

CHAPTER I

INTRODUCTION

A. Research Background

Teaching speaking is one of the teachings in English to practice speaking skills which is carried out by a teacher to students. Teaching speaking is very important in several aspects of teaching English because teaching speaking is a skill used in expressing ideas and messages in everyday conversations, both formal and non-formal specifically in middle school. According to Sayin (2015) Teaching speaking is a method and steps in teaching linguistics that are used in the classroom in teaching speaking. In this case, it can be interpreted that the teaching techniques in the classroom that will be used are very important in assignments and exercises in achieving learning objectives. The teacher must also know other factors that can influence. According to Tuan & Mai (2015) there are several mistakes in honing speaking skills that are commonly encountered by teachers. The first problem is when they want to say something in class they are not confident and afraid of making mistakes and afraid of being criticized by the teacher and others. Another factor that influences learning to speak is the teacher's strategy so teacher must be prepare strategies well for teaching activities.

Teaching Speaking skill in middle school learning English as a foreign language must be considered in achieving learning objectives. According to Harmer (2010) the important part of the teacher's task in teaching and learning activities is to ensure that the speaking activities and strategies used will help students understand exactly what they are talking about. The teaching strategy in middle school are things that must be considered by the teacher in the learning process in the classroom to achieve learning objectives. The teaching strategy used by the teacher must be able to adapt to the environmental conditions in the classroom. According to Tumanggor et al. (2018), a teacher's classroom behavior includes how they build their teaching tactics, provide the right stimuli for prompt replies, practice their newly taught responses, and

increase student response rates through additional activities. Teaching speaking strategies are not only limited to procedures or stages of learning activities, but also include the arrangement of materials or learning program packages that will be delivered to students. Hakim and Yuniar (2019:131) strategies that use self-understanding and ways have close relationship with social-mediating activity and interacting with others.

In Indonesia High school, in particular, has a syllabus that students must complete. This syllabus details the learning processes relevant to the approach wish to use and how to match it to the learning syllabus. According to Mufidah (2017), might take the form of direct and direct learning strategies, where the teacher will allow students time to hone their skills after immediately engaging with them in class. This indicates that the curriculum designed expressly for learning to speak English incorporates the tactics that the teacher must present in order to effectively accomplish learning objectives. According to Kemendikbud (2013) that the offered content and the method must be modified to the curriculum in media development and encourage teacher creativity in creating content and engaging students. This can be taken to mean that in addition to the students' active participation, teachers are also expected to come up with engaging teaching strategies.

The teaching speaking strategy is a thing that must be considered by the teacher in the learning process in the classroom to achieve learning objectives. The teaching strategy used by the teacher must be able to adapt to the environmental conditions in the classroom. According to Tumanggor et al. (2018), a teacher's classroom behavior includes how they build their teaching tactics, provide the right stimuli for prompt replies, practice their newly taught responses, and increase student response rates through additional activities. Teaching speaking strategies are not only limited to procedures or stages of learning activities but also include the arrangement of materials or learning program packages that will be delivered to students.

The previous studies have been conducted related to this research. Some researchers who conducted research are Anggreani et al. (2020) this research

investigated about the teachers' strategies in teaching speaking and gave several questions to the teacher regarding what strategies were used to increase students' speaking ability in the classroom. The research in this study used Brainstorming, Picture, storytelling, and Discussions, story telling, and role plays to see as a reference in the teacher's strategy when teaching speaking. The second researcher Ningsih (2019) have discussed about teacher and students' impression of the strategies used by teacher in teaching speaking for students with visual impairment. The findings reveal that there were three kinds of strategies in teaching speaking conducted by teacher; storytelling, role play and story completion. Another researcher Sari and Zainil (2020) have discussed to identify the strategies of teaching speaking. The result revealed that the strategies used by the teacher were discussion, simulation, and communication games. The similar Razi et al. (2021) researcher have discussed about teachers' strategies in teaching speaking skill in improving the speaking skill of the students requires creativity in strategies. Another similar researcher is Mulyani et al. (2022) describe about teaching strategies at high school. Teaching strategies used by the teacher in teaching speaking were role play, interview, describing the picture, and storytelling.

The previous related studies has inspired the writer to find out teachers' strategies in teaching speaking skill. This study differs from previous ones in that it employs a qualitative descriptive methodology, with indirect communication and direct observation as data collecting methods along with observation, questionnaire, documentation and recording as data collection strategies. SMA Karya Sekadau is a private school as an object of this research schools that have students who achievement in English and the researcher wants to know the strategies used by these teachers. The researcher wants to know the strategy used by the teacher because the school has students who achievement in English lessons so the researcher interested in knowing the strategies that the strategies can be applied in learning and teaching English activities. This research was conducted to the EFL teachers' strategies at SMA Karya during teaching speaking skill.

B. Research Problem

Based on the background above about EFL Teachers' Strategies in Teaching Speaking skill, the research problem formulated by the researcher, what are the strategies used by EFL teachers in teaching speaking skill?

C. Research Purpose

From the research questions above, this research aims at obtaining following goal, that is to find out the strategies used by EFL teachers in teaching speaking skill.

D. Significances of Research

The significance of this research can be viewed from both theoretical and practical aspects, as described below:

1. Practical Significance

a. Teacher

The researcher hopes that this study becomes useful for the teacher to develop teaching strategies for teaching speaking skill.

b. Students

The researcher hopes that this research can be helpful for the students about the strategies whatever the result, may it can bring benefits for the students.

c. Researcher

After doing this research hopefully, it can be useful for the researcher to find out the teacher strategies and can give benefits to a teacher in the future.

d. Other Researchers

The researcher hopes that this study can be helpful for other researchers who need it as a resource to get more ideas, and opinions, to expand the knowledge about the enthusiasm and interest of teaching especially in teaching speaking skill.

2. Theoretical Significance

The finding of this research is expected to serve the information source for the next researcher who wants to conduct research in the same field. This research is still but the researcher hopes that this research can contribute to enriching the literature on the information on the teaching strategies' teaching speaking skill of the teacher.

E. Scope of Research

1. Research Variable

The variables in this study refer to individual and organizational characteristics or attributes of many people that can be investigated focusing on one or more cases over time through detailed measured and observed by researchers with variations from the individuals or organizations studied (Creswell, 2013). This study uses a single variable as a strategy for EFL teachers in teaching English speaking skill.

2. Research Terminology

a. EFL Teacher

EFL teacher is someone who teaches English lessons in educational institutions, in course institutions, or at school. Hamer (2007) defines EFL teaching as English language lessons given through courses or learning in schools in countries that do not use English as the main language. EFL is a competency needed by a teacher influenced by the various ways in which these roles can be provided through classroom learning. EFL classrooms could use cultural and social content, to simulate a social environment that supports development and understanding (Lantolf et al, 2015).

b. Teachers' Strategies

The way the teacher plans learning is by giving an effort so that students can understand the lesson to achieve learning goals by using methods, techniques, and approaches when teaching in class so that

students can more easily understand the material being studied (Ngalimun, 2016).

c. Speaking Skill

Speaking skill is the ability to convey an idea orally, in the process of teaching and learning, the teacher must speak clear for students to understand. Speaking skills are skills to communicate articulated sound system to convey wants, feelings, messages or opinion to others (Mulyati dan Cahyani, 2018: 3.3).

d. SMA Karya Sekadau

SMA Karya Sekadau is a private school that will be an object to collect the data of this research where located at Jalan Merdeka Selatan 4 Sekadau Hilir District, Sekadau Regency, West Kalimantan, with postal code 79516 and website *smaskaryasekadau.sch.id* of SMA Karya Sekadau.