

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers employ various strategies to enhance their speaking skills in the classroom. These may include clear articulation, varied intonation, and pacing to maintain student engagement. Additionally, effective use of body language, gestures, and eye contact can convey meaning and create a more dynamic learning environment. Teachers often adapt their speaking style based on the content and the diverse needs of their students, employing techniques like questioning, summarizing, and providing examples to enhance understanding. Continuous self-reflection and professional development also play a crucial role in refining teachers' speaking strategies over time. (Agung, Ginanjar Anjaniputra, 2013)

Moreover, teachers integrate non-verbal elements into their communication repertoire. Purposeful use of body language, gestures, and eye contact can significantly augment spoken messages, fostering a richer understanding and connection with students. These non-verbal cues are especially crucial for conveying emotions, emphasis, or reinforcing key points.

Adaptability is a hallmark of effective speaking strategies. Teachers tailor their communication style to suit the diverse needs of their students. This might involve simplifying language for younger learners, employing

more complex vocabulary for advanced students, or adjusting pacing to accommodate different learning styles.

Questioning techniques are instrumental in promoting interactive and participatory communication. Skillful questioning not only assesses comprehension but also encourages critical thinking and active engagement. Teachers strategically integrate open-ended questions, probing inquiries, and reflective prompts to stimulate thoughtful discourse within the classroom.

Summarization is another strategy employed to enhance understanding. Teachers adeptly distill complex information into concise summaries, aiding students in processing and retaining key concepts. This summarization process is often intertwined with effective use of repetition, reinforcing essential information and facilitating memory retention.

Real-world examples and relevant anecdotes contribute to a more vivid and relatable learning experience. Teachers leverage storytelling to contextualize abstract concepts, making the material more accessible and memorable. The use of analogies and metaphors further aids in clarifying intricate subjects.

Continuous self-reflection is integral to the refinement of speaking strategies. Teachers analyze their own communication patterns, seeking feedback from peers or mentors to identify areas for improvement. This commitment to professional development ensures that educators remain attuned to evolving pedagogical practices and adapt their speaking strategies

accordingly.

In essence, the art of effective teaching lies not only in the mastery of subject matter but also in the adeptness with which educators employ diverse speaking strategies. Through a nuanced blend of verbal and non-verbal communication, adaptability to student needs, and a commitment to ongoing improvement, teachers create an environment where the spoken word becomes a powerful tool for learning and inspiration.

B. Identification of the Problem

1. Students often find it difficult to express ideas in English.
2. Many students feel anxious or lack confidence during speaking activities.
3. Opportunities for practicing English speaking in class are limited.
4. The teacher's speaking strategies are not clearly identified or understood.

C. Limitation of the Problem

This research is limited to the speaking strategies used by an English teacher in teaching speaking to tenth-grade students at SMAN 16 Padang, the focus of the study is specifically on speaking activities related on the topic "Introducing Self" focusing on how these strategies are implemented in the classroom.

D. Formulation of the Problem

1. What are the speaking strategies used by the English teacher in teaching speaking to tenth-grade students on the topic introducing self?
2. How does the teacher implement those strategies in the classroom?

E. Objectives of the Study

1. To identify the speaking strategies used by the English teacher in teaching speaking.
2. To describe how the teacher implements those strategies in the classroom.

F. Significance of the Study

1. For Teachers: To provide insights into effective speaking strategies that can be applied in other classrooms.
2. For Students: To help students understand and benefit from various speaking strategies.
3. For Researchers: To offer a reference for future studies related to teaching speaking strategies.

G. Definition of Key Terms

1. Speaking Strategies: Techniques used by teachers to facilitate speaking practice in the classroom (Brown, 2001:271).
2. Implementation: The process by which teachers apply strategies during teaching and learning activities (Richards & Rodgers, 2001:162).