

CHAPTER I

INTRODUCTION

I. INTRODUCTION

1.1. Background of study

Being able to speak English fluently is the aims of English skills. In teaching english in class, the teacher faces various problems. These problems occur when the teacher teaches language competence to students, one of which is when the teacher teaches speaking competence. Reiser and Dick (1996, p. 316) says that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It's mean that the teacher's role is to make effective strategies in order to students' educational needs, whose general purpose is to communicate using the language being learned.

These imply that it is teachers' responsibility to make students speak English by employing suitable teaching strategies of speaking. To solve these problems, the teacher uses teaching strategies. This study aims to determine the appropriate use of teaching strategies by teachers when teachers teach speaking and problems faced by teachers when applying teaching strategies.

1.2. Problems of Study

Based on the background of the study above the researcher tries to answer the following questions;

- a. What do the strategies used by the teacher in teaching speaking in 8th grade at SMP Negeri 18 Medan?
- b. How the teacher applying strategies in teaching speaking in 8th grade at SMP Negeri 18 Medan?

1.3. Objectives of Study

Derived from the above questions, the study aims;

To know the teachers' strategies of teaching speaking in the classroom faced by 8th grade at SMP Negeri 18 Medan

1.4. Scope of Study

The scope of this study is limited only to students and teacher who teaching speaking in 8th grade at SMP Negeri 18 Medan.

1.5. Significance of Study

- 1) The student : as source of information to solve their problem in understanding speaking lesson.
- 2) The teacher : as a reference to improve his/her teaching strategy in teaching speaking.
- 3) The researcher : as additional information and knowledge of experience in education, especially in teaching speaking for a better future English teacher.

II. REVIEW OF LITERATURE

1. Definition of Speaking

According to Chaney (1998), Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is an interactive process of constructing meaning that involves producing and receiving information Brown (1994), Burns and Joyce (1997). Speaking is language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. Speaking is an important part of the process of learning and teaching a foreign language as a second language. Although important, over the years, "talking" talks become unimportant and English teachers continue to teach speaking as a repetition of practice or memorizing dialogue Burns and Joyce (1997).

2. Strategies of Teaching Speaking

Speaking is an important part of the basic English learning process. Although it is important to consider what is done over and over again there is no point if the method given for teaching is wrong. More teachers in Indonesia when teaching speaking only uses rote dialogue without making an English discussion. Learning systems like this that make our English less effective.

English speaking learning system must prioritize students' communication skills, because by making students will be able to communicate themselves to learn to use the rules of English when communicating. Among others, the strategies of teaching speaking are discussion, role-play, creative tasks, and drilling.

3. Students at Secondary Level

The teacher is in charge as a teacher as well as a guide for each student. For this reason, a teacher must have a good level of quality so that it can be a role model for each student. This applies also in the process of learning English. Middle school students often learn differently from younger students. This requires a different teaching approach.