Muhammadiyah 3 Batu?

3. How does the teacher solve the problems in teaching strategies in teaching speaking skill at tenth grade of SMA Muhammadiyah 3 Batu?

1.3 Purposes of the Study

1. To know the strategy of teaching speaking skill used by teacher at tenth grade of SMA Muhammadiyah 3 Batu.

2. To know the problems faced by the teacher in teaching speaking skill in class at tenth grade of SMA Muhammadiyah 3 Batu.

3. To know how the teacher solves the problems in teaching speaking skill at tenth grade of SMA Muhammadiyah 3 Batu.

1.4 Significances of the Study

The researcher of this thesis hopes that this study has some significances and the expected result, those are:

1. For teacher, the finding of this study will become the reflection of the teaching strategies in teaching speaking skill used by teacher in SMA Muhammadiyah 3 Batu.
2. For students, the students can improve their speaking skill with a good and appropriate the strategy.

3. For next researcher, there will be a clear vision about the strategy to teaching English, especially in teaching speaking class and hopes that the result of this study can be used to add more knowledge about discourse study especially about this strategy.

1.5 Scope and Limitation of the Study

The scope of this study focuses on the teaching strategy used by the teacher in teaching speaking skill at SMA Muhammadiyah 3 Batu. The researcher tries to analyze teaching speaking strategies by the teacher in tenth grade at SMA Muhammadiyah 3 Batu.

1.6 Definition of Key Term

In order to avoid misunderstanding, the following definition are given:

1. Teaching strategy: is specific method used by the teacher for approaching a problem or task, modes of operation for achieving a particular and planned designs for controlling and manipulating certain information (Brown, 2000 : 113).
2. Teaching: is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2007: 8).

3. Speaking: an interactive process of constructing meaning that involves producing, receiving and processing information (Brown: 1995). In this study, speaking refers to the interactive process of students in producing, receiving, and processing information in their class activity.