CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, research questions, purpose of the study, scope of the study, and significance of the study.

1.1 Background of the Study

Teaching of speaking skills has become a big concern in many language institutes due to the fact that English is a global language for communication. The goal of teaching speaking is communicative efficiency which means that learners should be able to use appropriate language in appropriate way and in appropriate situation so that people can understand the information that learners gave. For that reason, teaching strategies for speaking should be appropriate for the learners in order to achieve the learning goals.

Effective learning is achieved through the use of creative strategies designed not to entertain but to inform and stimulate (Baxter, 2007). Teacher should provide creative strategies which can attract students and help students to promote students' speaking ability. In adopting teaching strategies, teachers need to consider every element that involves in the strategy such as the method and media/sources since the arrangement of strategy is aimed for achieving educational goal.

There are some factors which have to be considered by the teachers when they are going to decide on teaching strategies such as aim of learning, learning media and

sources, students (individual/learners), etc (Sanjaya, 2011). As stated by Killen in Sanjaya (2011) teachers should be able to choose appropriate teaching strategy according to the situation as mention on this statement, "No teaching strategy is better than others in all circumtances, so you have to be able to use a variety of teaching strategies, and make relational decisions about when each of teaching strategies is likely to most effective."

The previous research which was conducted by Anjaniputra (2013) examined *Teacher's strategies in Teaching Speaking to Students at Secondary Level*. In this research, Anjaniputra found that the strategies of teaching speaking that teacher used were cooperative activities, creative tasks, role play, and drilling. The conclusion of the research noted that teachers use strategies of teaching speaking in accordance with students' characteristics and level of proficiency, and provide materials involving students to be active by using various available media for the implementation of teaching speaking (Anjaniputra, 2013). Students' characteristic, level of proficiency, and media are some factors which have to be considered when teacher are arranging a strategies for teaching. Based on his study, it was found that there are positive feedback regarding strategies that teacher used in the class.

The previous research which was conducted by Thomson (2012) examined *Language Teaching Strategies and Techniques Used to Support Students Learning in a Language Other Than Their Mother Tongue*. The participants of the study was ten teachers which worked in schools which were implementing the Primary Years

Program and the language of instruction at each school was English. In this study, Thomson found that language teaching strategies that were used by the teachers are Vocabulary checks (21%), Eliciting (20%), Modelling of target language (19%), think aloud (13%), modeling of activities (8%), student thinking time (6%), re-cast (5%), error correction (1%), incorporating small group and pair work in lessons and elaborated input. In the conclusion, Thomson noted that teachers' education, experience of teaching and language teaching, the language levels of students, and the types of interaction in the classroom that take place between the teacher and student are all aspects that may contribute to the types of language that teacher use and the strategies and techniques they choose to employ in the classroom (Thomson, 2012).

The previous research which was conducted by Piller and Skillings (2005) examined *English Language Teaching Strategies Used by Primary Teachers in One New Delhi, India School.* The participants were teachers and administrators at the primary school, middle school and high school levels. There were 31 teachers and 2 administrator interviewed and 25 teachers were observed. In this research, Piller and Skillings found that the instructional strategies for teaching the youngest children were demonstration, Choral drill, and look and say, while for teaching phonics, spelling, comprehension, and vocabulary development, the teachers used pictorial illustration, verbal illustration, association, questioning, narration/ storytelling, and read and say strategies (Piller & Skillings, 2005).

Another research which was conducted by Shinn (1997) examined *Teaching Strategies, Their Use and Effectiveness as Perceived by Teachers of Agricultural: A National Study.* The study utilized a descriptive survey design focused on perceptions of agricultural education teachers about selected teaching-learning principles, teaching strategies, and their effectiveness. In this research, Shinn found that demonstration, discussion, laboratories, projects, contests, using real objects, and supervised experienced were rated as the most used teaching methods and tools by teachers of agricultural education. The most effective teaching strategies in the secondary agricultural education programs were laboratories, demonstrations, contests, using real objects, discussions, and supervised experience. Shinn also noted several important components found to be important in the selection of appropriate teaching method and tools. The components included the subject, resources available in the school and community, the instructional unit, analysis of student-teacher activities, and using the teaching/ learning principles (Shinn, 1997).

Based on the researcher experience, some people are still feeling afraid of speaking English as they afraid of being incomprehensible when they use English or being unconfident with their speaking ability. Researcher also had experienced studied in Kampung Inggris Pare, researcher found that some teaching strategies are also adopted in a language institute in Kampung Inggris Pare. The Tutor used drilling, role play, simulation, debate, and other teaching strategies in the class which consists of students with diverse background. Unfortunately, the researcher only experienced one

speaking class in one language institute while studied in Kampung Inggris Pare. Related to that experienced, researcher has intention to find out teaching strategies used by English Tutors in some language institutes in Kampung Inggris and what are students' opinion toward the strategies used by the Tutors.

For that reason, the researcher tend to conduct a research in Kampung Inggris Pare which has a lot of language institutes and students who come from diverse background. Kampung Inggris Pare is well-known as a village which consists of a lot of language institutes which can assist people to learn English in a short term period.

To fulfill this study, the researcher identified Strategy for teaching speaking through Tutors' teaching and learning activities in classroom. This study took place in some language institutes in Kampung Inggris Pare in speaking class from the beginning until the end of the lesson.

1.2 Research Questions

Based on the explanation above, the researcher formulated research questions as stated below:

1. What kind of teaching strategies are employed by English tutors to teach English Speaking Skill?

2. What are students' opinions toward teaching strategies that are employed by English tutors at Kampung Inggris Pare?

1.3 Purpose of The Study

According to background of the study and research questions above, the purpose of the study:

1. To investigate teaching strategies that are employed by English tutors to teach English speaking skill

2. To analyze students' opinion toward teaching strategies that are employed by English tutors at Kampung Inggris Pare.

1.4 Scope of the study

This research focuses on teaching and learning activities in some language institutes to see teachers' strategy in teaching speaking at Kampung Inggris Pare. The data was taken from teachers and students from four classes of four language institutes.

1.5 Significance of the study

For teachers, the results of the study are expected to be used in improving students' behavior in English lesson so that students are more interested in teaching and learning activities. For the researchers and English Department's students, the results of the study are expected to be used as reference for teaching speaking skill in the future as the English teacher so that they could develop their creativity in creating teaching and learning activities which are proper for their students.