

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Problem

Language is used for communication. Through communication people can get or give some information from others. When people communicate with others, they have to make sure that the message can be delivered and received well. The scientific study of language is called linguistics. Linguistics is divided into two kinds, they are macro linguistic and micro linguistic. Macro linguistic is divided into some divisions; they are Psycholinguistics, Neurolinguistics, and Ethnography. While, micro linguistic is divided into some divisions, they are Morphology, Phonetics, Phonology, Syntax, Semantics, Sociolinguistics, and Pragmatics (Khairunas et al., 2020). Lustig and Koester, as cited in Swary (2014), define communication as the symbolic process of people creating shared meaning. From this angle symbols refer to the words we utter when we interact with our companions, and its purpose is to convey meaning, namely perception, thought, feeling, knowledge, skills and experience. They also said, "Communication is explanatory, people actively try to understand and organize their experience in the world". In addition, Communication is shared knowledge of experiences from one individual to other individual through words we utter while we interact.

English is an international language commonly spoken in all countries in the world. In Indonesia, English is taught from kindergarten until university. English is one of the most important ways of foreign language transmission and acquisition knowledge, science, technology, art, and culture and establish international relationship. One of English skills must be proficient in any foreign language the learner is the ability to speak. Common ground question from anyone that I want to analyze in regards to foreign language is what teacher strategies in teaching speaking English? In line with this question, Noonan, as cited by Swary (2014) points out that for most people, mastering oral English is the most important learn the second or other important aspects foreign language, success measurement in terms of ability to carry out an activity language dialogue.

In English, four skills should be mastered, those are: listening, speaking, reading, and writing. One of the most important skills is speaking. Proficiency in spoken English is the most important aspect of learning English and English the measure of success is the ability to engage in dialogue with words. As cited in Swary (2014), Ur points out these four skills, saying that they are considered capable of the most important skills. Therefore, learning oral English becomes the most important interests of foreign language learners. In addition, as cited in Rahayu (2020) Richards's points out percentage of language, learners learn English for development proficient in spoken English. In short, English ability is measured by results spoken language or oral communication skills.

In learning speaking English we need to know what strategies suit for us because strategy is the important thing in teaching and learning process. Richard and Rodgers, as cited in Alfian (2018) state that strategy is an overall plan for the proper presentation of language material. A strategy is procedural, but an approach is axiomatic. Many strategies can exist inside a single approach. So, strategies are a way of teaching and learning. The use of strategy is essential to improving students' learning speaking. Teaching strategy is considered to be a technique of achieving anything in the teaching process. It is claimed that the strategy used by the teacher helped the teacher to reach the goal of the lesson plan (Alfian, 2018).

According to some facts found in real life, it shows the phenomenon of speaking strategies itself. Especially, in SMK Pembangunan Nasional Bekasi. Mostly, teachers have strategies in teaching speaking English. Most of them must have strategies in teaching speaking in fact the strategies help them a lot in teaching process.

Many teaching strategies have been presented to English teachers in Indonesia. Strategies can help the teacher in the process of teaching and learning. With so many strategies available, a teacher must also learn to use them (Alfian, 2018:1).

Many teachers applied the strategy in the classroom. As a result, there are several perspectives and opinions on EFL teaching strategies in the classroom. A teacher in a classroom should be well-equipped with several strategies for teaching English. By the strategies that they use it must be some progress in student's speaking.

The teacher's strategy and students responds are two things that related. Students may give different responses and teacher can evaluate for their speaking strategies. Good strategy can make students have high interest in learning English. By that the first-grade students of SMK Pembangunan Nasional Kota Bekasi were observed to reveal the teacher strategies in speaking English and also students' responds to the teacher strategies in teaching speaking. From all the phenomenal above, the researcher is interested to find out more about strategies used by teacher in teaching speaking English and also students respond to the teacher strategies in teaching speaking.

### **1.2. Identification of the Problem**

The learning process includes at least listening, speaking, reading, and writing. But the problem of first-grade students in English learning process are in their speaking. They are too shy to speak English and they don't know how to pronounce words correctly and also the fluency and grammar they used are mostly incorrect.

### **1.3. Limitation of the Problem**

From the identification of the problem above, I identify that the problem of this research is concerning to the teachers' strategy and student's responds in speaking English. So, I limit the study to the process of teaching and learning speaking English.

### **1.4. Formulation of the Problem**

Based on the limitation of the problem above, the formulation of the problem in this research are formulated as teacher's strategy in teaching speaking at SMK Pembangunan Nasional Bekasi, they are:

1. What strategy does the teacher use in teaching speaking skill?
2. What are student's responses toward storytelling and role play strategies in speaking English of first grade at SMK Pembangunan Nasional Bekasi?

### **1.5. Objective of the Research**

As researcher already conclude, I identify the purposes of the research are:

1. To find out the English teacher strategies in teaching speaking at SMK Pembangunan Nasional.
2. To find out the students' responses toward their English teacher strategies in teaching speaking skill at SMK Pembangunan Nasional.

### **1.6. Benefit of the Research**

Build upon the explanation above, this research is expected to have benefits such as:

1. As theoretically, the researcher expected this study to be useful for the next researcher, they can conduct research to make it better. Also, after students and teacher understand existing problems, they will conduct self-assessment and then develop their English speaking teaching strategy and skills.
2. As practically, after the teacher understands the students' respond toward the strategy applied in learning spoken English, the teacher can applying the appropriate strategy to teaching speaking and also can applying the best strategy in teaching speaking either with their existing strategy or another strategy in teaching speaking to enable students to get good grades and in English courses, especially oral English.

### **1.7. Systematic Organization of the Problem**

#### **CHAPTER 1 : INTRODUCTION**

Chapter one signify introduction that consist of these matters: background of the study, reason for choosing the topics, statement of the problems, objectives of the study, significant of the study.

## **CHAPTER 2**

### **: FRAMEWORK OF THE THEORIES**

Chapter two is about review of related literature that this chapter explain about the theory of teaching, theory of speaking and teaching speaking, theory of strategies in teaching speaking.

## **CHAPTER 3**

### **: RESEARCH METHOD**

Chapter three is about discusses the investigation method in detail. It involves research purposes, data collection procedures, data analysis procedures and data reporting techniques.

## **CHAPTER 4**

### **: ANALYSIS**

Chapter four is the analysis. It is the most essential part of the study, Common data included research site how much it costs location, organizational structure, the condition of teachers and students, and data description.

## **CHAPTER 5**

### **: CONCLUSION**

Chapter five is the last chapter, it contains conclusions and suggestions.

