

CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to discuss about research context that tell us about the phenomena in problems of study, research focuses that tell about the focus of the problem in research, research objectives that tell about the aims of the researcher, significance of study tells about the benefit of the research, such as for the researcher, the student, and the readers. The scope and limitation of the research that make the research have the main problems of the research and definition of key terms that tell about the explanation of the title of the research based on researcher perspectives.

A. Research Context

The strategy is a plan intended to achieve a particular purpose.¹ According to Richard in his book, strategy is procedures use in learning, thinking, etc., which serve as a way of reaching a goal.² It means that strategy is what the teacher used to achieve a particular purpose of student in learning process. And the strategy also can called as style of teacher that used in learning process to make the student understanding about the material or make a difference in learning process.

¹ Dadang Sunenda and Iskandar, *Strategi Pembelajaran Bahasa*, (Bandung: PT. Remaja Rosdakarya, 2008), page. 2.

² Jack C. Richards and Richard Smith, *Longman Dictionary of Language Teaching and Applied Linguistics*, (New York: Cambridge University Press, 2010), page. 559

Teachers, of course, also need to be proficient in these strategies, particularly paraphrase and mime, if they are to convey meaning to their learners during communication practice, without relapsing into direct translation.³ It means that teacher is tools that use the strategy to expedite in teaching learning process.

According Bygates state that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Through speaking student can be active interact, communicate, share ideas, thought, feeling, opinion, and message to other people in speech. In additional, speaking also can be defined as oral communication that shows how well a speaker is able to arrange the words so that to express their thought and can be understood by listener. Speaking can also assess the meaning of other people. Moreover, speaking is mastering ability, people can easily doing conversation with others, share opinions, ideas and exchange the information.⁴ Speaking is used for communication among people in society in order to keep the relationship between them.⁵ It means that speaking is an ability to communicate, share ideas, opinion, or others that can make exchange the information with other easily.

Speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. The more students have

³ Pat Pattison, *Developing Communication Skills*, (New York: Cambridge University Presss,1989), page. 132.

⁴ Thenzia Februa Reza, dkk, "The Practice Rehearsal Pair Strategy Towards Student's Speaking Ability at The Tenth Grade Student of SMAN 2 Lubuk Alung" *Jurnal Curricula*, 2, (July, 2017), page. 42.

⁵ Muhammad Muklas, "Talking Chips Technique to Teach Speaking", *Journal of English Language Education and Literature*, 2, (2017), page. 58

opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. Good speaking activities can and should be extremely engaging for students. If they are all participating fully. Scott Thornbury suggested in Jeremy Harer's book that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become 'talking classroom'.⁶

Collie and Slater in Siti Surinah Harahap's journal said that speaking will encourage the development of fluency in spoken English. Speaking fluently, of course, involves speaking easily and appropriately with others but it carries a further assumption in simple term.

According to Rivers in Erwadi in Siti Surinah Harahap's journal said that what the students need in a target language is the skill to use the language in acts of communication, because speaking is a very complex and different skill to learn especially by the foreign language students. Speaking is a language skill or means of communication in which one can express his/her idea, feeling and information to others orally. Speaking skill needs direct interactions, in which someone speak to someone directly.⁷

In junior high school, the student should learn about grammar, vocabulary, and pronunciation mastering. In this case, the student of junior high school can called as beginner in English subject. So, they should learn about that. In learning process, teacher has many strategies that can use to teach speaking in English

⁶ Jeremy Harmer, *How to Teach English*, (England: Pearson Education Limited, 2017), page. 123.

⁷Siti Surinah Harahap, "An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir", Journal Article, (Februari, 2015), page.2.

subject. Therefore, teachers require speaking in English subject and the student would know the vocabulary to speak English in learning process. And the teacher has punishment to student that not speaks English. It would be effective to do it, because indirectly the student would get used to speak English.

The researcher takes this research based on the student of SMPN 2 Pamekasan. The student tells how the English teacher teaches the students. The English uses English and Indonesia language in teaching learning process. And the teacher asks the students to speak English even the student's comprehension is a little bit and the pronunciation is not good. If there is a student do not speak English each other or with teacher, there is a fines. With the strategy, the teacher wants to the students can speak English just a little bit. And make the students confident what the student speaks.⁸

Based on the previous reaserch and theory above, the researcher want to conduct a research about **“The Strategies of English Teacher in Teaching Speaking Skill at The Eighth Grade Studnets in SMPN 2 Pamekasan”**

B. Research Focus

In an educational that covers a board topic of concern, researcher should focus the research in order to researcher can study it easily.⁹ It means, researcher specify the problem by limiting the subject matter and focus attention on a specific aspect of study. In this research, the researcher focuses are describes as below:

⁸ Preliminary Research

⁹ Donald Ary, *Introduction To Research In Education*, (Canada: Wadsworth Cengage Learning, 412006), page. 53.

1. What are the strategies of the teacher uses to teach speaking skill at the eighth grade students in SMPN 2 PAMEKASAN?
2. How the teacher does use the strategies to teach speaking skill at the eighth grade students in SMPN 2 PAMEKASAN?

C. Research Objectives

Research objective is specific goal that the investigator plans to achieve in a study.¹⁰ It means, the researcher every attempt done must have goal. Based on the researcher focuses the researcher has goal of this study, as follow:

1. To know the strategies of the teacher use to teach speaking skill at the eighth grade students in SMPN 2 PAMEKASAN
3. To know how the teacher uses the strategies to teach speaking skill at the eighth grade students in SMPN 2 PAMEKASAN

D. Significance of Study

Significance refers to contribution of the research result to improvement of the related practice (practical contribution) and or the development of related theory (theoretical contribution). The significance of the study in theoretical contribution of this research is expected to give new information about thing dealing with the result of this research.

This significance of the study in practical contribution are:

1. Theoretically Significance
 - a. The result of this research to know about the strategy of English teacher in teaching speaking at eight grade.

¹⁰ John W Creswell, *Educational Research*, (Boston: Pearson Education, 2012), page. 111.

- b. This research would give an explanation about the strategy by teacher in learning English and respond of student by using the strategy in teaching speaking.

2. Practical Significances

- a. The reader

This research would give explanation to the reader about the strategy of English teacher in teaching speaking.

- b. The teacher

This research would be expected to be review for teacher; therefore the teacher can fix and optimize the best strategy in teaching speaking in the next teaching process.

- c. The students

This research can give the student's knowledge about the strategies in teaching speaking used by English teacher in teaching learning process.

- d. The other researcher

This research can give interested in speaking to conduct another research with a scope of speaking especially these strategies in teaching speaking by different methods of analysis to get more accurate findings.

E. Scope and Limitation

The scope is range of thing that a subject organization.¹¹ The scope refers to what the researcher would be like the deliver or explain in this research and the problem that researcher would be like to discuss about. In this research the scope is focused on teachers' strategy in teaching process. While the limitation of this study is the eighth grade students in SMPN 2 Pamekasan, especially in G class. And the topic here specific or focus on Kayi's perspective.

F. Definition of Key Term

Definition of key term is needed to avoid the differences of understanding or unclearly meaning. The terms that are needed to explain are terms that concerned with the main concepts in thesis.¹²

From this definition the researcher wants to discuss about understanding that state the information such as:

1. Strategy of English teacher

Strategy of English teacher is a plan intended of English teacher to achieve a certain purpose. And strategy is planning something by English teacher itself.

2. Speaking

Speaking is one of skill in English subject that should be learned, it means that the skills allow to communicate effectively and to convey the knowledge in words and in a process that the listener can understand.

¹¹ Oxford Learner's Pocked Dictionary, (New York: Oxford University Press, 2003), page. 393

¹² John. W Creswell, *Educational Research*, (Boston: Pearson Education, 2012), page, 82