

Chapter I

Introduction

1.1 Background

English as the international language takes an important role in communication nowadays. English is used as a bridge for every country in the world to start the conversation. Some countries such as England, United States, South Africa, Canada, Australia use English as their first language. As cited in Chrystal (2003), English is now the language most widely taught as a foreign language – in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process.

English also has a very important role in our social life. People who have good English skill can get a better job than the others who have not. We also can go abroad to continue our study by mastering English. This case proves that how important English is.

Students should learn English because English is one of the keys of success in this global era. Seargeant and Erling (2011) stated that English language skills are seen as a resource which will allow for participation in the financial, political and knowledge economies which, today, are increasingly being conducted at a global level, and which therefore rely on modes of international communication. To be good at English the students should master four English

skills those are listening, speaking, reading, and writing. Dash and Dash (2007)

cited that:

The four language skills—listening, speaking, reading, and writing are to be developed in sequential order. These language skills are interdependent in the sense that failure to acquire one will lead to a general failure in learning the language. Listening leads to speaking. Speaking leads to reading which in turn leads to writing. In other words, writing depends upon the reading skill. The skill of reading depends upon speaking which is dependent upon listening. If a pupil has to learn English well, all these skills must be mastered well.

Usually, the students often confuse how to practice their English skill especially in speaking. The students are afraid to start the conversation or express their idea in English. Whereas the important thing to master the speaking ability is practice it every day. By mastering this skill the student can compete in this globalization era.

It is undeniable that the strategies which are used by the teacher in teaching speaking ability also become an important factor to make the students speak English more fluent. Teachers often need something beyond a plan—they need a set of tangible strategies to direct the implementation of these plans in the classroom (Silver, Strong, and Perini, 2007). As we can see, today there are still many students who can not speak English fluently. Even though they have been learned English since in elementary school.

The students often ashamed to speak English because they have the low of speaking ability. It is important to build the self-confidence of the students to speak. The teacher should make the atmosphere of the class become more fun to build the students' motivation to speak. The writer is interested in conducting a

research entitled "*The Teacher's Strategies in Teaching Speaking Ability*" because the writer wants to analyze what are the strategies which are usually used by the teacher in teaching speaking ability to the students. Because the teacher's strategies in teaching speaking ability are important to achieve the learning objectives. Besides that, the writer also wants to know the responses of the students related to the teacher's strategies in teaching speaking ability.

1.2 Identification of the Problems

Based on the background above, there are some issues which can be identified. The first problem is the lack of students' motivation in speaking English. Most of the students are less interested in speaking English. They assume that English is difficult to be learned. This is also because students do not have the confidence to speak English.

The second problem lies in the teacher's side. Some teachers use low voice and they speak too fast when explaining the material. Finally, it can cause the confusion of the students in understanding the teacher's explanation.

The third problem is the environment. Most of the students are rarely speak English in their daily life. It is because the students' environment does not support their motivation to speak English. They can not practice to speak English in their environment because they are difficult to find someone who can act as a partner to practice speaking ability.

The last problem is the teacher's teaching strategies. The teacher's teaching strategies in teaching speaking ability also become the important thing. Some teachers still use the monotonous or inappropriate strategies in teaching speaking ability. It can cause the students difficult or confuse even bored to learn English especially in speaking.

1.3 Research Questions

In this research the writer tries to answer the research questions as follows:

1. What strategies that are used by the teacher in teaching speaking ability to the students?
2. What are the students' responses toward the strategies which are used by the teacher?

1.4 Limitation of the Study

The research will focus on describing the teacher's strategies in teaching speaking ability and the students' responses toward the strategies which are used by the teacher in SMAN 1 Ngamprah.

1.5 Objectives of the Study

The objectives of the study of this research those are:

1. To know the strategies which are used by the teacher in teaching speaking ability to the students.

2. To know the students' responses toward the strategies which are used by the teacher.

1.6 Significances of the Study

The significances of the study of this research as follows:

- a. The Theoretical Significance

This research is expected to help other researchers to find out the reference related to the teacher's strategies in teaching speaking ability.

- b. The Practical Significance

This research is expected to give input to the teacher to find out the strategies which can be used in teaching speaking ability.