

CHAPTER I

INTRODUCTION

This chapter discusses the research context, Research problems, Research Objectives of the study, Significances of study, Scope and Limitation of the study, and definition of key terms.

A. Research Context

Learning English is very important for people. In learning English, there are four language skills, as the researcher knows that language teaching has identified the four skills. They are reading, listening, speaking, and writing. One of the skills in language teaching is speaking. In language teaching also begins with the spoken language and the material is taught orally before it is presented in written form.¹ Therefore many people suppose that someone who can speak English is smart and master English. Speaking skill is emphasized in students learning English.

Speaking is the ability to speak English. The students studying English must practice their speaking wherever and whenever the student moreover when the students are in a place that can support the students to speak English fully. So that the students will have a good ability to speak English fluently and well.

¹ Richard And Rogers, *Approach And Methods In Language Teaching* (New York: Cambridge University Press, 1986) P. 34

Haris said that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different.² It means that in speaking not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also we understand when, why, and in what ways to produce a language.

According to Scott Thornbury in his book. By the title “How to teach Speaking “ that speaking is so much a part of daily life that we take it for granted.³ In this case, speaking is called by the most important for students because it can be the measurement of the students’ of knowledge learning English as a second language. But most students think that the most difficult skill is speaking because students must speak up. Most students can’t speak English because they have less vocabulary. And sometimes, they feel shy to speak because they afraid doing mistakes. They are also nervous and do not have high confidence to speak English in front of the class.

In this case, speaking is called by the most important aspect of learning a second language. In fact, mastering speaking skill is very important for students because it can be measurement of the students' knowledge learning English as a second language. In my pre-research with some students and the teacher in SMK Nahdliyatul Islamiyah Blumbungan Pamekasan I found that the students interest and spirit in joining the speaking class, the students also more active in speaking class than other school I have ever known.

² David P. Harris, *Testing English as a Second Language* (America, 1969), 81.

³ Scott Thornbory, *How To Teach Speaking* (USA: Person Education Limited, 2005) P. 01

In this school, the teacher implements the strategy to make students interest in speaking class. With the strategy, the students encouraged to speak when ask and answer questions. The students also did not realize that they are learning, they enjoy but also they get the advantages of learning English.⁴ This strategy in teaching learning process is not only involving the teacher and the students, but also between the students and the other students.

According to Nana Sudjana strategy is the teachers act to make lesson planning.⁵ It means, the teacher uses some variables in teaching and learning such as; aimed, methods, facilitates, and evaluation, all of them can influence the students to reach the main purpose of learning. The basic strategy is the real actions in the teaching and learning process through some effective ways. Strategy and methods of learning activities are related, both of them are inseparable things. Due to achieve the goal of the strategy, the teacher should make some varieties of methods in teaching and learning activity. Using the strategy is very depends on learning purposes, content, learning process, and learning activities. Learning strategy is the technique used by the teacher to source the learning material when they enter the class, that done them individually or grouping. Thus, the teacher has an important role to know some strategies used and implement in each learning meeting. To get the main purpose of learning; the students and teachers should be active, we interact, and make a good relationships. Hence, they need communication to develop totally and they will succeed to reach an achievement at the average

⁵ Ahmad rohani, *pengelolaan pengajaran*, (jakarta: pt. rineka cipta, 1995), p. 38

level than before through speaking. The next, they can master speaking English.

Based on the teacher who teaches English at SMK Nahliyatul Islamiyah Blumbungan Pamekasan says that learning strategies can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. From the above understanding, two things that need to be observed, namely the learning strategy is an action plan (series of activities) including the use of methods and utilization of various resources or strengths in learning, the means the preparation of a work plan has not yet reached the action. Strategies are arranged to achieve certain goals. That is, the direction of all strategy-making decisions is the achievement of objectives. Thus, the preparation of learning steps, the use of various facilities and learning resources, all of which are directed towards the achievement of goals. Therefore, before determining the strategy it is necessary to formulate clear objectives that can be measured for success.⁶

In the teaching speaking usually the teacher use some strategies to make a class be active in the study together, there is some student that have speaking ability to speak when they study about English subject. But, in the process of studying English subject, some students do English speaking. Who knows about what is the influence on student in study speaking ability. Surely the teacher must use a method in the class to make the students not get bored in learning, or is not saturated. The students felt bored if the teacher does not use their creativity to prepare the lesson. Using strategies used by the teacher

⁶ Interview with the teacher who teach at SMK Nahdliyatul Islamiyah (07, October 2019, 09:40)

in implementing the lesson will be built the students interest to learn more about English from those explanations above.

When in the learning process, teachers usually use (Think Pair and Share) TPS strategies. Where the TPS strategy is used in pairs, namely how to implement it is students face to face or create groups of 2 people for 1 group. The teacher gives a Lottery on the topic and the student or group discussion with the group, share in their own opinions, and then convey the results of the discussion to the class. As for the anchovy analysis used by the teacher is fluency, vocabulary, and pronunciation.⁷

I know from the observation that in this place here have activities unique as like reciting surah Yasin before start the study, and the phenomena that are at such institution that I do observation it is about teachers strategies in teaching speaking. The teacher implemented the strategies in class with a combine, it is consolidating the student that active with passive.

B. Research Problems

According to John W. Creswell, the research problem is an educational issue, concern, or controversy that the researcher investigates.⁸

From the definition above, it is important. Part of research without it the researcher can't determine what will be observed and the source of data related to the research problem, the researcher gives two questions as follow:

⁷ Ibid

⁸John W. Creswell. *Educational Research Fourth Edition* (Boston: Pearson Education , 2012), P. 66.

1. What are the strategies used by the teacher in teaching speaking English at the tenth grade of SMK Nahdliyatul Islamiyah Blumbungan Pamekasan?
2. What are the advantages and disadvantages of the strategies used by teacher in teaching speaking English at the tenth grade of SMK Nahdliyatul Islamiyah Blumbungan Pamekasan?

C. Research Objectives

The research objective is a statement of content for the study that declares specific goals that the investigator plans to achieve in a study.⁹ It means that the research objective is declaring the aims based on the research problems that are made by the researcher. The aim of this to answer the research problems which becomes the main problem of this study, they are:

1. To know the strategies used by the teacher in teaching speaking English at the tenth grade of SMK Nahdliyatul Islamiyah Blumbungan Pamekasan.
2. To know the advantages and disadvantages of the strategies used by teacher in teaching speaking English at the tenth grade of SMK Nahdliyatul Islamiyah Blumbungan Pamekasan

D. Significance of Research

The significance of the study is a probability level that reflects the maximum risk you are willing to take that any observed differences are due to chance.¹⁰ This is the next important thing after research objectives that can be researched, and the research focuses can be answered accurately. Commonly,

⁹ Ibid P. 627

¹⁰ Ibid. 629

there are two kinds of the significance of the research, those are: a) Theoretically, and b) Practically.¹¹

1. Theoretically

The researcher hopes that this research can enrich our knowledge and useful for the teaching process especially in speaking and English teacher can make students interested and easy in speaking to become good speaking.

2. Practically

a. For the Researcher

The result of this research would be knowledge and experience to practice the knowledge or information dealing with teacher's strategies assignment at tenth grade SMK Nahdliyatul Islamiyah Boarding School Blumbungan Pamekasan itself. And also the researcher will know more about the more explanation of explanation text and also will know an interesting speaking and class atmosphere for students which an English teacher can use in the teaching process and increase new experiences in the teaching process to be a good teacher.

1) The researcher expects that the result of this study will be valuable input for teachers of SMK Nahdliyatul Islamiyah Blumbungan Pamekasan.

¹¹ Sugiyono, *Metode penelitian kuantitatif kualitatif dan R&D*, (Bandung: Penerbit alfa beta, 2012), P. 283.

- 2) This study can be a good alternative suggestion to the teacher how they teach English well, especially in teaching speaking by using TPS (Think Pair and Share) strategy
- 3) This study is expected that the students especially the tenth grade senior high school can increase their English skills, especially in speaking.
- 4) The result of this research will improve the researcher and reader knowledge about the use of TPS (Think Pair and Share) strategy.

b. For the Reader

The result of this research will know the teacher's strategies knowledge, the readers will understand what is the explanation itself and the contents of explanation text and can improve in vocabulary related to explanation text itself.

c. For English teacher

The researcher hopes that this research study can implement the teacher's ability to help students in teaching speaking in the class. Besides that, the English teacher can use the method like the direct method. After the teacher read this study they more careful to check the text made by students. Therefore, the teacher can found a new method to make the text correct and it helps the teacher to solve the student. The teacher also must be aware of communication with their students that have many vocabularies, and enjoy speaking with the students so the process of learning can easier for the English teacher.

d. For the students

The student will get many vocabularies in speaking explanation text because the students automatically will study, and write directly when the students practice making the text namely explanation text so the students will carefully in making the text, and the students will think hard, the students will master in using question word especially in using how/why because in explanation text here is to say how/why the phenomenon happens.

E. Scope And Limitation Of Research

Based on the other resource, scope and limitation can be defined as the area of the independent and dependent variable which is investigated, population, and location. ¹²Scope focuses on the teaching speaking by teacher's strategies.

A limitation is an act of limiting or controlling, rule, fact that limit.¹³ The limitation of the study is limited only at the tenth grade students of SMKNahdliyatul Islamiyah Blumbungan Pamekasan. The class consists of 20 students. There are 7 boys and 13 girls.

F. Definition Of Key Terms

Creswell suggests us to begin our research by narrowing our topic to a few key terms using one or two words or short phrase.¹⁴ Therefore, to avoid misunderstanding in terms used in the study, the researcher considers that it helps the readers to have the following key terms defined before reading these

¹²*Pedoman Penulisan Karya Ilmiah (Artikel, Makalah & Skripsi)* (Pamekasan: Stain Pamekasan Press, 2012), Page. 12.

¹³ *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2008), P. 256

¹⁴ John W. Creswell. *Educational Research Fourth Edition*, P. 199.

discussions further. The researcher would like to explain the terms used in this research. The definition of key terms as below:

1. Teacher's strategy

In general the strategy is an action of teacher's effort to get the main purpose in teaching and learning

2. Speaking

Speaking is an expression of language that is used to express an idea or feeling to the listener or audience, a complex skill that happens in real time and spontaneously and it is a way to communicate with others