

# CHAPTER I

## INTRODUCTION

This chapter presents an overview of the research which consists of research background, statements research, purposes and significances of research, rationale, research methodology, and analysis of data.

### Teachers' Strategies of Teaching Speaking Skill

(A Comparative Study between Native and Non-Native Teacher in the Eleventh  
Grade of SMA TARUNA BAKTI Bandung)

#### **A. Background of Study**

The teaching of speaking is having high concern in many language programs, which is due to the ever-growing needs for fluency of English. Given the fact, teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, based on experience of the researcher during observing the activity of teaching speaking in SMA Taruna Bakti, some of students of senior high school were able to speak English.

The ability to speak is not influenced by a single factor, but a number of factors. Those factors are linguistics knowledge, which consists of genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, and extra

linguistic knowledge, which includes topic and cultural background, knowledge of the context, and familiarity with the other speakers (Thornbury, 2005). However, as the focus of speaking is to improve the oral production of students, it is teachers' strategies to provide students a turn to speak. As Reiser and Dick (1996) argue that teachers can use the different strategies of teaching to achieve teaching-learning goals and objectives. This implies that it is teachers' responsibility to make students able to speak English by employing suitable teaching strategies of speaking.

In addition, teachers have to choose the appropriate method and strategy for students with different quality and quantity (Brown, 2001; Harmer 2001; Harmer, 2002). Besides, teachers attempt to create good learning atmosphere to make students experience the learning process by using both appropriate materials and teaching strategies delivered by teachers. However, all teachers' endeavor to comply with students' needs has something to do with properly selecting accurate teaching strategies.

In spite of any efforts made by teachers to use their entire competence, master the materials, comprehend the aims, manage the programs, use method and technique, and lead the class and teaching-learning activity using its infrastructure, teachers' strategies cannot be taken for granted because these strategies play a crucial role. It is correspondingly asserted by Cole (2008:28) that it is the teachers' role to provide effective plans/strategies in accomplishing students' educational needs, whose general purpose is to be able to communicate using the language being learnt.

In the ELT profession, it is commonly believed that the native speakers are capable language teachers. According to Braine (1999), native speakers are believed to possess a superior command of fluent, idiomatically correct language forms and giving the impressing of teaching motivations. They are considered more knowledgeable about the cultural connotations of their mother tongue of any instances of the language. Although the native speaker teacher does not really know the education and social background of the EFL students, they are also ideal one of teachers in giving the support, motivation for the students' success, they can adapt the learning activities based on the materials, students' characteristics and the students' level, they enable to give the opportunities for the students' success through effective feedback, corrections and guide the students' practices in tasks, they are able to monitor, students' progress by checking the students' understanding and encourage self-positive competition as well in learning English.

The researcher takes place in SMA Taruna Bakti because of some factors, they are: The speaking skill in SMA Taruna Bakti is good, because most of them can speak English. It can be seen from their speaking score that passed the KKM. 96, 3% in class XI-6 passed the KKM from 27 students. Some of them become the winner in debating competition which was held by UKM in 2013, speaking contest which was held by ASMTB in 2013, speech contest which was held by LP3I in 2014, debating competition which was held by Maranatha University in 2015.

This research is conducted to find out what strategies used by the teachers in teaching speaking to students of Taruna Bakti Senior High School in Bandung and problem in the teaching speaking.

Based on the statement above this research is entitled Teachers' Strategies of Teaching Speaking Skill (A Comparative Study between native and non-native teachers in the Eleventh Grade of SMA TARUNA BAKTI Bandung)

### **B. Research Question**

In this research, the writer concentrates to solve the following question:

1. What kind of strategies do the teachers between native and local teachers use to teach speaking skill?
2. What problem, if any, do the teachers encounter in the teaching of speaking?
3. What solution do the teachers do in encountering the teaching speaking' problem?

### **C. Aims of The Research**

Based on the questions formulated above, the purposes of the research are:

1. to reveal the strategies that teachers use to teach speaking skill
2. to find out the problem that the teachers encounter in the teaching of speaking
3. to overcome the problem that teachers face in the teaching of speaking

### **D. Significances of Research**

This research is expected to provide the practical and theoretical significances

Practically the benefits are for students and reader. For the students, the students are expected to understand about the strategies that use in teaching, how to run through it. For the reader, the reader are able to get a new and more information about the strategies that used in teaching speaking skill, how to run through it.

Theoretically the benefits are for teacher and English institution. For All teachers are expected to help their students in understanding the strategies in learning speaking.

## **E. Rationale**

### **1. Strategies**

Strategy means various actions, behaviors, steps, activities, or techniques that either teachers or students perform in the classroom (Brown, 2001, 2007 cited in Anjani 20). In the meantime, teaching strategy, according to Walker (1994, as cited in Volya, 2009), is “*a combination of student activities supported by the use of appropriate resources to provide particular learning experience (process) and/or to bring about the desire learning (product)*”. So teachers’ strategies in this context can be defined as any efforts made and employed by the teacher in managing and organizing the classroom in order that the teaching learning process may reach the objectives.

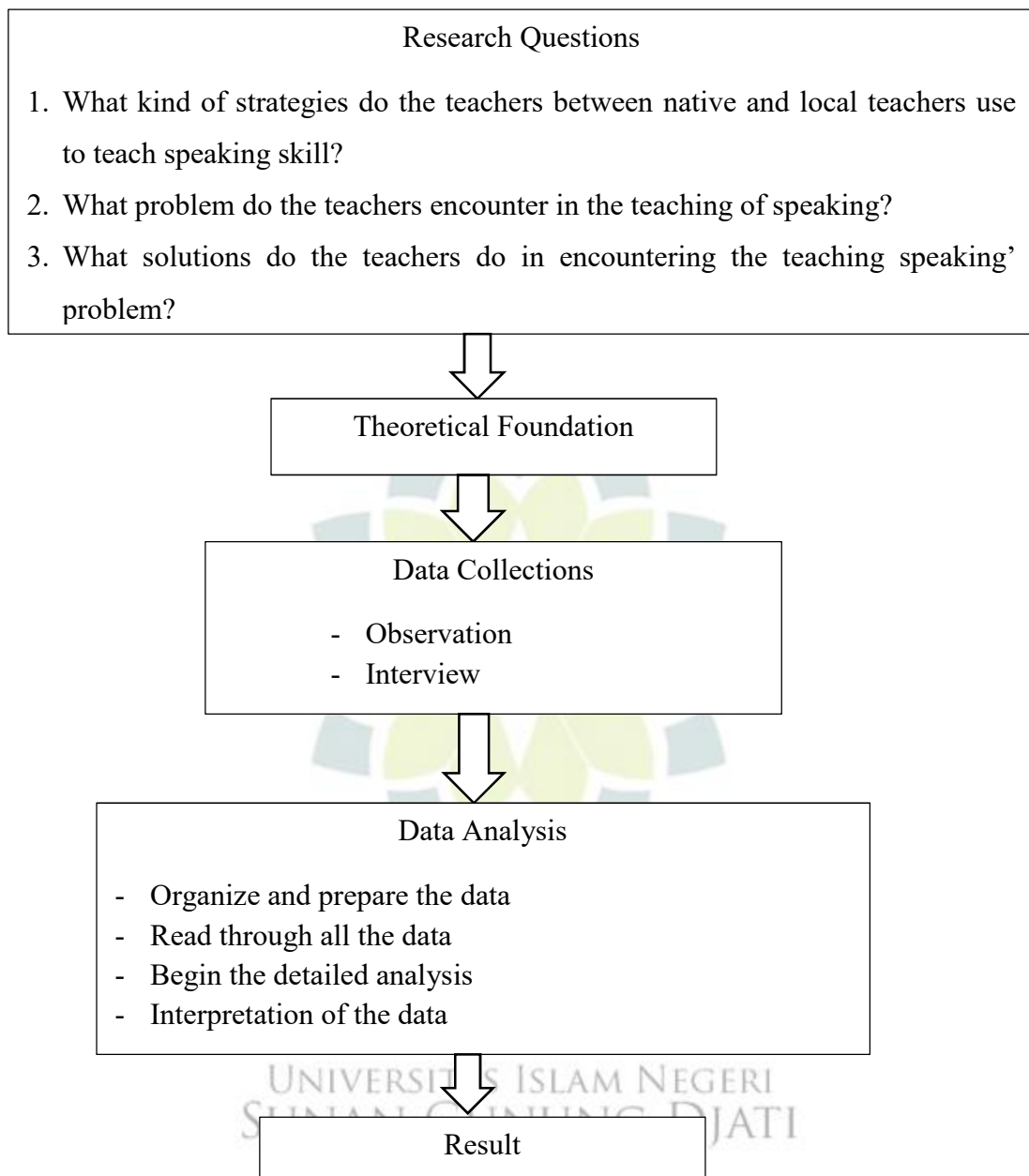
### **2. The Understanding of Teaching Speaking**

According to Grognet (136:1997) Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating. Hornby (1995: 37) defines that speaking is the skill that the

students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to use the target language to communicate with others. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom.

Teaching speaking is a process of giving lessons to students, in which the objective is making and helping students speak English (Brown, 2001). Teaching speaking in this study refers to the teaching of English skill where speaking as the main skill is taught to achieve the objectives. The research specifies that the students are EFL students, which English is taught and used as foreign language in Indonesia (Lie, 2007).

#### **F. Research Methodology**



**Figure 1.1 Research Framework**

Therefore, based on the figure above, the research used the instruments in collecting data. The instruments are observation and interview. After collecting the data, the next step is to analyze the data in order to meet the aim of the study. Several steps are used to analyze the collected data such as organize and prepare the data, read through all the data, and begin detailed analysis and the interpretation of the data.

There are several steps to accomplish this research:

## **1. Research Method**

This research would use a qualitative method. Bogdan and Taylor (1975) state in Moleong (2007) “Qualitative method is a research procedure that produces a descriptive data of written or spoken and the behavior that can be observed.” The researcher describes the result of the data in this research. The data were taken from observation and interview.

## **2. Kind of Data**

The data are categorized into qualitative data. The qualitative data are used to answer the questions in this research about the implementation of teachers’ strategy. The primary data in this research would be taken from interview, while the secondary data would be taken from the observation.

## **3. Research Subject**

### **a. Site**

The research will take places at SMA TARUNA BAKTI which is located at Jl. R.E Martadinata, Bandung. There are some reasons for selecting this school as the research site. The first one is that this senior high school is located in urban area of Bandung. The second is that this senior high school becomes the winner in in debating competition which was held by UKM in 2013, speaking contest which was held by ASMTB in 2013, speech contest which was held by LP3I in 2014, debating competition which was held by Maranatha University in 2015. The last is that this school has cooperation with English Course Institution in Bandung which provides an English native Teacher to teach at SMA Taruna Bakti.



## **b. Respondent**

The respondents were two English teachers of SMA TARUNA BAKTI at the eleventh grades, it consists of: one native English teacher and one non-native English teacher. The researcher chooses the teachers because the teachers have the good accreditations. The respondents would be chosen by purposive sampling technique because of convenience and make this research processes efficiently in time, place, cost and energy. Purposive sampling is one of collecting data technique with certain consideration and objective in mind (Sugiyono : 2008).

## **4. Research Instrument**

### **a. Observation**

Psychologically, observation mentioned as an observation which focusing on an object using all human sense (Arikunto, 2010: 197). The researcher would observe the progress of student's speaking ability by implementing the strategy and the students' responses toward the implementation of the strategy. The researcher used direct observation and passive observer technique. The observations would be held three times continuously in Wednesday of each week. The researched used three times observation, because it would make the research time more efficient and effective, also from three times of observation the comparison strategies between native and non- native had been found. The researcher would observe students' activity in the classroom, during their English learning process, especially in the teacher's strategies to analyze the progress of students' speaking ability when the teacher was implementing the

strategy. In order to support the data from observation, the researcher used field note taking during the observation.

#### **b. Interview**

Interview is a dialogue that held by the interviewer to gain some information from the interviewee (Arikunto, 2010: 198). In this research, the interview technique used was personal or face-to-face interview. The researcher interviewed the teachers about the obstacles in implementing the teachers' strategies when the teacher teaches speaking. Also, the researcher interviewed the teacher about students' speaking ability . The researcher used non-structural interview. It was a free interview where the researcher did not use a systematic and complete manual guide of interview. The manual guide was a general problem that were asked. Furthermore, the researcher asked the questions depend on the answers of participants.

### **5. Data Analysis**

In qualitative research, the data are gained from the field or school and even university. Data analysis involves collecting open-ended data, based on asking general questions and developing an analysis from the information supplied by the participants (Creswell: 2009).

According to Creswell (2009) there are four steps on analyzing a qualitative data. Here are the details of data analysis:

- a. Organize and prepare the data

In this step, the researcher will organize all the data from observation, and interview. Since there were many data collected, the researcher took the one related teachers' strategies of teaching speaking.

b. Read through all the data

After the researcher organizes and prepares the data, the researcher read through all the data to obtain general information about the implementation of teachers' strategies of teaching speaking and to reflect the overall meaning.

c. Begin the detailed analysis

The next step of the data analysis begins with the detailed analysis of the data. This step is different from the previous step, because the researcher had to find out the detail information from the data collection.

d. Interpretation of the data

In this final step, the researcher gets the interpretation or the meaning of the data itself. After the researcher has gotten the meaning, the researcher could conclude the result of this research.