

CHAPTER I

INTRODUCTION

This section includes background of the Research, problem of study, objective of study, significance of study, scope and limitation of the study and each of these items discussed clearly as follows.

A. Background of the Research

English is one of the largest languages spoken in the world. In the current globalization era, English is needed to support the ability to communicate with people abroad. English becomes a compulsory subject in Junior High School. Basic English that must be mastered by students consists of 4 skills of listening, speaking, reading and writing, especially speaking.

Learning strategies used by the teacher can be defined as the chosen, which can provide facilities or assistance to learners toward a specific learning goal (Kozma Sanjaya, 2007). The strategy is the way selected to convey a method of learning in the particular environment (Gerlach and Ely, 1990). Later, they outline that strategy of learning intended covering of the nature of, scope, and the order learning activities that can give learning experience to students.

Confidence is a positive attitude of an individual that enables him to develop positive assessment with himself and to the environment or situation he faced (Lauter (2002:4). It does not mean that the student able and competent do everything alone. High confidence actually only refer to some aspects of individual life where the students feel having competence, sure, capable of being

and belief that he can because supported by experience, actual potential achievement and realistic hope with himself.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds (Harmer in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major strategies, those are: 1) Introducing new language, 2) Practice, 3) Communicative activity in the learning of speaking, the students often find some problems.

The problem frequently found is that their native language causes them difficult to use the foreign language. Another reason is that of lack motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation.

Actually, there are many alternative strategies that can be used by the teachers teaching, but the problem is how to choose and use appropriate strategies that can optimize student activity particularly in eighth grade MTs Darussalam Kademangan. So the writer takes the research because she wants to know how strategies used by the English teacher in developing students' confidence and speaking skill indoor activities and outdoor activities when teaching English. Therefore the researcher choose the title **"STRATEGIES USED BY THE ENGLISH TEACHER IN DEVELOPING STUDENTS 'CONFIDENCE IN**

SPEAKING SKILL AT THE EIGHTH GRADERS OF MTs DARUSSALAM KADEMANGAN"

B. Statement of the Research Problem

Based on background of the study above, the writer formulates the problem into following research question: "How the strategies used by the English teacher in developing student's confidence in speaking skill indoor activities and outdoor activities at the eighth grade of MTs Darussalam Kademangan Blitar?"

C. Objectives of the Research

Based on the problem above, the aims of this research is to know how strategies used by the English teacher in developing student's confidence in speaking skill indoor activities and outdoor activities at the eighth grade of MTs Darussalam Kademangan Blitar.

D. Significance of the Research

The finding of the research is expected contributive for the English teacher, the students and other researcher. The researcher expect that this result has some significance, such as:

1. For other English teacher,

The result of this study will make the English teacher are able to know what strategies that used to develop confidence in students'

speaking skill and can be the reference to apply in their students. Besides, this study can help the English teacher solve their problem about the strategies used by the teacher in develop confidence in students' speaking skill

2. For the other researcher,

The research result hopefully can be the references if they conduct the similar study. After reading this research, the future researchers will get a lot of knowledge about strategies used by the teacher in developing students' confidence in speaking skill. Besides that, it can be compared which as consideration in conducting another research. So, the study is helpful and useful for the next study.

E. Scope and limitation of the Research

To make the study more detailed and focused, this study only focused on: variable: Teachers strategies in developing confidence in speaking skills and student responses toward the strategies. The researcher took an English teacher to collect data. After getting the result, the researcher analyzes the result and makes conclusion. It is conducted in eighth grade at MTs Darussalam Kademangan.

F. Definitions of Key Terms

1. Teaching Strategy

Strategy is an activity that should be done both teacher and learner in order to get learning activity become effective and efficient. Teaching strategies are the different types or styles of plans that teachers use to achieve teachers goal (Silver, 2007:1)

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994:98). Teaching speaking is to develop the speaking ability to interact successfully in speaking and that is involves comprehension as well as production (Hughes 2003:113)

3. Confidence

Confidence is a positive attitude of an individual that enables him to develop positive assessment with himself and to the environment or situation he faced. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds (Harmer, Jeremy in Tarigan, 1990: 12)