

## **CHAPTER 1**

### **INTRODUCTION**

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

As MEA (ASEAN Economic Cooperation) has been implemented in Indonesia, it is important for having capability of speaking English. From human resources itself, English skill becomes one of requirements to get a job. Although they are expert in their major but cannot speak English, they will be left behind in this era. In the result, they will become unemployed. MEA requires people who can communicate with English. As we know, English is an international language that helps us to interact with people around the world. If the most people in Indonesia cannot speak English fluently, they will not have a chance to interact with the foreigner, cannot develop and compete in this global era. In brief, all of people in Indonesia must master English well in order to be able to follow the development of the age.

There are four skills that should be mastered in learning English, namely: listening, reading, speaking, and writing. The supporting elements that we must have to master English well, there are: mastering vocabulary, being able to pronounce the words well, and using right grammar when speaking.

One of the skills to master English is speaking. It is a crucial thing in English. In speaking, it is impossible to write or memorize what we want to speak in the same time while we are talking with foreigner. It needs skill to speak spontaneously. Then, it is impossible to interact with them using written language.

According to Bailey (in Hammad & Ghali 2015: 53) speaking is spoken language which delivers the meaning through oral expression structurally. Meanwhile, Cheng (in Hammad & Ghali 2015: 53) argues that speaking is communication happens between the speaker and hearer. Moreover, Fulcher (in Hammad & Ghali 2015: 53) states that speaking is the

oral skill which is used to state the opinion to other people. So, speaking delivers the words in oral language in order to the hearers can understand what the speakers mean.

Speaking is not an easy skill. There are elements which we have to master when we want to speak in English, such as: vocabulary, grammar and pronunciation, but many people have difficulty in pronouncing English because the English phonetics is quite different from Bahasa. Indonesian thinks people who clearly pronounce English automatically they think that these people are mastering all of English skills. We can conclude that pronunciation is the easiest and simplest way to detect people can speak English well or not.

There are factors that affect speaking successfully, namely: external and internal. External factors consist of the background of education, the frequency of using English, and environment society. On the other hand, internal factor is a factor which comes from each individual and affects the result of the study. The main factor affects speaking is encouragement. Students feel shy, worried, and unable if they will be mocked by others because they cannot speak English fluently and have limited vocabularies. When they cannot answer the question because of lacking the vocabularies, it can affect their achievement. This feeling is regarded as stimulated negative thinking that impedes speaking performance for the students as their second language. To reduce these feelings, teachers should be able to apply interesting strategies in order to make them to be able to speak English well.

Theoretically, there are some strategies which are used to teach speaking such as: discussion, role-play, storytelling, an interview, and debate contest. There are also many strategies which are used to encourage students to speak English. For example, the teacher asked the students to give their opinion directly without preparation in the class then the teacher hears their answer at that time; the teacher asked the students to memorize a lot of vocabularies, by memorizing and saying, they will get used to speak English word although they do not really remember what word is; Teachers can also

ask the students to tell an interesting story about their classmate spontaneously. Through these ways, it does not matter that the students can answer or not, the most important thing is they are brave to deliver their arguments and speak English. In the result, the students can practice English well without having worry while they are speaking English.

In Senior High School 3 Sukoharjo, the researcher found that there are six strategies which is applied by the teacher to encourage students to speak, such as: dividing the students into group randomly, structuring group discussion, hunting tourist, using games, using bilingual in teaching learning for speaking skill, and giving reward.

Ideally, teachers implemented various strategies that can encourage students to speak English. Teachers make fun situation while teaching, do not press the students, and create relaxed atmosphere in the class. The other way, the condition of students is turn over from what the researcher expected. For example, the students make the class crowded. They talk too much and make the condition unhandled. Many students are difficult to understand the materials when they do not know what the teacher is talking about. Many students have low competence to comprehend the materials, because they have different abilities. It results to be hard to speak English when the students found some difficulties, such as: to utter their ideas.

The researcher is interested in examining this phenomenon because speaking is very crucial thing, but many students are not brave enough to speak English in the class. The researcher intends to identify the strategies applied by English teacher to encourage students to speak English in order the students want to speak up.

Based on the explanation above, the researcher conducts the research entitled: ***“Strategies Applied by English Teacher to Encourage Students to Speak at Tenth Grade of Senior High School 3 Sukoharjo in Academic Year 2016/2017.”***

## **B. Scope of the Study**

The researcher makes the limitation both the subject and object of this research. Based on this research, the researcher focuses on the strategies applied by the teacher to encourage students to speak English in tenth grade, especially in class X Science 2 and X Social 2 at Senior High School 3 Sukoharjo in academic year 2016/2017.

## **C. Problem Statement**

To explain the problem statement, the writer formulates the research questions as follows:

1. What are the strategies applied by English teacher to encourage students to speak at tenth grade of Senior High School 3 Sukoharjo in academic year 2016/2017?
2. How does the teacher apply the strategies to encourage students to speak at tenth grade of Senior High School 3 Sukoharjo in academic year 2016/2017?

## **D. Objectives of the Study**

Based on the problem statement, the study aims:

1. to identify the strategies applied by English teacher to encourage students to speak at tenth grade of Senior High School 3 Sukoharjo in academic year 2016/2017.
2. to describe how the teacher apply the strategies to encourage students to speak at tenth grade of Senior High School 3 Sukoharjo in academic year 2016/2017.

### **E. Benefit of the Study**

The result of this research is expected to give benefits theoretically and practically:

#### 1. Theoretical Benefit

The result of this study is expected to be able to give information and contribution of knowledge to the academic reference. It can be also as a reference for other researchers who want to conduct the same method and subject in English Language Teaching.

#### 2. Practical Benefit

It is expected that this research:

- a. Give contribution to the development of English Language Teaching study.
- b. Facilitate the other students of Muhammadiyah University of Surakarta and other universities which have the same interest in learning or researching English Teaching study especially in speaking.

### **F. Research Paper Organization**

Chapter 1 consists of introduction and explains the background. In this chapter, the research covers: (1) Background of the Study, (2) Scope of the Study, (3) Problem Statement, (4) Objectives of the Study, and (5) Benefit of the Study.

Chapter 2 relates to Underlying Theory, it contains Theoretical Review and Previous Study. In this chapter the researcher covers Theoretical Review as follows: (1) Teaching Strategy, Teaching Speaking, and Strategy to Encourage Speaking, (2) The Purposes of Speaking, (3) The Functions of Speaking, (4) Elements Influencing Speaking Effectiveness, (5) Factors Affecting Students Anxiety, (6) Principles of Teaching Speaking, (7) Activities to Promote Speaking Skill, and (9) Strategies to Reduce Anxiety.

Chapter 3 is research method. The researcher describes Research Method as follows: (1) Type of Study, (2) Research Object, (3) Research Subject, (4) Data and Data Source (Event, Informant, and Document), (5)

Technique of Collecting Data (Interview, Observation, and Document), (6) Credibility of Data, (7) Technique of Analyzing Data (Data Reduction, Data Display, and Conclusion Drawing & Verification).

Chapter 4 consists of findings and discussion.

Chapter 5 consists of conclusion and suggestion.