

# CHAPTER I

## INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

### **1.1 Background**

Speaking is an activity carried out by students when learning English. Speaking which is one of four language skills (writing, reading, listening, and speaking). Speaking cannot be produced without master several components such as grammar, vocabulary, spelling linguistic components. Byrene (1984) states that speaking or oral communication is two-way process between speaker and listener that involves productive and receptive skills and understanding. It can be concluded speaking is an oral presentation that is associated with pronunciation with the other speakers.

In teaching speaking, the teacher's strategies are important aspect. There are some reasons why teacher's strategies are important aspect in teaching speaking. First, Volya (2009), a professional teacher should consider appropriate strategies in teaching speaking, as focus of teaching speaking is to improve the speaking skill of the learners. It is correspondingly asserted by Cole (2008), the teacher's role to provide effective strategies in accomplishing students' educational needs, whose general purpose is learners be able to communicate using the language being learn.

Furthermore, Reiser and Dick (1996) argue that teachers can use different teaching strategies to achieve teaching and learning goals and objectives. This means the role of the teacher to provide an effective plan / strategy in meeting the educational needs of students, whose general purpose is to communicate using the language being learned. This implies that it is the teacher's responsibility to get students to speak English by implementing appropriate speaking teaching strategies.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of context. Chaney (1998) states that by speaking with others, we are able to know what kinds of situation are in the world. Speaking skill is emphasized to the student to make them increase their capability that they can communicate by using English correctly in speech. There are some strategies of teaching speaking. Those strategies are grammar, vocabulary, pronunciation (stress, intonation, and pitch), fluency, and gesture. The strategies are needed to apply the discussion technique in teaching speaking skill to increase some aspects of the students; they are the capability and self-confidence of students in speaking English.

Strategy is an important aspect in teaching and learning process. In teaching and learning process strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Samira (2014), identifies factors causing speaking difficulties as: Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves. However, to achieve this highest target of English is not an easy thing because when speaking students must speak and think about the components of speaking at the same time. Therefore, students should learn those components of speaking to become a good speaker. Abbs and Freebairn (2000) states that speaking is complex skill to be learned by learners because they have to think the ideas or thought they wishes to express only if they are eager to know about sounds, structure, and vocabulary system of language. In this case, students should master those components of speaking in the process of learning speaking skill. It becomes a task for English teacher in the school to create an enjoyable, interesting and interactive English class for students especially in every speaking activity to make them confident to speak. Moreover, the goal of teaching

speaking is improving students' speaking skill when they are interacting with other people.

In relation to these problems, a preliminary study was conducted at SMK N 5 Palembang by using informal interview. It was found some that students are not able to speak fluently, not confident to speak in front of class, having lack of vocabulary, and not understanding what teacher saying because students found these problems, the teacher took the initiative to find the right strategy to be applied to these students. Speaking is a productive skill that can be directly observed empirically the teacher tries to teach students how to apply several strategies to improve students' speaking skills as suggested for cooperative activities, role play, creative tasks, and drilling.

Based on description above, teacher strategies are important for achieving the goals of the lesson which affect the circumstances of teaching learning. Therefore, considering those explanation above I conducted a research study entitled "Teachers' Strategies In Teaching Speaking : A Case Study at SMK Negeri 5 Palembang"

## **1.2 Problem of the study**

From the introduction above, the research problem was formulated in the following question: What are the teachers' strategies in teaching speaking at SMK Negeri 5 Palembang ?

## **1.3 Objective of the study**

Related to the problem above, the objective of the study was to find out the teachers' strategies in teaching speaking at SMK Negeri 5 Palembang.

## **1.4 Significance of the Study**

The results of this study were expected to contribute to the English language learning. Firstly, for the student as source of information to solve their problem in understanding speaking lesson. Secondly, for the teacher as a reference to improve

teaching strategy in teaching speaking. At last, for the researcher as additional information and knowledge of experience in education, especially in teaching speaking for a better future English teacher.