

CHAPTER I

INTRODUCTION

A. Background of The Study

Teaching is one a way to deliver knowledge and information about a topic or knowledge that would be learned by the students. The aim of teaching learning is to make the students understand the knowledge what they got such as information. To reach the purpose of learning, the teacher must have a strategies in the teaching process to make students understand the material and achieve the learning outcomes. Besides, a teacher must be able to create attractive atmosphere and design challenging assignment in order to develop student's potential.

The prominent element in teaching learning process is teacher. Teacher is a person who responsibility to teaching, assesment, evaluating, training, directing students. The teachers must have good idea to be able enhance student's learning motivation and create conducive atmosphere. So, teachers must be able to create encouraging learning activities and assignment in order the learning process can reach the learning outcomes.

Futhermore, a teacher must equip his/her self with some pedagogic sciences such as teaching methodology, assesment, and psychology of education in order to be a professional. A profesional teacher must have various strategies applicative to achieve learning outcomes to make their teaching learning be success. It is adjusted

to the character of the students while following the procedures that apply in teaching learning.

The students often get difficulties in learning especially speaking. It can be seen of environment like in the class. So many factors that can increase and hinder the process of learning speaking. There are some factors can hinder speaking ability, such as like inhabitation, nothing to say, low or uneven participant, shy, worry, nervous, mother tongue-use, unconfident, grammar, vocabulary, pronunciation and etc . These factors can hinder students' speaking ability and difficult to develop. Moreover, to attain the expected outcomes the strategies in teaching speaking should appropriate for each level.

Based on classroom observation, one problems of students in speaking at MTS al-Khairiyah Pakuncen is self-confidence. In practice, the researcher found some students often speak Bahasa when she/he answer the teachers questions. Many students are not confident to practice in the English classroom. In the interview, one of students reveals that "it's hard for my self to speak full English in learning process. Because i'm afraid to make mistake and my friend will mock me because my English is still poor. Therefore, to improve self-confidence it needs an extra effort to student's speaking skill.

Based on previous problem, the researcher interests in investigating a study which concern to **"Teachers' Strategies to Improve Students' Self-Confidence in Speaking English"**.

B. Focus of the Study

This research focus on the teachers' strategies to improve students' self confidence in speaking English at MTS Al- Khairiyah Pakuncen (A Case Study at Second Grade of Mts. Al-KhairiyahPakuncen).

C. Statement of Problem

Based on backgroud of study, the researcher formulate research question as follows:

“How the strategies are used to improve self-confidence by the teacher in learning speaking?”

D. The Aims of the Study

Based on the previous research question, the aims of the study is as follows:

“To investigate teacher strategies to improve self-confidence in speaking English, especially at MTS. Al-khairiyah Pakuncen”.

E. Significance of The Study

This research focus on the teachers' strategies to improve students' self confidence in speaking at MTS Al- Khairiyah Pakuncen, this study has two significances namely theoritically and practically.

1. On the one hand, theoretically. This study has significance as follows:

- a) The result of this study can be used as input in understanding the teachers' strategies to improve students' self confidence in speaking.
- b) The result of the study can be used as input in understanding the students need in improving self confidence their speaking skill.
- c) The result of the study can be used as the reference for those who want to conduct a research in strategy to teaching speaking.

2. On the other hand, practically. This study has significance as follows:

- a) For Researcher

The result of this study, researchers can find out what are the strategies are used by the teacher improve self-confidence in learning speaking.

- b) For Teacher

The teacher can be able to select the appropriate strategy to make the students' self-confidence in speaking develop and understanding the strategy used by the teacher.

F. Previous Study

In research by Ulfania Dwi Handayani at IAIN Ponorogo the title is ***English Teachers' Strategy in Teaching Speaking¹***. From that strategies the research there

¹Ulfania Dwi Handayani. 'English Teachers' Strategy in Teaching Speaking', (Skripsi, IAIN Ponogoro, 2019) P. 93.

are many strategies used by the English teacher such drilling, role play, direct strategy and outdoor strategy. The researcher used qualitative reasearch to get data. The techniques of collect data used were observation, interview and documentation. After colecting data, the researcher do used tringulation technique validity there are reduction data, display data and conclusion.

The researcher conducted research on three teacher there are seven, eight, nine. Every teacher used different strategies in teaching speaking to improve students' speaking abilities. In this research, the researcher get some factor that can hinder teacher strategies there are the curriculum used in the school, learning style of students, and the last is infrastructure in school.

The study of Syafrizal and Cucum Rohmawati, with the title *Teacher's Speaking Strategies at Vocational High School*. ²In this title the researcher do research to know portraying teacher's strategies in teaching speaking to students and recognizing students' response towards the strategies at vocational high school level (SMKN 3 kota Serang) by involving an English teacher and a class of 38 students. In collecting data, the researcher used observation, questionnaire and interview to identify the strategies of teaching speaking. The result of this research see the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In sometimes, students' response towards the strategiesresulted

² Syafrizal and Cucum Rohmawati, 'Teacher's Speaking Strategies at Vocational High School', *The Journal of English Language Studies*, 2.1 (2017) p. 66-83<<https://doi.org/10.30870/jels.v2il.1594>>

in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

In study of M. Rusandi (2021) also with the title *An Analysis of Teachers' Strategies in Teaching Speaking English on Online Learning Class at SMP N 7 Muaro Jambi*.³ In this study the researcher focus on analysis teachers' strategies in teaching speaking English on online learning at SMP N Muaro Jambi. The researcher uses qualitative research to conducting research. In this case, a direct analysis of the strategies used by the teachers in teaching speaking online. In this research, the researcher used observartion sheets and interview sheets to collected data. Based on the research findings, the teahers' strategies in teaching speaking online, the teacher used several strategies namely dialogue, storytelling, sing a song and giving opinion/ideas. Teacher used this strategies because based on handbook and easy to practice online. The teacher used other strategies but they are very rare and less efficient in online teaching process.

In addition on the previous study above, in this research the writer get idea to make research. The researcher get title is *Teacher's Strategies to Improve Students' Self-Confidence in Speaking*. The aims of the study is to see the strategies used by the English teacher in developing students' self confidence in speaking.

³ M. Rusandi, " An Analysis of Teachers' Strategies in Teaching Speaking English on Online Learning Class at SMP N 7 Muaro Jambi" (Skripsi, UIN Sulthan Thaha Saifuddin, Jambi, 2021) P. 32.

The similarities both of previous study with the this study are the qualitative study and focus on speaking skill. while, this study focus on the teacher's strategies to improve students' self-confidence in speaking English. The type of this research is qualitative because to see the phenomenon of activities in class of speaking activities especially the strategies used by the English teacher to develop and improve students' self confidence in speaking. Futhermore, the researcher do observation in class second grade at Mts. Al-Khairiyah Pakuncen to collecting validity data about the strategies used by the English teacher especially in self confidence, the observation used classroom observation to collecting data about verbal and non-verbal classroom activities and interview do face to face with an English teacher. After collected data through observation and interview, then the data are analyzed using tringulation method.

The differences between previous study with this study that in the previous study focus only on teachers' strategies in teaching speaking but this study focus on teacher's strategies to improve students' self-confidence in speaking English. To collecting data in previous study the researcher using observation and interview even documentation. But, in this study to collected data using observation and interview. The type of previous study is qualitative study and focus on speaking skill and type of this study is descriptive study and specifically is a case study.