

## **CHAPTER I**

### **INTRODUCTION**

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

In modern society, English is a very important language used throughout the world. As an international language, English is used by almost all countries to communicate. Indonesia is one of many countries that place English as an important language that have to be taught in its education system. English in education system of Indonesia learned from Pre School, Elementary School, Junior High School, Senior High School, Vocational High School and University.

Based on Tarnopolsky (2013), “there are four language skills that must be mastered by who are using English. They are listening, speaking, reading, and writing”. The writer chooses of speaking. Speaking is one of the ways to communicate in oral form. By speaking, people can get communicate with the other people around the world.

Speaking in a foreign language, however, is challenging task for language learners since speaking, according to Lazaraton in Celce-Murcia, (2002: 103) in Fauziati, is an activity requiring the integration of many subsystems and all these factors combine to make speaking a second or foreign language a formidable task for language learners”. She further mentions a number of features that interact to make speaking a challenging task for foreign language learners. Firstly, fluent speech contains reduced

forms, such as contractions, vowel reduction, and elision, so that learners who do not get sufficient practice with reduced speech will retain their rather formal sounding full forms. Secondly, slang and idioms are often used in speech; without facility in using these ubiquitous features of spoken language, learners are apt to sound bookish. Thirdly, learners also must acquire the stress, rhythm, and intonation of English which are a complicated task for many. Finally, the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speaker(s), thinking about one's own contribution, producing that contribution, monitoring its effect, and so on. This is the reason why speaking in a foreign language is not an easy task for language learners. They are not prepared for spontaneous communication and cannot cope with all of its simultaneous demands.

The writer interested in conducting the students of Tenth Grade students of *Desain Pemodelan Informasi Bangunan* Technique in SMK Muhammadiyah 1 Salam, because in this class, most of them are enthusias to receive the knowledge about English language, especially in speaking skill. Although, there are several students appertain in low students.

The writer found some problems in learning English speaking skill. The students have not involved themselves in learning speaking yet. They are still afraid and shy in speaking English. One of the students' anxiety in speaking English is caused by low mastery of vocabularies. When they

speaking English, they do not know how to say in English. A lot of students have lack of speaking ability. They are inactive in the classroom, especially to speak up, and they feel shy if they are supposed to have communication in English. Because of many factors, the students are not interested in learning speaking. Furthermore, the speaking skill is not taught in same portion compared with the other English skill. There are several factors why students are difficult to learn English in speaking English especially in the ten grade students, namely internal factors and external factors. From external factors (family, community, and peers group) and internal factors (itself).

In fact, the students at vocational high school have low competency in speaking, including in SMK Muhammadiyah 1 Salam. It is caused some factors; they are low of paid attention, practice to speak, and create sentences. The appropriate solution for these cases are the students must practice regularly to speak, add vocabulary, must be practice to spell well, and pay attention and interesting in teaching and learning speaking skill. Those factors are very important in speaking.

Based on above reasons, there should be some basic considerations to take before conducting a speaking class. The first to consider is the level of the students' proficiency and their perceived needs. The level of the students' proficiency can be determined by a placement test administered by the institution or the teacher whereas information on learner needs can be obtained by questionnaire or information sheet. Secondly, we have to

consider the content/topic to be taught. Nowadays, speaking classes at all levels are often structured around functional uses of language. In non-academic context, these may includes greetings, talking on the handphone, interacting with the other persons, etc. In academic context, practice in activities such as leading and taking part in discussions and giving oral reports is needed to be carried out. Finally, we have also to consider the materials used for teaching speaking. When using published materials, teachers have to be critical. They must find out whether or not the materials suit the students' level of proficiency and needs and whether or not the content or topics appropriate for the students. Lazaraton in Fauziati (2002: 104-106).

Based on the description above, it can be stated that speaking is one of the four basic skills in learning of foreign language besides listening, writing, and reading. A lot of students have lack of speaking ability. They are inactive in the class especially to speak up and they feel shy if they are supposed to have communication in English.

## **B. Limitation of the Study**

To make the problems easy to be discussed, the writer focus on the problems such as: The study is focused on teaching speaking skill by Using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018/2019 Academic Year. The writer focuses on the speaking ability of the students.

The participants is limited to English teacher and the tenth grade of *Desain Pemodelan Informasi Bangunan* Technique. The writer used tenth grade students of *Desain Pemodelan Informasi Bangunan* Technique as the subject. Because the students in this class have good motivation to learning English.

### **C. Problem Statement**

Based on the background of study, the writer would like to know the problems concerning the topic being studied. Whether the use of “Communication Strategies” in the teaching speaking can improve the students’ English speaking competence in learning English at Vocational High School.. The problems can be formulated as follows:

1. Is the Communication Strategies able to enhance speaking skill for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year?
2. How is the implementation of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year?
3. What are the strength and weaknesses of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year?

4. What are the problems faced and alternative solution taken by the English teachers in teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year?

#### **D. Objective of the Study**

Based on the problems above, the purposes of the research are to:

1. To describe whether or not the Communication Strategies can enhance speaking skill for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year.
2. To describe the implementation process of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year.
3. To describe the strength and weaknesses of teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan Informasi Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year.
4. To identify the problems faced and alternative solution taken by the English teachers in teaching speaking skill using Communication Strategies for the tenth grade students of *Desain Pemodelan informasi*

*Bangunan* in SMK Muhammadiyah 1 Salam in 2018-2019 Academic Year.

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

The writer hopes that the study may have some benefits and to give some contribution to students, English teachers, and language researchers. The contributions are as follows:

##### **1. For the Students**

The students can understand better about speaking and have a new experience in speaking by using Communication Strategies for ten grade students and also the study can enhance the students' awareness at using English communicatively rather than the spelling. That they can have higher motivation to speak the language.

##### **2. For the Teacher**

They may know the benefit using the Communication Strategies for ten grade students. It can also give some information about speaking and the implementation of this approach.

##### **3. For the Writer**

The writer can have an experience to teach, implement and find out the influence using Communication Strategies for ten grade students.

4. For the Library

The library can get this research in hard copy and soft copy, to increase the collection about thesis documents. Then, it can be read by other researcher.

5. For other Researcher

The procedures and outcomes of the research hopefully can inspire other researchers to do research concerned with Communication Strategies.

The implementation of this research for enhancing the students speaking.

**F. The Goal of this Research**

1. To classify the Problem Based Learning approach can improve the speaking ability for tenth grade students in SMK Muhammadiyah 1 Salam
2. To describe the implementation for using Problem Based Learning approach to teach speaking for tenth grade students in SMK Muhammadiyah 1 Salam.
3. To identify the students' problems in speaking learning with Problem Based Learning.