CHAPTER I

INTRODUCTION

A. The Background of the study

Since everyone uses language to communicate, language is essential component of human existence. It will not be simple to share without human language. In addition to speaking, language can be used to transmit ideas, feelings, and self-expression. Therefore, learning a language is necessary for effective and efficient interaction with others. English is possibly the most important dialect to learn. One of the world's dialects is English. English is a language that many people are familiar with because it is used so frequently around the globe. English is a widely used official language. There are nations where English is a second language, nevertheless. The educational aspect is just one of the many areas of life where the use of English has significant advantages. According to Yuko Iwai (Quoted by Peng si), English Foreign Language interaction in this context, applies to people who study English in non-English speaking countries.[1] The majority of students' utilize English in class, whereas there are little or no possibilities for speak the outside the target language of the classroom. In relation to role of the learning environment, which is crucial for providing language exposure, the classroom environment needs to be structured and constructed in a way that gives students the chance to interact in English.

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[1] Peng Si, "*A Study of the Differences between EFL and ESL for English Classroom Teaching in China",* (April 1, 2019), 33

Indonesia is a nation that is studying English. This is shown by the fact that English is offered by the government at all grades, from junior school to higher. Additionally, there are a lot of English language schools operating in Indonesia. An English village located in Pare Kediri is one of the organizations offering English language instruction that is well renowned and in high demand by the Indonesian population.

Students need to be adept at the following four foundational language abilities: writing, reading, speaking, and listening. According O'Malley et al., (Quoted by Yusril Maulana Shodiq), Speaking is a crucial skill used by everyone in every aspect of life, because of that students need to learn it to communicate with other people from all over the world. Based on that, the primary purpose of teaching English is to enable students to communicate orally and effectively.[2] Speaking is one of the most crucial skills to acquire and develop as a means of effective communication.

When practicing their English, especially in speaking, students frequently get confused. Students are reluctant to speak out in class or use English to communicate their ideas. Conversely, practicing daily will help students become fluent in speaking. The learner can compete in this worldwide period by acquiring this competence. As a reason, the teacher is essential in assisting students learn how to speak. Additionally, each skill should be addressed in the teaching of English techniques in order to obtain the intended results. It is ironic because, based on the researcher's high school experience, most secondary school students were unable to speak English when it comes to teaching speaking skills. Furthermore, those who graduated from secondary

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[2] Yusril Maulana Shodiq, "*Strategies used by the lecturer in teaching speaking online during the pandemic at english education department of uin malang year 2021",* (Thesis, UIN Maulana Malik Ibrahim Malang, 2021),2.

school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful.[3]

Considering the aforementioned issues the researcher is curious to look into how the teachers teaches speaking. Researchers are also interested in finding out how the teaching strategy affects students' speaking abilities and how they react to their teacher speaking teaching strategies. The researcher would therefore evaluate the teacher approach to teaching speaking, which it titled "Exploring Teacher Strategies in Teaching Speaking."

B. The Problem's Identification

1. What are teacher teaching speaking strategies at the Eighth Grade of SMP Plus Assa'adah?
2. How are the students' responses to the teaching strategies in teaching speaking at the Eighth Grade of SMP Plus Assa'adah?

C. The Study's Objectives

1. To find out the English teacher teaching speaking strategies at the Eighth Grade of SMP Plus Assa'adah.
2. To know the students' response to teaching speaking strategies at the Eighth Grade of SMP Plus Assa'adah.

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[3] Agung Ginanjar Anjaniputra, "*Teacher's strategies in teaching speaking to students at secondary level*", (Journal of English and Education 2013), 1

D. The Significance of the Study

The significance of the study is as follows. This study provides some helpful information on examining teachers' practices for teaching speaking:

1. Significance for Student

    This study can be used as a resource by students to learn about the many processes that teachers employ when teaching speaking.

2. Significance of Teacher

    Benefits are anticipated from this research. Additionally, teachers seek for and possess the greatest teaching and learning approaches that take into account the traits and circumstances of their students. Thus, an enjoyable learning environment is created.

3. Significance for Next Researcher

    The results of this study can enlighten future researchers on the strategies teachers use to teach speaking.

E. The study's scope

Given the aforementioned research issue, the primary focus of this study is on the strategies used by English teacher to teach speaking. As a result, this study will concentrate its research on the many learning strategies that English teacher use to teach speaking. It will also continue to concentrate on how students react to the teacher's teaching strategies.

F. Previous Study

The researcher in this study includes three main previous research when putting this study together. These previous researches are:

1. *"An Analysis Of Teachers' Strategies To Encourage Students'*
    Self Confidence In Speaking"

The first study was conducted by Hummaira Azwir 2020, an English language education major at Ar-Raniry State Islamic University Banda Aceh. Also covered in this study are the implementation strategies and methods employed by teachers. A qualitative approach was used in this study. His study used teachers as its subjects, along with tools for interviewing and observing them. According to the findings, there are four ways to boost pupils' speaking confidence: Motivation, Cooperative activity, Presentation and drilling.[4] Comparing with Hummaira Azwir in this research, Only the teacher's strategy and how they employ the strategies used in teaching to boost students' self-confidence are the subject of Hummaira Azwir's research.

While this study concentrated on the strategies teacher employed and how students responded to them.

2. *"Teachers Strategies in teaching speaking to Students at*
Secondary Level".

The second is a study conducted by Agung Ginanjar Anjaniputra from Indonesia University of Education's English Education Study Program 2013. In order to gather information and establish the tactics for teaching speaking, the researcher in this

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[4] Hummaira Azwir, "*An analysis of teachers' strategies to encourage students' self confidence in speaking",* (Thesis, UIN Ar-Raniry Banda Aceh, 2020), 38.

study used observation and interviews. Students were given a questionnaire in the meantime to collect information on how they felt about the descriptive research-related strategies. The findings showed that the teacher's methods included role-playing, creative tasks, cooperative exercises, and drilling.[5] Students' reactions to the strategies, however, showed a positive outlook as they stated that they helped them speak, as well as care for the oral production of those students whose participation was highlighted. Agung Ginanjar Anjaniputra's research on descriptive qualitative design. Additionally, both studies examined the teaching methods used to teach speaking. The distinction is that the research topic employs a 22-student class and an English teacher. While part class of Eighth grade is taught by an English instructor at SMP Plus Assa'adah in this study.

3. *"Lecturers Method in Teaching Speaking at University of Iqra Buru"*

The third study from the University of Iqra Buru in Maluku, Indonesia's Saidna Zulfiqar Bin Tahir English Education Department and Hanapi Art and Literature Faculty 2017. Three types of instruments were utilized in this qualitative study to gather data: document analysis, interviewing, and observation. Using the Miles & Huberman technique, which provided three parallel processes of action: data reduction, data display, and conclusion drawing/verification, the data were evaluated. The

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[5] Agung Ginanjar Anjaniputra, *"Teacher's strategies in teaching speaking to students at secondary level",* (Journal of English and Education 2013), 7.

study found that: 1) Grammar translation methods, task-based learning, and lexical approaches were most frequently utilized in speaking instruction; 2) The content presentation and class discussion that made up the university's implementation technique for teaching speaking, 3) The students have negative perceptions of the lecturers' methods and learning exercises used to teach speaking.[6] Saidna Zulfiqar Bin Tahir's study investigated how lecturers instruct speaking at the University of Iqra Buru. While this study makes advantage of the speaking instruction strategies used by teacher at SMP Plus Assa'adah.

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[6] Saidna Zulfikar, *"Lecturers' Method in Teaching Speaking at the University of Iqra Buru",* International Journal of English Linguistics (Vol. 7, No. 2; 2017), 7