#

# **CHAPTER I**

# **INTRODUCTION**

## **The background of the study**

Speaking as one of four basic skills is very crucial to be mastered because one of the main purposes of learning a language is to be able to communicate orally. This purpose will only be completely fulfilled if the students are trained with the activity which is able to trigger them to speak. In carrying out speaking skills, students face some difficulties, one of them is about language itself. In fact, most of students find it difficult to speak even though they have a lot of vocabularies and have written them well. The problem is that students are afraid to make mistakes. Meanwhile, speaking is very important because speaking is the ability to produce the language and share ideas with other people. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbol, in a variety of context (Chaney: 1998). Nunan as cited from (Kayi, 2016:1) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called fluently.

In learning English, students still face many speaking difficulties. Due to the fact that English is not used daily in Indonesia, students do not have the urgency to speak English outside the classroom. Some learners are also lack of motivation to speak English. They do not see the real need to learn or to speak English. Meanwhile, as Littlewood, (1984, p.53) stated that “motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers”. Beside the lack of motivation, Rababa’h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

Every English lecturers supposed to have the ability to develop their teaching strategy due to the different needs of every students. As Reiser and Dick (1996) argue that teachers can use different teaching strategies to achieve teaching-learning goals. It is correspondingly asserted by Cole (2008) that it is the teacher’s role to provide effective plans/strategies in accomplishing students’ educational needs, whose general purpose is to communicate using the language being learnt. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item (Newton and Nation, 2009). Role-play is the activity where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011).

Creative task resembles real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their concentration focuses on producing something, rather than on the language itself. Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students’ mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language (Thornbury, 2005).

The key role of being a lecturers is to teach. However, it does not mean that lecturers are supposed to only teach, they also have to create the right atmosphere for students to be able to learn properly. Therefore, every lecturer needs to have teaching strategies to promote productive classroom interactions in speaking subject. The taxonomy of teaching strategies proposed by killen (1998) was used as the framework design for the study. The strategies which can be used by lecturers’ are such: Group Discussion, Interviews, Reporting, Role Play and Simulation, Dialogue, Information Gap, Brainstorming, Playing Game, Story Completion, Picture Narrating, and Find the Different are described to effectively facilitate students to learn and to interact.

Based on my pilot study conducted in English department, many English students are not active in speaking class because they feel shy or find it difficult to speak, so they prefer to not speak up and tend to be quiet. Therefore, a lecturers also needs a strategy to grow students’ confidence in order to have good communication, respect in a classroom, and show interest in teaching. It will establish a positive relationship in the classroom which is able to result in positive atmosphere and then promote productive classroom interaction.

The current research will focus on the teaching strategy, but it will be conducted in university to find out kinds of strategy used by the lecturers in the higher education. In other words, the researcher will focus on how the lecturers in the university promote a productive classroom interaction in the speaking subject.

## **Research Question**

The researcher will formulate the question as follow:

* + 1. What speaking activities do lecturers apply to promote productive classroom interactions in speaking subject for the first-year students in English department?
		2. How these activities promote productive classroom interaction in speaking subject?
	1. **Research objective**

Based on the research question above, this research aims:

* + 1. To investigate lecturers’ teaching strategies to promote productive classroom interactions in speaking subject for the first-year students in English department students.
		2. To describe teaching strategies in speaking class to promote productive classroom interaction students at English Department, University Jambi.
	1. **Limitation of the research**

In this study, the researcher focuses on the lecturers’ teaching strategy to promote productive classroom interaction in speaking subject based on Kayi (2006). The subject is only the first-year students at English Department, Jambi University.

* 1. **The Significances of the Research**

The findings of this research are expected to give contribution to every EFL lecturer in Indonesia to help their students’ by using strategy an appropriate classroom interaction to participate active in the classroom interaction.

* 1. **Definition of Key Terms**

**Speaking** is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998, p. 13)

**Productivity** is often taken to mean using the inputs and processes of schooling in ways that increase desired outcomes. (Burtless, 1996:3)

**Teaching strategy** is the specific approaches for a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information (Brown (2000:113). Strategy concern how people will achieve their aims.