

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching is the way to convey information about a topic that would be learned by the students. The teacher is as a key that should be creative in choosing the material and strategies of teaching to make the students easy to understand the knowledge. Beside that, the role of teacher is also very important to make learning process well. According to Tumanggor, et.al (2018) beside teacher having full controlling the classroom, there is another aspect that can really influence the process of teaching and learning such as methods, strategies, techniques and activities.

Furthermore, the basic element in teaching and learning is the teacher. Kunandar (2017). In other word, if the teacher does not have a strategy in teaching, not knowing character, Teacher cannot make teaching or learning process effectively. knowledge basic, etc. of student.

What teacher really want are useful ideas, suggestions, explanations and examples of teaching strategies that have been supported by leaders and have succeeded in the field of modern language teaching. Student want strategies that are relevant to real life circumstances in which most teacher work and can make student succesful in learning English.

According to Jarvis (2011) a professional teacher should be able to efficiently use many different teaching strategies in order to reach the teaching goals.

The teaching of speaking is has high attention in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. The teacher in teaching speaking skill must have strategy because teaching speaking some many factors make students afraid to start talking or express their idea in English. According, Thornbury (2013) stated nowadays believed that speaking is much more complex, it requires several types of knowledge and certain skills. Maulana et.al (2016) stated that the most problems that student faced in learning speaking skill are lack vocabulary, lack of pronunciation, lack of confidence to speak and afraid of making errors while speaking. In addition, student felt shy to speak English and to express opinions and ideas because student were afraid of making mistakes in pronouncing to words. So, that student become not confidence.

According, Hakana et.al (2015) stated language learning strategies are good indicators of how learners approach tasks or problem encountered during the process of language learning, especially in speaking. In other words, language learning strategies give teacher clues about how the students asses the situation, plan, select appropriate skills to understand, learn, or remember new input presented in the language

classroom. Learning strategies are supposed to be used to attain goals or to solve a problem.

Meanwhile, Brown (2014) stated has raised important aspect to consider when guiding students through their language learning journey; essentially, beyond methods, teacher should implement metacognitive, cognitive, and socio-affective strategies.

Consequently, teacher strategies in teaching speaking is very important. It is interesting to the researcher to study about strategies implemented by the teacher, because it is considered that teaching strategies influence the quality of students' English learning condition and finally the students' ability in English.

One of school that concern to have bilingual in teaching and learning activities in SMP N 5 Padang. Besides, SMP N 5 Padang also has students that success become winner in speech contest and story telling in English.

Based on pre observation, the researcher found that SMP N 5 Padang applied teaching strategies in English learning and it make students easier to understand English and they can speak English well. Therefore, teaching strategy is important, because in influenced students in learning. The suitable and appropriate teaching strategy in some research such as

Fanshuri (2019) "The Tachers' Strategies In Teaching Speaking at MTs ANNUR TANGKIT", Fals (2018) "An Analysis Of EFL Strategies In

Teaching Speaking” can improve students’ ability and improve their score. So that, teaching strategies are the first thing teacher need.

As we know, being a teacher must have strategy in teaching. When teacher do not use strategies in teaching may make students difficult to understand and bored in the classroom. It caused of students do not familiar to use English in their daily. Student will understand better when the teacher uses strategies in teaching.

Thus, based on those explanations above, the researcher is interested in conducting research which is entitled is “An Analysis of Teachers’ Strategies in Teaching Speaking Skill at Second Grade of SMP N 5 Padang”.

B. Identification Of the Problem

Based on the background of the problem described above, it could identify several problems such as:

1. teachers strategies in teaching speaking skill
2. The reason teachers choose the strategies

C. Scope and Limitation Of The Study

The researcher limits the problem of this study on two variables namely; there were strategy in teaching and speaking skill. In this study, the problem was on the improving of speaking skill at the second grade students of SMPN 5 Padang.

D. Research Questions.

Based on the background of the problem, research questions in the study were as follows:

1. What are the teacher strategies in teaching speaking skill the eight-grade of SMP N 5 Padang in academic year 2021-2022?
2. Why teachers choose the strategies in speaking skill at the eight-grade of SMP N 5 Padang in academic year 2021-2022?

E. Objective of the Study

In line with research questions, the objective of the study were as follows:

1. To found the teacher strategies in teaching speaking skill at eight-grade of SMP N 5 Padang in academic year 2021-2022.
2. To found why teacher choose the strategies in speaking skill at second grade of SMP N 5 Padang.

F. Significance of Study

Significance of this study is expect the result of this study to give some contributions to the success of the teaching and learning English at the elementary. Especially for the teacher is able to select the most appropriate

strategy to overcome the problem and the student can understand easily. The result of the research can enrich the previous theories in second language learning. The finding of the research hopefully can be used as valuable theoretical information about strategies in teaching speaking skill for any researchers who wants to conduct further research of English language teaching. Then, to the students, this research gives information about how teaching strategies can be implemented to help them learn better.

G. Definition of key terms

1. Speaking: the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.
2. Teacher: a person who helps students to acquire knowledge, competence or virtue. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task).
3. Teachers strategies: also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Defination Of Teaching Strategy

Sudjana (2014) stated Teaching strategy is the teacher's action in implementing the plan teaching, meaning that the teacher's efforts to use several teaching variables (objectives, materials, methods, and tools and evaluation) in order to influence students to achieve the goals that have been set.

According to Brown (2014) strategies is specific method of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Gamara (2018) stated teaching strategy is comprises the principles and methods use for instruction.... The goal of a teaching strategy is to facilitate learning but also to motivate, engage, and help learners. Meanwhile, Kusuma (2017) teaching strategies is a system, it means that all of components that interact each other to accomplish a goal teaching.

reality not yet going to the practice, still as plan or full ilustration, but to achieve the purpose of strategy in arranged to specific purpose.