

CHAPTER I

INTRODUCTION

A. Background of the Study

English was thought as a foreign language in Indonesia from elementary school in 1907 and junior high school in 1914 till senior high school in 1918 by the Dutch during the colonialism period before Indonesia won independence.¹ And English would have been taught in Indonesia from kindergarten, elementary school, junior high school, and senior high school until university level by the English foreign language teacher in Indonesia. According to Ramadhani and Bahri, English is taught with the goal to develop learners' language skill and enable them to communicate in English.² Because all of the people use language to express their feelings, ideas, opinion, and desire. By the language, people can communicate with each other. In this era globalization not only in Asia but also in Europe.

¹ Soenjono Dardjowidjojo, "English policies and their classroom impact in some ASEAN/Asian Countries.K.E Sukanto (Ed)" *Rampai Bahasa, Pendidikan, dan budaya, kumpulan esai Soenjono Djarjowidjojo*, 63-82. Jakarta: Yayasan Obor Indonesia.

² Putri Ramadhani, Syamsul Bahri Ys, "Teacher's Problem in Teaching Speaking To Young Learners", *Research in English and Education (READ)*, Vol. II, No.1, (February 2017), 27-36.

The English language is an important language to use for communicate with each other. According to Baugh and Cable, the importance of English. In numbers of speakers as well as in its uses for international communication and in other less quantifiable measures, English is one of the most important languages of the world.³

By English language people can communicate with each other in the world, English language learning not only taught in abroad but also in Indonesia. To achieve these objectives, the students should master the four language skill. Those are listening, speaking, reading, and writing. In learning English, speaking is one of the important aspects that students need to master.⁴ Moreover, speaking is the way to communicate or to deliver mind ideas, opinion, and desire to an interlocutor. This relevant with Sari Luoma is a statement that "Speaking skill is an important part of the curriculum of the language teaching, and this makes them an important object of assessment as well."⁵

Therefore, students need the professional teacher to develop students learning English speaking skill in the classroom, because teacher is the most important part of the learning process, both in formal and

³ Albert C. Baugh, Thomas Cable. *A History of the English Language. Fifth Edition* (London: Routledge,2005), 03

⁴ Putri Ramadhani, Syamsul Bahri Ys, "Teacher's Problem in Teaching Speaking To Young Learners", *Research in English and Education (READ)*, Vol. II, No.1, (February 2017), 27-36.

⁵ Sari Luoma, *Assessing Speaking* (UK: Cambridge University Press, 2004), 1.

informal education. Teachers are required not only as educators to be able to transform the knowledge, values, and skill but also as moral guardians for students. Even sometimes, the teacher is considered as the second, after the parents of the students in the educational process globally.⁶ Professional teacher is well – educated and well- trained and a lot of experience.

As teacher know that "Teaching is not an easy job, but it is a necessary one and can be rewarding when we see our students progress and know that we have helped to make it happen. It is true that some lesson and students can be difficult and stressful at times, but it also worth remembering that at its best teaching can also be extremely enjoyable.⁷

To make students enjoyable in learning, material and method in teaching speaking should be interesting and suitable with students needed. Because speaking is a comprehensive volume addressing the most silent issues for teaching learners to produce oral language.⁸

Teacher teaching speaking skill to the students uses the technique and strategy to deliver the material of English speaking skill. A technique is a classroom activity. The different method makes different

⁶ Deitje S.Borang @Seminar International, *Upaya Peningkatan Kompetensi dan Profesionalisme Guru SMK di era Sertifikasi*, ISSN 1907-2066, 245,

⁷ Jeremy Harmer, *How To Teach English* (Pearson Education Limited, 2007), 23.

⁸ Khatleen M.Bailey, *Practical English Language Teaching: Speaking*, TESL-EJ, Vol. X, No.4, (March 2007), 1-4.

classroom activity that has been implemented in the classroom, the technique must be consistent and suitable with the method and approach.⁹ A good technique and strategy by the teacher can help the students' achievement of English speaking skill.

Meanwhile, in learning and teaching speaking skill still have the problem faced by the teacher not only from the teacher but also from the learner become one of the problem in learning speaking skill. The reason of this research is the researcher interested to know what the teachers' problem in teaching speaking skill and how the teachers overcome this problem, this research help the teachers' candidate to prepare how to be a good teacher in teaching speaking skill and to know what the method was suitable in teaching speaking skill in junior high school.

The objectives of this research are to investigate the teachers' problems in teaching speaking skill at MTS Islamic boarding school Manahijussadat. A lot of the teachers in Indonesia as a non- native speakers in teaching a foreign language, has any problems in teaching speaking skill not only the method or approach has been used in the learning process but also the professional development of a teacher on student's learning outcome can be the impact of the students'

⁹ Pramod Kumar Yadav, "Technique of teaching speaking skill", *International Journal for Research in Education Studies*, Vol. 04, No. 05, (May 2018)

achievement. It is relevant with Patnaik and Davidson Teacher quality is definitely one of the strong influencing factors on learner's outcomes.¹⁰

The teacher should be creative in teaching English speaking in the middle of the lack of facilities on learning a speaking skill. They should look for the best way to implement speaking in the class. Because speaking is about habit and practice to make the students that earn it can improve their ability in speaking. The teacher also should make the class condition enjoyable, so students will be interested to learn English. It is for teachers to give an evaluation in oral speaking so the students will be enthusiasm to study. Method and technique used in teaching English speaking skill is the aspect of the student achievement in the speaking classroom.

Based on pre-observation, the teacher has a problems in teaching speaking skill are teaching constraints, learner's problems, and the lack of necessary facilities in the learning English speaking. Based on my literature review the problems are coming from the teacher, and the learner, and the lack of necessary facilities in the teaching speaking classes. Every teacher has a different problem in teaching speaking skill

¹⁰ Swathi Patnaik, Manjula Davidson, "The Role of Professional Development in Ensuring Teacher Quality", *International Journal of English Language Teaching*, Vol. III, No. 5, (July 2015) 13-19

start from the teacher of kindergarten, Elementary school, junior school, senior high school, until university level.

The purpose of this research is to investigate of the Teachers' Problems in Teaching Speaking skill at MTS Islamic Modern Boarding School Manahijussadat. Because when the teacher's candidate as a teacher, the teacher's candidate have to know what the teachers' problems will face in teaching speaking skill. Then, how does the teacher to overcome the problems in teaching English speaking as a foreign language. This research primarily adheres to qualitative method with the a case study approach, in order to accomplish the objectives of this research, the primary methods use were classroom observation, face to face interview, and documentation.

B. Identification of the Problem

By conducting of classroom observation and interview with the teacher on pre – observation, the researcher identifies the teachers' problems in teaching speaking skill:

First, the teacher hardly gave students varied activities, such as dramatization, students project and outside classroom activities.

Second, learner's problems is about a students has less an English speaking practice, worried about making mistakes in English speaking, and simply shy of the speech attract.

Third, teaching constraints related to limitation time in implementation the material in teaching speaking skill, inappropriate assessment in learning English speaking, and teaching preparation is inadequate.

Fourth, lack of linguistic knowledge, the students confined their lack of speaking in three linguistic components: sentence structures, vocabulary and pronunciation.

And finally fifth, lack of necessary facilities in teaching and learning English speaking skill because the teachers are not provides the adequate educational materials such as audio's CD, posters and picture.

C. Scope and Limitation of The Research

The writer restricts this research with the following conditions:

1. This research focused on teacher's problem in teaching speaking skill related to the teaching constraints, the learners' problems and the lack of necessary facilities in teaching and learning speaking skill in the classroom.
2. The object of this research is an English teacher at MTS Islamic Modern Boarding School Manahijussadat and the students of junior high school

D. Research Questions

From the background of the study stated above, the researcher formulated the question as follows:

1. What is the teachers' problems in teaching speaking skill at MTS Islamic Modern Boarding School Manahijussadat?
2. To what extent the teachers' effort in overcoming the problems?

E. Research Objectives

In accordance with the statement of the problem above this study is aimed at:

1. Describing the problems are faced by the teachers in teaching English speaking skill at MTS Islamic Modern Boarding School Manahijussadat.
2. Describing what the teachers do to overcome the problems are faced by the teachers.

F. Significant of this Research

The result of this research is expected to give benefit to practice:

1. Teacher

This research provides brief information and contribution to teachers especially in MTS Islamic Boarding school Manahijussadat to choose the suitable method and approach in

teaching speaking skill, how the good way in managing the classroom, and use good and appropriate media in teaching speaking skill. In order to reach the maximum achievement of the students English speaking skill.

2. School

The result of the research expected to give some theoretical contribution to the school to provide the necessary facilities in teaching English speaking skill.

3. Students

This research expected to be useful for students. This research will case students to learn English speaking skill because of proper media utilization from the teacher and suitable method and approach in learning a speaking skill, especially students of MTS Islamic Modern Boarding School Manahijussadat.

4. For another researcher

This research expected to be useful for the other researcher to improve the knowledge in teaching speaking skill, especially in the communicative method, managing classroom, and the necessary facilities in teaching speaking skill.

G. Previous Study

The previous study about the teacher's problem in teaching speaking skill is conducted by:

1. Nanang Istanto on the title *Teacher's Problem in Teaching Speaking Skill in Agriculture class at the Eleventh Grade of SMK N 1 Kedawung Academic Years 2016/2017*. The result of this research discussed three points related to the teaching speaking used by the teachers. The first point is the identification of the teachers' problem in teaching English speaking skill are from the teacher's strategy and the problem of learner. The second point is the problem solving that used by English teachers' when they teach speaking at SMKN 1 Kedawung Academic years 2016/2017. The third point is the teaching strategies used by the teachers on teaching speaking skill.

Nanang Istanto used the qualitative research method to investigate the teacher's problem faced by the teacher in teaching speaking skill and to describe the problem solving that used by the teacher in teaching English speaking at SMKN 1 of Kedawung. Nanang Istanto used the technique data analyzing by the observation and interview to the teacher and students. Nanang Istanto, *Teachers'*

*Problem in Teaching Speaking Skill in Agriculture class at the Eleventh Grade of SMK N 1 Kedawung Academic Years 2016/2017.*¹¹

2. Umyy Fariqah Algivary SRN: 122301204. Students of UIN Sultan Maulana Hasaudin Banten on the tittle An Anlaysia of Teacher's Problems in the Utilization of Media in Teaching English Speaking A Case Study of Seventh Grade EFL Teacher at SMP Daarul Islah Cilegon. The result of this research is to analysis the media in teaching English speaking and the descriptive qualitative method used in this research. The focus of this research is in media utilization in teaching and learning the speaking skill.¹²
3. Sekar Al-Ridho Kartika Sari SRN: 123221270 students of State Islamic Institute of Surakarta on the tittle The Problem Faced by English Teacher in Implementation of Curriculum 2013 of First Grade Students at SMP N 1 Delanggu in 2016/2017 Academic Year. The result of this research is the English teacher found several problems in implementation of the curriculum 2013. *Firstly*, the students more passive because they don't have more vocabulary.

¹¹ Nanang Istanto, Teachers' Problem on Teaching Speaking Skill in Agriculture Class at the Eleventh Grade of SMK N 1 Kedawug Academic Years 2016/2017, (S.Pd dissertation, State Islamic Institute of Surakarta, English Education Department Islamic Education and Teacher Training Faculty, 2017), p. 95.

¹² Umyy Fariqah Algivary, An Analysis of Teacher's Problem in Teaching Speaking (a case study of seventh grade EFL teacher at SMP Darul Islah Kota Cilegon), (S. Pd Paper, State Islamic University Of Sultan Maulana Hasanudin Banten, Faculty of Education and Teacher Training, 2016)

Secondly, the teacher lack of teaching media, because the ability of teacher in this school is not same to can follow the development of technology and informatics to teach in other use English book.

The differences between this papers with other papers are about the aims of the research. Some previous study above, only focus on media utilization, learners' problem, and the curriculum itself, but in this research focus on the teacher's problem in teaching speaking skill that includes three aspects they are teaching constraints, learner's problem, and the lack of necessary facilities. The researcher investigates the teachers' problem not only in one aspect but also in all of the aspect which is mentioned.

H. Organization of Writing

Chapter I discusses the introduction that consist of the background of the study, identification of the problem, the scope of limitation of the study, research question, research objective, research benefit, significant of this research, previous of the study and the las the organization of the writing.

Chapter II discusses the theoretical review, the definition of speaking, teachers' problems and teaching speaking skill involving the implicit and explicit teaching of English speaking in EFL classroom.

Chapter III discusses method of the research, place and time, the subject of the research, the technique data collection, and the technique data analyzing.

Chapter VI discusses data description from findings and identifying the result of the observation and interview from the description form, analyzing all of the data collected Conclude the result of research in the documentation.

Chapter V discusses the conclusion and suggestions consist of the whole data from chapter fourth. It is completed by bibliography and appendices.