

## CHAPTER I

### INTRODUCTION

In this chapter, several points will be explained. The research background, research questions, research purposes, significances of the research, framework of thinking, and the previous study.

#### **A. Research Background**

This study is intended to reveal the teaching strategies for teaching English speaking skills in Indonesian Islamic boarding schools. This study is important to know how the process of students speaking skills in Indonesian Islamic Boarding school, for instance in Gontor Darussalam Boarding school in Ponorogo, East Java. Several Islamic figures are also involved in the history of the development of the English language in Islamic boarding schools in Indonesia. the factors that triggered the problem occur and find out the strategies for the teacher to teach English speaking skills.

Speaking is one of four important skills. (Bailey, 2003) said that speaking is producing oral utterance to share an opinion in verbal communication. In addition, speech is a productive skill that can be achieved naturally or explicitly by paying attention to conversational content consistency and fluency while speaking. Achieving fluency in oral communication is the main dream and the primary motivation that many learners bring to language classes (Richards & Renandya, 2002). To overcome English communication, the teachers can facilitate teaching student communication in English by using certain strategies.

Limited observation in Al-Ittihad Boarding school Cianjur shows that students had already practiced conversation. However, they tended to imitate English expressions uttered by their senior students without analyzing whether the expressions are correct and common.

Several previous studies were conducted regarding strategies in teaching speaking skills. The first research (Widyaningsih & Robiasih, 2018) discussed how the teacher's teaching strategies influence students' speaking skills. Second research conducted by (Maulidar, Gani, & Somad, 2017) explore about the teacher strategies can influence students speaking skills. The next research conducted by (Saliha & Anis, 2017) discussed teaching strategies in speaking skills used and exploring how the students participated in speaking skills in BP21P (Balai Pelatihan dan Pendidikan Ilmu Pelayaran). Meanwhile, the research by Wijayanti in 2018 discussed that students had lack of vocabularies and they were shy to speak English are the problems of students speaking skills. Furthermore, (Masuram & Sripada, 2020) discussed topic about how TBLT (Through Task-Based Teaching) can influence students speaking skills. The last research from (Kliueva & Tsagari, 2018) that discussed the relationships between the levels of trait emotional intelligence of teachers of English foreign language and how the teaching strategies influence the speaking skills. The current research differs from the previous research conducted by focusing on the process of students' speaking skills in the Muhadatsah program and how the teacher's teaching strategies influence the student speaking skills.

#### **A. Research Questions**

There are several research questions regarding the problem mentioned in the background:

1. How is the process of teaching English speaking skills in Al-Ittihad boarding School?
2. What are the strategies for teaching English speaking skills in Al-Ittihad boarding school?

## **B. Research Purposes**

There are several purposes of this study:

1. To know the process of teaching English speaking skills in Al-Ittihad boarding school.
2. To find out the strategies for teaching English speaking skills in Al-Ittihad boarding school.

## **C. Significances of the Research**

This study gives Al-Ittihad boarding school teachers the advantage to get knowledge of the problem in speaking skills and find out the proper strategies. The result of this study is expected to give information and understanding about teaching English in speaking skills. Practically, this study offers significances for:

1. For the teacher: The teacher can determine why students get problems in English speaking skills and the teachers' strategies in teaching speaking skills.
2. For other researchers: the other researcher can use the result of this study for other researchers to conduct any further research in the same field study.

## **D. Framework of Thinking**

According to Chaney (1998, p.13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal, in various contexts. Speaking is also a process of constructing meaning involved by receiving and processing the information (Brown, 1994; Burns & Joyce, 1997). Nowadays, the goal of teaching English in speaking skills is to improve the students' communicative ability. In that way, the student can follow the social rules in each circumstance.

(Burkart, 1998, p.11) stated speaking is one activity that involves the areas of knowledge. They are the mechanics (pronunciation, grammar, and vocabulary). (Burns

&Joyce 1997) said that speaking has its skills, structures, and conventions different from other languages. In speaking, (Clark and Clark 1997, p.223) said that a speaker expresses the feeling and thought in a word, the sentence following a particular structure which regulated the meaningful units and meaning of sentences. Students do not feel confident in their English. They are also less practice in speaking.

(Bashir et al. 2011, p.39) stated that speaking strategies that used by teacher are consist of using minimal responses, recognizing scripts, and using language to talk about language. It can help students to solve the student difficulties in speaking.

### **E. Previous Study**

Several studies have been conducted regarding this topic. The first study that related to this study was conducted by (Widyaningsih & Robiasih, 2018). This study aims to describe the student speaking skill and how the teaching strategies influence students' speaking skills and find how they applied the teacher strategies in speaking skills. This study was conducted in SMA BOPKRI Yogyakarta. The method that used in this research is descriptive qualitative in the form of case study. Furthermore, the findings of this study is the teacher applied the teaching strategies at eleventh grade of SMA BOPKRI 2 Yogyakarta. The teacher used teaching strategies in the class such as Setting Clear Lesson Goals, Showing and Telling the Lesson, Questioning to Check for Understanding, Plenty of Practice, Providing Students with Feedback, and Being Flexible about How Long It takes or the teacher give time to practice the students speaking. The second study conducted by (Maulidar, Gani, Somad, 2019) is to know the problems that teachers faced in speaking skills during the teaching process and to know the teaching strategies that used in speaking skills, and to know how the students responses toward the teacher strategies during the teaching process. The researcher involved two classes of 58 students. The teaching strategies used by the teacher of BP2IP Malahayati, Aceh in teaching speaking skills are role play and games. The

teacher used those strategies because those strategies are believed can influence the student speaking skills and also reduce the students' anxiety in speaking skills.

The third study was conducted by (Saliha, 2017). This study aims to know the teaching strategies in speaking skills used and know how the students participated in speaking skills. This study used qualitative data and used the case study design. This study was conducted in Kampoeng Inggris, Pare. This study's findings are the teaching strategies and the teaching strategies facilitate the areas of speaking skills.

The fourth study discussed teacher strategies in speaking skills. Research by (Wijayanti, 2018) indicated the teachers' strategies in English speaking skills. The researcher did an observation of teachers' strategies in English speaking skills then the researcher analyzed the result of the observation. The observation result is that the researcher found that students had a lack of vocabulary and were afraid and shy to speak English. The researcher also suggested to the teacher that the teacher should understand what students need in speaking skills.

Moreover, the fifth study was conducted by (Masuram & Sripada, 2020). The researcher's methodology in this study is a qualitative design by giving a questionnaire to students and teachers. The researcher also did the classroom observation. The researcher gave a pre-test to find out the level of proficiency in terms of speaking skills. Then the researcher did an intervention to find out the impact of TBLT in the classroom. After three weeks of intervention, the researcher gave the post-test to evaluate student competencies in speaking skills.

The sixth study comes from (Kliueva & Tsagari, 2018). This study examines the relationships between the levels of trait emotional intelligence of teachers of English foreign language and the teacher's teaching strategies. This study examines the influence of English language teaching strategies. The researcher used mix method in this study, and the participants were 102 EFL teachers from schools and university language centers in Cyprus.

With all the previous research that has been explained above, this research has a gap with the presented research. Those research focus on the analysis of the teaching strategies used by the teacher and how the teacher treats the students to influence the speaking skills. This current research will focus on the factors that trigger the students' speaking skills and the teaching strategies to increase and solve the student problem in speaking skills.

