

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

In learning English, students sometimes feel confused about how to practice English language skills, especially speaking. Students are afraid to start speaking or convey ideas in English. In fact, to be able to speak, it takes practice every day. Whether or not someone can speak English is not only influenced by one factor, but there are many factors. Thornbury (2005) explains that speaking ability is influenced by linguistic factors which include knowledge of genres, knowledge of discourse, grammar, vocabulary, and phonology, and extra linguistic knowledge, which consists of topics and cultural backgrounds, knowledge of context, and familiarity, with another speaker.

In fact, the factors described previously made speaking activities in class sometimes do not run as expected by the teacher. These factors make students afraid to speak English orally. We know that the learning process that occurs in the classroom is not only between teachers and students but also among students. As we can see from the phenomena that occur in the learning environment around us, most students avoid or even don't want to join activities related to speaking, especially speaking English. This makes students in speaking activities in class have very low participation so that their speaking skills become poor.

Many students think that speaking is a difficult skill because it requires great preparation and courage to begin with. Therefore, teachers must also have important skills in themselves in the teaching and learning process, namely the ability to use

various strategies. In teaching speaking itself, it is inseparable from the strategies used in learning. The strategy used for teaching speaking is certainly different from reading and other skills because each skill has a different purpose.

Therefore, teachers have a big role in determining strategies that are relevant to students' interests in teaching speaking, not only in the classroom but also outside the classroom. This is useful so that the learning environment can support the teaching of speaking based on the strategies used by the teacher, because teaching speaking focuses on how students produce language orally. If the teacher cannot use the right teaching strategies, the teaching and learning process will not run effectively. Therefore, the strategy must be adapted to the teaching environment.

In addition, among the four language skills, teaching speaking has the greatest concern and teaching strategies are referred to as factors that influence teaching outcomes. The application of appropriate teaching strategies in teaching speaking can make it easier for students to understand the material. Therefore, the teacher's strategy in teaching speaking is necessary because it affects students in learning. As explained by Iksan & Dirhan (2018) that the teacher is the main key that must be able to determine teaching materials and strategies so that students easily understand knowledge to achieve teaching goals.

From the statement above, the teacher's strategy in teaching speaking becomes very important. This helps the teacher to make students better understand the material and achieve the desired learning objectives according to student needs. The strategies used enable students to learn to obtain the expected results.

Based on this explanation, researcher is interested in conducting research with the title "Teachers' Strategies in Teaching Speaking at SMK 1 Ternate".

## **B. Scope of the Research**

Based on background of the research above the research will be focused on teachers' strategies in teaching speaking at SMK 1 Ternate.

## **C. Statement of the Problem**

From the background of the study stated above, the researcher formulates the question as follows:

“What are strategies used by the teachers in teaching speaking at SMK 1 Ternate?”

## **D. Objective of the Research**

The objective of the Research is listed below:

“To know the teacher's strategies in speaking English at SMK 1 Ternate.”

## **E. Significance of the Research**

### 1. Theoretical Benefit

It is expected that the result of this research can contribute to the exiting knowledge concerning as follows:

- a. Giving explanation about teacher's strategies in teaching speaking at SMK Negeri 1 Kota Ternate.
- b. The result of the research can be used as the reference for the other researcher who want to conduct research in teacher's strategies in teaching speaking.

- c. To enrich the literature and theory of teacher's strategies in teaching speaking.

## 2. Practical Benefit

- a. To the readers

Hopefully, they will get many knowledge about teacher's strategies in teaching speaking.

- b. For the English teacher

The researcher hopes that the result of this study will be useful for the other teachers' in applying strategies for teaching speaking. So, the teachers can improve teaching and English learning to become more active, effective, and efficient.

- c. For students

By using teacher's strategies, the researcher hopes that students will get enjoyable in the teaching and learning process. The students will not feel forced in speaking learning but they will feel happy to learn since they are put in an enjoyable situation.