

CHAPTER I

INTRODUCTION

A. Background of the Study

In essence humans are social beings, as an individual being humans depend on others. Although humans are equipped with creativity, taste and intention, humans will not be able to fulfill what they need with their own abilities. Therefore, humans must interact with other humans so that their needs can be met. It is fundamentally that the ability to speak plays an important role in communication among people. According to Brown and Yule states that Speaking is the ability to pronounce language sounds verbally to express or convey thoughts, ideas or feelings¹.

Speaking is an act of producing language to communicate. This communication is intended so that the speaker and the listener are able to understand the meaning of the conversation. It is in this communication process that the interaction among speakers and listeners occurs. The speaker must be speaks clearly so that the message can be conveyed in the target language. Then the listener will understand what the speaker is talking about. Speaking is the ability to say words in order to convey or express intentions,

¹ Gillian Brown and George Yule, *Teaching the Spoken Language*, (Cambridge: Cambridge University Press, 1983).

ideas, thoughts, and feelings that are compiling and develop according to the listener's needs so that what is said can be understood by the listener.

In English education, there are four skills that student have to master, listening, speaking, reading, and writing. One of these skills students must master is speaking skill. Speaking skills occupy the most important position because it is a characteristic of students' communicative abilities. One indicator of student learning success is the ability to express ideas verbally. Nunan states that speaking is one of the important aspects of learning a foreign language or a second language². Students can be declared successful in learning the language when students able to carry out conversations in the target language. Being able to speak a foreign language or a second language fluently is very important in speaking lessons, both outside the classroom and in the classroom. Therefore, the lecturer is responsible for students to be able to speak foreign language clearly.

J.R. David in Wina Sanjaya argues that in the world of education, strategy is defines as a method, plan or series of activities designed to achieve, a particular educational goals, thus the teaching strategy can be interpreted as planning which contains a series of activities designed to achieve certain educational goals³.

² David Nunan, *Language Teaching Methodology*, (Person Education Limited, 2000), 39.

³ Wina Sanjaya, *Strategi Pembelajaran*, (Jakarta: Kencana Prenada Media Group, 2007), 126.

Strategy is a component that must be present in learning activities because to achieve learning objectives and efforts to shape student abilities, an effective method is needed. The use of teaching strategies must be able to create interactions between students to students and between students to lecturer so that the learning process can be carried out optimally. Teaching strategies have a central function in learning as tools and ways to achieve learning objectives.

Teaching activities are motivating, encouraging, moving, guiding, and directing so that students want to learn by using cognitive, affective, and psychomotor potentials. By using teaching strategies, it will be easier to determine information and manage step by step learning to be carried out effectively. Learning will be student-centered where the lecturer acts as a facilitator who manages teaching. That way teaching – learning will be more interesting, so that it will foster students' interest in active learning, exchange learning experiences, being able to understand the concept of teaching directly and being able to express opinions during teaching.

At the last of 2019, the world was shocked by the outbreak of a new virus, the disease is called Corona virus Disease 2019 (Covid-19). This virus has an impact on daily activities, one of them is education. Implementing online learning is one of the learning models carried out during the pandemic, because in the principle of education policy during the Covid-19 pandemic, it

is to prioritize the health and safety of students, educators, education staff, families, and the community in general, in order to fulfill citizen, education services during a pandemic.

Online learning as the sole choice in conditions to prevent the spread of COVID-19 has given a special color to this time of struggle against the virus. Similar to what was done by this university, it is conducted by online learning during the Pandemic.

According to pre observation, when speaking lecturer implementing teaching strategy, some of students are still not speak on the microphone when ask to practice speaking, fluent and still falter in speaking English when appearing in front of the class, this is due to the lack of self-confidence and low of vocabulary mastery. Sometimes students accidentally speak in Bahasa. In this case, the lecturer's role is also important as a facilitator. If students are motivated, the students' speaking skills will increase because of the support from the lecturer.

Based on explanation above, the researcher interested in observing and finding what strategies used by lecturer in teaching speaking through online learning method. Therefore, the researcher curious and try to observe and investigate this with a research entitled: "Lecturer's Strategies in Teaching Speaking during COVID-19 Pandemic"

B. Identification of the Problem

1. Non – speaking students during class.
2. Students are not fluent in speaking.
3. Lack of self-confidence of students.
4. Students still speak mother-tongue.

C. Focus of the Study

The researcher focuses on the lecturers' strategies in teaching speaking through online learning method during COVID-19 Pandemic at the State Islamic University Sultan of Maulana Hasanuddin Banten in the academic year 2021/2022. The subject of this study is lecturer's speaking who is teaching in the middle of COVID-19 Pandemic.

D. Statement of the Problem

1. What were strategies used by the lecturer in teaching speaking at the State Islamic University of Sultan Maulana Hasanuddin Banten during COVID-19 Pandemic?
2. What is difficulty faced by lecturer when applying speaking teaching strategy through online learning?

E. Objective of the Study

1. To know the strategies were used by lecturer in teaching speaking at the State Islamic University Sultan of Maulana Hasanuddin Banten during COVID-19 Pandemic.
2. To find the difficulty faced by lecturer when applying speaking teaching strategy through online learning.

F. Significance of the Study

This study focus on the description of Lecturers' strategies in teaching speaking at the State Islamic University of Sultan Maulana Hasanuddin Banten during COVID-19 Pandemic and the significance of the research can be theoretically and practically:

1. Theoretical benefits
 - a. Giving description about the strategies used by English lecturers when teaching speaking at the State Islamic University of Sultan Maulana Hasanuddin Banten 2021/2022.
 - b. This study will provide useful explanations for further researchers who want to delve into the subject, and hopefully a useful source of information and references.

2. Practical benefits

a. Teachers

The result of this study is making teachers be creative in teaching speaking to the students through online learning.

b. Students

The result of this study is making students more motivated and excited to improve speaking skills through online learning in the next learning process of the State Islamic University of Sultan Maulana Hasanuddin Banten.

c. Researcher

The researcher hopes this study adds science and knowledge as further teacher so that researcher is ready to enter the world of education.

G. Previous Study

This study needs some previous study as a theory. The previous study that can be used as a theory is taken by Siti Marmoah entitled 'The Strategies of English Lecturers' in Teaching Speaking' at Batanghari University of Jambi. The research design that used by the researcher is descriptive qualitative research. Use observation and interview in collecting data. Meanwhile, from this study, there are some strategies could applied in the lecturers' strategies in teaching speaking in the class. The participants of this

study were three speaking lecturers. The strategies used by the three lecturers are recording-transcripts, dialogues, discussion, classroom conversation, and casual chat⁴.

The differences in this study are the researcher conduct data in the University. The researcher wants to know the lecturer's strategies that use in teaching speaking at the State Islamic University of Sultan Maulana Hasanuddin Banten. Other than that because of all the educational institutions are run by *work from home* due to COVID-19, learning is carried out with online learning. Therefore, the researcher will be investigates the lecturer's strategies in teaching speaking during COVID-19 Pandemic, focus on lecturer's strategies and lecturer's difficulty. It is use interview, observation and documentation in collecting data.

The second previous study is taken by Saidna Zulfikar bin Tahir by the title 'Lecturers' Method in Teaching Speaking at the University of Iqra Buru' (Ambon, Maluku). The research design that used by the researcher is qualitative research. The data were analyzed using Miles and Huberman technique; data reduction, data display, and conclusion drawing/verification. In the collecting data, the researcher use observation, interview and documents examination. The respondents were two non-native English lecturers. The findings from that study, there are some strategies most used

⁴ Sri Marmoah, *The Strategies of English Lecturers' in Teaching Speaking*, (Batanghari University, Jambi. 2017) vol.1. 23-37.

by the lecturers when teaching speaking, there is translation method, task-based, and lexical approach⁵.

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The third previous study is taken by Hamzah Fanshuri by the title 'The Teachers' Strategies in Teaching Speaking at MTs Annur Tangkit'. This school at Jl. Annur, Kab. Muara Jambi, Prov. Jambi. The research design that used by the researcher is qualitative research. In the collecting data, the researcher use observation and interview. The subject of the study is female teacher, 35 years old and has been taught since 2007. The findings from that study, there are two strategies often used by the teacher when teaching speaking, namely, recording and transcripts. First of all, students listen to the tape recorder. So, the students imitate the dialogue using transcript. Other

⁵ Saidna Zulfikar, *Lecturers' Method in Teaching Speaking at the University of Iqra Buru*, (University of Iqra Buru, Maluku. 2017), vol. 7. 73-80.

than that, drilling was the strategy used by the teacher. In that study, the researcher used observation and interview for collecting data. Role – play, drama and simulation are never used by the teacher because those are needs many preparations⁶.

Nevertheless, this study will be conduct in the State Islamic University of Sultan Maulana Hasanuddin Banten. The researcher wants to know the lecturer’s strategies that use in teaching speaking at the State Islamic University of Sultan Maulana Hasanuddin Banten. Other than that because of all the educational institutions are run by *work from home* due to COVID-19, learning is carried out with online learning. Therefore, the researcher will be investigates the lecturer’s strategies in teaching speaking during COVID-19 Pandemic, focus on lecturer’s strategies and lecturer’s difficulty. It is use interview, observation and documentation in collecting data.

H. Outline of the Research

This study is consists of three chapters as follows:

1. Chapter I: Introduction,

This chapter is contain background of the study, identification of the study, limitation of the problem, statement of the problem, objective

⁶ Hamzah Fanshuri, Skripsi: *The Teachers’ Strategies in Teaching Speaking at MTs Annur Tangkit*, (Jambi: UIN Sultan Thaha Saifuddin, 2019).

of the study, significance of the study, previous study and outline of the research.

2. Chapter II: Literature Review

This chapter is describes about the theory of teaching, theory of speaking, theory of teaching strategies, theory of lecturer's strategies and theory of online learning (during COVID-19 Pandemic).

3. Chapter III: Research Methodology

This chapter is explains about research design, setting of research, source of data, technique of data collection, technique of data analysis.

4. Chapter IV: Finding and Discussion

This chapter is describes about data description, researcher's finding/data analysis, and discussion of the research.

5. Chapter V: Conclusion and Suggestion

This chapter is explains the conclusion of the research and suggestions from the researcher.