

CHAPTER I

INTRODUCTION

A. Background of The Research

Language is a communication tool used by humans to convey ideas, messages and information embedded in the mind. In general perspective, language is conveyed through two media, oral and written (interaction media). According to Finocchiaro, “language is an arbitrary vocal symbol system that allows all people in a particular culture, or others who study the cultural system, to communicate or interact.”¹

In English, the process of studying language in a teaching and learning system or education in schools, there are four components of the required skills. Namely reading, speaking, listening and writing. Based on that skill, speaking is one of the most important skills in language learning. By speaking, we can convey information and ideas, and maintain social relationships by communicating with others.

In addition, according to Syakir, “large percentage of the world’s language learners study English in order to be able to communicate fluently. That more than two billion people use English to communicate.”² Some people often think that the ability to speak a language is the product of language learning. They

¹ Finocchiaro, *Foreign Language Testing: a Practical Approach*. (New York: Regents Publishing, 1964), 8.

² Syakir Andi, *The Correlation Between Self-Concept and English Speaking Ability of the Learners of Primagama English Course Samarinda* (S1 Script, University of Samarinda, Kalimantan, 2007), 7

assumed that speaking is a crucial part of language learning process.

In Indonesia, many formal or non formal schools or educational institutions use English as a compulsory subject. In fact, this subject is one of the subjects tested on the national exam. English in general has been studied by students in kindergarten to students in universities. Because the Indonesian government wants Indonesian school and university students not to miss English, as an international communication tool because English is a gate that shows the world.

Language as part of the culture that was created and agreed upon by a human has special features; a place for humans and humanity, and language learning is still always given to humans, especially in schools or educational institutions, places where knowledge, attitudes and art occur. Teachers, of course English teachers, have an important role in character building and language education for their students. The teacher is connected between students and the world, and language is an important tool as a link to science.

Teachers are important subjects in education, and also students who study many disciplines. The teacher will educate and teach students. Students will be educated by disciplinary teachers. These two components are important in the education process in schools or educational institutions. If a teacher teaches a discipline to students but the discipline is not understood by students, there may be errors in the teaching and learning process. It could also be the teacher teaching method or strategy that is not appropriate for

students, so students find it difficult to understand the learning material. This case can happen.

Many students, especially high school students do not like and understand English, and their English skills are low. This is due to the teacher's strategy in teaching English that does not match the characteristics of students because teacher teaching strategies greatly affect the success of teaching and learning English.

A teacher has to have many strategies in learning whether students likes or dislikes. It will help students when they are gets some trouble in learning. Students surely will feel bored if they get the same thing, a same strategy from a teacher. The creative teacher is the answer.

Related on teaching strategy, Nana Sudjana states that, "Teaching strategy is an act of a teacher in performing the plan of teaching."³ It means that a teacher prepares the plan before he or she teaches student in the classroom. This plan is important for the teaching and learning processes.

Connected with teaching, Syaiful Bahri Djamarah and Aswan Zain explain that, "Strategy can be mean as a general patterns activity among teacher and student in teaching and learning activity to reach goal which are decided."⁴ Teaching strategy can decide some activities in the classroom when the processes of teaching and learning happen.

³ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar* (Bandung: Sinar Baru Algensindo, 1998), 147.

⁴ Syaiful Bahri Damarah and Aswan Zain, *Strategi Belajar Mengajar* (Jakarta: PT Rineka Cipta, 2003), 5.

In teaching processes are needed and it is important too. The process of teaching a foreign language is a complex one: as with many other subjects, it has necessarily to be broken down into components for purposes of study.⁵

According to Mellisa A. Facella, Kristen M. Rampino and Elizabeth K. Shea about teaching strategies found out a statement. They state, “One way a support a child's emergent acquisition is to choose a strategy that is developmentally appropriate for the child's language acquisition stage. It is necessary for teachers to have some knowledge as to how children typically acquire language.”⁶

Besides teaching strategies that are less appropriate, or the methods applied by the teacher are repetitive, even boring; in this case the level of teaching creativity is low, making students often experience difficulties in the process of learning English. Besides English is not their native language they usually use in daily communication, students become worried, nervous and even afraid of making mistakes when learning English, especially in speaking practice.

According to Arung, he stated that foreign countries other than English speakers besides, UK, USA, Australia, Singapore, New Zealand, Ireland and others, made English as a boring foreign language learning material even not so important. Then it doesn't connect most students at school can't speak English well. For that case, there are several factors, including; internal and external

⁵ Penny Ur, *A Course in A Language Teaching* (Cambridge: Cambridge University Press, 1996), 10.

⁶ Mellisa A. Facella, et al., “*Effective Teaching Strategies for English Language Learners*,” *Bilingual Research Journal*, 29, 1, (Spring, 2015), 210.

factors. Internal factors are anxiety.⁷ This problem arises from students personally because psychologically, students who are not interested in a subject will feel anxious or even depressed when studying. Poorly, all the material teachers teach students cannot be understood and students experience stress when charged with tasks, especially speaking subject.

Teacher strategies, especially for English teachers in teaching English, will influence the teaching and learning process in the classroom. A teacher who does not know and understand many strategies in teaching and learning will find it difficult to provide understanding to students. Especially in the aspect of speaking, the creativity of the teacher's teaching strategy determines students' interest in learning and their confidence in speaking. So that difficulties often experienced by students in speaking can be overcome and the quality of students' speaking abilities can be significantly improved because a teacher who knows and understands many strategies or is creative in teaching and learning will; easier to give understanding to students in English learning.

In this case, the authors chose one teaching strategy that is able to actively involve students in learning speaking. The interaction of students learning languages will be easier to use social strategy in teaching speaking because for writers, language is a social strategy in sharing messages from a language interaction or communication. In any stage, learning in the real of education

⁷ Fernandes Arung, "Improving the Students Skill Through Debate Technique," *Forum: Journal of English Education*, Vol. 1, No. 1, (March, 2016), 70-76.

generally always uses language as a social media to deliver learning.

As a conclusion of the previous long statement, the author will conduct research about *Implementation of social strategy in teching speaking* (A case study at the conversation class for teenagers in BBC Serang English Course)

B. The Statement of Problem

Based on the writer's curious of social strategies in teaching speaking in course institution of BBC Serang English Course, the writer formulates the statements or problems of the research as follow:

1. How do teacher planning to apply the social strategy before teaching?
2. How do the implementation of social strategies in teching speaking by teachers to improve students' speaking skills?
3. How do students' responses to the social strategies in teaching speaking used by teachers in improving speaking skills?

C. The Objective of The Research

Based on some statements of problem above, the writer formulates some objectives to the research as follow:

1. To investigate how do implementation social strategy in teaching speaking at the BBC Serang English Course.
2. To explain and detail describe about plan and how the strategies used by teacher in improving student speaking skills.
3. To investigate how students' responses to the social strategies in teaching speaking to improve student speaking skill.

D. The Significance of The Research

The writer has three main advantages as follows:

1. The writer or researcher
 - a. The results of the study provide the author with an understanding of the teacher's strategy in teaching English in improving speaking skills at the BBC Serang English Course.
 - b. This can give the writer some references about strategies in teaching English to improving speaking skills because the writer himself will become an English teacher in the future.
2. The teachers
 - a. The results of the study can increase the understanding of English teachers in English teaching strategies to improve speaking skills in the classroom.
 - b. English teachers can apply research results in class.
 - c. English teachers can find out whether the strategy is suitable for their students or not.
3. The students
 - a. Students can find out the strengths and weaknesses of what they get from their teacher's strategy in teaching English to improve speaking skills.
 - b. Students can find out whether their teacher's strategy in teaching English is sufficient or effective to improve their speaking skills or not.

E. The Limitation of The Problem

The writer would like to focus on the social strategy in teaching speaking used by teacher in learning to improve speaking

skills at the Institute of Course; BBC Serang English Course. The author makes observation, investigations and collecting document about the teacher's strategy in teaching at the English Course Institute. The writer tries to know the students' responses through the teacher's strategy in teaching English to improve speaking skills at the English Course Institute.

The teacher's strategies in teaching English were observed from two teachers. Two teachers have taught on the BBC for more than three years. This research will try to find out the different strategies of English teaching teachers in improving the speaking ability of two teachers based on their strategies.

F. The Previous Research

There are some papers (some in journal form) which have relationship to this research as follow:

1. Siti Marpuah (102301039), Teacher's Strategies in Teaching Listening Comprehension. This research investigates teacher's strategies in teaching listening comprehension at the third grade of Madrasah Tsanawiyah (MTs) Darul Falah, Masigit, Carenang Udik, Kopo, Serang, Banten. The statements of the study are: How do Darul Falah teacher teach listening at third grade?; What kind of the strategy used Darul Falah teacher in teaching listening at the third grade?; and How do students response toward the strategies used by the teachers MTs Darul Falah? The purposes (or the objective) of the research are to now how teacher teaches listening skill; to investigate the strategy that is used by the teacher in teaching listening comprehension; and to

find out students response toward the strategies at MTs Darul Falah. The Writer uses qualitative-descriptive method, case study method model and did the research from 4th to 30th 2014 (it is not written down what month is). The writer did observation, interview to the teacher, make documentation by taking a picture, give questionnaires and give a test to the students. From the research, the researcher got some data and the result of the students test about listening comprehension. The result are 85,5% (29 students) got score 10; 10,5% (8 students) got score 9; and 5,5% (2 students) got score 8. The conclusion of the research are: teaching listening at Darul Falah Junior high school at the third grade is sill a less, especially in the media that is uses a tool to support teachers in teaching listening skill, and the English teacher uses oral spoken to give students instructions; the strategy in teaching listening comprehension which is used is very simple and do not make students become saturated, and makes game in the learning and uses the methods of contextual teaching and learning (CTL); and students response toward the strategy used by teacher is very good, 163 students feel happy toward strategy which used by the teacher. The researcher suggestions to the school are: the English teacher should prioritize student's vocabulary mastery and using media, let's students listen English song, and the teacher should be very familiar with variation of teaching school that can improve their student's language development.

2. Mellisa A. Facella, Kristen M. Rampino and Elizbeth K. Shea, Effective Teaching Strategies For English Language Learner

(Bilingual Research Journal, Spring 2005; 29,1, ProQuest Professional Education). In this research, the researcher interviewed about 20 childhood educators at Chelsea and Brookline, Massachusetts. This research explore about strategies teachers find to be effective. The research indicates that the teachers who interviewed were a using variety of strategies that they found to be effective when teaching their ELL students. Even more importantly, many of these strategies were deemed effective by teachers from both school system who work will culturally and linguistically diverse population. In classroom were most of the students are native English speakers, teaching strategies may differ. Less time might be spent on teaching vocabulary concept with the strategies discussed in the tables. The teachers mentioned that the main goals of using any of these strategies include helping children to make the connection between content and language, and providing children with the tools they need to use their acquired language to interact and communicate with other around them. Teachers must research the way ELLs acquire their second language and choose the appropriate strategies to support each child as an individual. Research in this subject is constantly emerging and changing. In the reflecting on the information the researcher complied while writing this paper, they can conclude that the teachers interviewed used a variety of strategies while working with their ELLs. Many of their strategies they used were found to be effective withal of their students, even those whose native language is English. The researcher feel that my teacher working

with ELL students should do research on their own to find out how all children acquire language and hope that after reading this article, teacher will try some of the strategies used by teachers we interviewed, and that they will find these strategies successful.

3. Language anxiety factors in the English classroom speaking performance by Anggiyana Mustachim in SMP Negeri 4 Pakem, Yogyakarta. This study is describing the language anxiety factors is happen in junior high school. This study uses qualitative research conducted on 7th grade students of SMP Negeri 4 Pakem, Yogyakarta, academic year 2012-2013 this research data was collected through interview observation, data in the from of field notes and transcripts of trust interviews were obtained through triangulation technique involving English teachers and the findings of this research illustrate the six language anxiety factors the first for the type of assignment that demand students grade performance, students are afraid their weaknesses expose, secondly afraid of making mistakes grammar pronoun, the third role the teacher is related that ability to maintain teaching methods that are suitable for students, fourth pessimistic, competency gap and the last lack of practice.

There are some similarities between the three researches results described above. It is a strategy in teaching English and improving speaking skills. There are also differences between the three research results above. The first research concerns teacher strategies in teaching listening in junior high school. Both teachers and students are not native English. The second

study deals with effective teaching strategies for students in the United States in kindergarten students. The teacher is authentic, but most students are not genuine. Something that makes this research different from the three studies above is this research concerning the teacher's strategy in teaching English in a collage. Both teachers and students are not native English. Recent research refers to learning strategies in the context of factors that affect students' speaking abilities in the classroom in subjects studying English. This research was conducted in junior high students in Yogyakarta. As a step to follow up on psychological factors that affect students' ability to speak. Teachers and students are non native English. Research on teacher strategies is rarely done in this collage. in other words, it is in the context of English as a foreign language, which is done in the Indonesian academic environment.

G. The Organization of Writing

The organization of this writing is divided into five chapters as follow:

The first chapters is introduction, which consists of the background of study, statements of problem, objectives of problem, the significance of research, the limitation of study, previous studies and organization of writing.

The second chapter is review of the research, which consists of definition of teaching strategy, definition of teacher, definition of teaching, kinds of strategy in language teaching, definition of speaking and element of speaking.

The third chapter is methodology of the research, which consists of method, research setting, unit of analysis, the technique of collecting data and the technique of analyzing data.

The fourth chapter is the result of the research (research finding in the field), which consist of research finding, the result of the data and interpretation of data.

The last chapter is conclusion and suggestion.