# CHAPTER I INTRODUCTION

## Background of the study

“Teaching is guiding and facilitating learning, enabling the learner to leran, setting the condition for learning” (Brown D. H., 2000). Teaching is a method of providing knowledge about the subjects that will be studied by students. To enable students to acquire and understand knowledge is to set the objectives of the teaching and learning process. The main key to achieving success in education is that teachers must be innovative in choosing teaching strategies that make it easier for students to absorb what they have learned. In addition, the importance of the teacher's role in the learning process is to make the learning process run well and smoothly. (Fanshuri, 2019)

Strategy is a special method for approaching a problem or task, a method designed to achieve a goal, which is structured and planned as well as possible to control certain information. (Brown D. H., 2003). In fact, there are many ways that can be applied by educators. Since strategies inside and outside the classroom can make learning more interesting for students, teachers must be proactive and imaginative when choosing their teaching strategies. Students will benefit and learn more effectively if the teacher can plan what strategies to use.

Teaching strategies are very important in the learning process. The teaching strategies given by the teacher when in the classroom, especially the English teacher in speaking class learning activities can help facilitate the learning process, create insight can help in shape the identity of students as expected by educators. The right teaching strategy is able to develop the potential of students according to what we expect when teaching staff, therefore the teaching strategy that will be in the classroom must be in accordance with the needs and interests of students because the right strategy will lead students to good learning outcomes and more profitable for students. (Anggraeni, Wahibah, & Assafary, 2020)

In the realm of junior high school, many subjects are studied by students, one of which is English courses in which there are lessons that hone speaking skills. Speaking skills are very important for learners to survive in this globally competitive world. (Rao, 2019) Thus, according to (Nurdin, 2020) speaking plays an important role in our daily lives, including in the world of education because speaking can be said as an activity when someone communicates with others and has become part of daily activities. Speaking also allows a person to communicate and express ideas, feelings and thoughts. However, in addition to having an important role there are several obstacles in learning to speak. As one of the students of English education, it is necessary to have awareness to speak proper English. However, not all students have good and correct speaking skills. Many of them find it difficult to speak English. Usually there are many factors that cause it, one of which is feeling nervous to speak English, lack of mastery of grammar, lack of vocabulary and feeling afraid if they make mistakes. (Bailey M. K., 2003)

In the process of learning speaking, it will never be separated from the difficulties that will be experienced by students. There will always be obstacles in learning activities such as in pronunciation, vocabulary, and grammar. The level of difficulty experienced by each student is definitely different and can lead to learning outcomes that are not optimal. (Susanti, 2021)

To overcome this problem, teachers must understand and know appropriate strategies to be applied to students during class learning to speak in order to improve students' skills in class and outside the classroom.

Several researches have conducted research on teachers’ strategies in speaking class activities. The first research discuss about “Strategies of English Teachers in Teaching Speaking at Senior High Schools in Aceh Besar” by (Rahmah, STRATEGIES OF ENGLISH TEACHERS IN TEACHING SPEAKING AT SENIOR HIGH SCHOOLS IN ACEH BESAR, 2018). The researcher found the results that the implementation of the discussion, information gap, retell story, picture describing, simulation, interview, role-play and story compilation was very effective for avoid the students bored, motivate and make the students interest to learn English.

Another research conducted by (Gusty, 2016) about the right teachers strategies in speaking class, she explain that developing students communicative oral skills is one of the most important goals in language teaching in Vocational High School.

## Reason for choose the topic

## From the studies mentioned above, it can be concluded that research on learning strategies is only dominantly carried out at the high school and vocational high school levels. However, this research is still limited to the level of junior high school education, especially at the Islamic-based junior high school level in Garut. This is the main reason for researchers to conduct this research at an Islamic-based secondary school in Garut in an English subject related to learning strategies in speaking class activities.

## Research Question

Based on the background of the study, the problems that will be discussed in this research can be followed: What are strategies used by the teacher in speaking class activities?

## Research Objective

Based on the research question, this study will focus on to know what teachers strategies used in speaking class activity?

## Research Significance

### 1.4.1 Theoritical Significance

The results of this research are theoritically expected to provide a contribution to the teacher of English Education especially in speaking class activity to use a right strategies for teaching.

### 1.4.2 Practical Significance

1. Students

The researcher expects that this study will be beneficial to students. The researcher wants to give an outline of how “Teachers Strategies in Speaking Class Activity”

1. Teachers

The findings of this study can be used to provide information about "What strategies do teachers use when teaching speaking classes?"

1. Readers

The results of this study are expected to be useful for the readers. The findings of this study are expected to be useful for readers by increasing their knowledge and understanding of "What strategies do teachers use when teaching speaking"

### **1.4.3 Profesional Significance**

This research is expected to have a positive influence and become a model for further research.

## Definition of Terminologies

Some definitions are given below in order to interpret the major terminology that will be used in this study:

* + 1. Teaching strategy is an activity plan that teachers need to prepare to carry out teaching activities in the classroom such as making strategies for teaching and providing stimulation to students to make students actively respond when participating in classroom learning. (Brown H. D., 1993)
    2. Speaking is an activity carried out by each individual to communicate with other individuals in everyday life. Everyone can express their ideas and goals clearly by using their words orally to their listeners. (Thornbury, How to Teach Speaking, 2005)