CHAPTER 1

INTRODUCTION

In the first chapter of the research, the research presents six sub-chapters related to the study. This topic background of the study, topic cover; (1) background of the research, (2) statement of the research problem, (3) objectives of the research, (4) significance of the research. (5) scope and limitation of the research, (6) definitions of the key terms.

A. Background of the Research

Every student learning English must master the four language skills. Includes speaking, listening, reading, and writing. Speaking skills must be distinct from one another. Speaking is another component of dialogue. Speaking is the most important language skill to have when learning a language. (Fitriani et al, 2015) People interact with each other through language. It is everywhere and has entered our daily life. When someone speaks, they use language to communicate ideas, emotions, and thoughts. Furthermore, talk to other people to learn. (Prabawa, 2016)

Become social beings, humans constantly interact and communicate with each other. Therefore, the ability to speak, especially in English, is essential to interact and speak with other people. The capacity to communicate in a foreign language is also a sign that one has learned it well. (Zulfiqar, 2015)

In the current English conversation teaching system, students speaking skills must be a top priority. This is because only with these skills could students

communicate effectively. Teaching is the dissemination of information to students. All the actions and methods used to disseminate information, skills, and understanding at all levels of education were called teaching. Teaching is a collection of actions or interactions between teachers and students to increase students' understanding of the subject matter. (Ayua, 2017)

Teaching speaking means teaching students how to make English speaking and sound patterns by paying attention to the following aspects: second language rhythm, word and sentence stress, intonation, appropriate words and sentences for social situations, and subject matter; organization of a meaningful and logical sequence of ideas; and the use of language as a tool to convey values. (Sholihah, 2016)

Teaching speaking is a student-centered learning method that emphasizes interaction. Teaching speaking is a process that involves various approaches and methods to help students improve their speaking skills. (Burns and Richards, 2018) This included providing appropriate feedback, giving students opportunities to speak actively, using teaching speaking emphasizing communication and interaction, and using simulation activities, speaking models, and language games.

Speaking was considered more challenging than other skills, such as reading, listening, and writing. Students may have difficulty speaking for various reasons, such as the following: (1) students do not have the opportunity to speak the language, which is one of the reasons why students have difficulty speaking; (Brown, 2015) (2) students experience anxiety when speaking in English for reasons of oral communication; (Haidara, 2016) (3) students face problems

making words in English, such as difficulty generating new words and developing new ideas (Tuan & Mai, 2015) (4) Students cannot understand what the teacher says because teachers speaking quickly and monotonously. Compared to using multimedia materials such as comics, films, and videos, teachers were more likely to focus on manual learning. Cards and pictures were the most popular instructional speaking tools because people easily prepared before class. (Silva, 2013)

All the factors above could contribute to students may experience difficulties learning to speak English for one of the reasons mentioned above. As a result, students need help to practice speaking in a professional environment, which causes students to speak more slowly and feel more anxious when speaking. Teachers need to understand these components and create a learning environment that supports students in overcoming challenges and improving students speaking skills.

If the education system runs well, students speaking ability can increase. Teachers were the key to achieving educational goals, and teachers must be innovative in choosing teaching methods and resources that facilitate students' understanding of the material being studied. Teachers were an essential part of teaching and learning. (Kunandar, 2017) The teacher is a role model and mentor who inspires and motivates students to learn and develop. (Akbari et al., 2010) As a result, teachers need strategies to meet learning objectives. In education, a strategy is a plan or action designed to achieve a specific instructional goal.

(Davis, 2020) Thus, the approach was used to increase effectiveness and help obtain, and access information.

A teaching strategy is an educational tactic, method, or class action plan or exchange to achieve specific learning or teaching goals. (Ayua, 2017) Teaching strategies help students achieve learning objectives by considering student needs, learning context, and the method's effectiveness. Choosing a teaching strategy for the school system is essential because it allows students to improve their English skills and plan effectively for achieving goals. Although speaking has been taught in elementary schools, junior high schools, and high schools, speaking skills would only develop if appropriate teaching strategies or approaches were used.

Here are some examples of strategies in teaching speaking: (1) Discussion. Speaking is one of the best ways to learn a foreign language. It helps students learn public speaking. Students can learn to speak with friends and use the language in social situations. (Argawati, 2014) (2) Brainstorming. Brainstorming is a way to generate ideas. This method encourages students to think creatively, think about something within a limited time, and find solutions to problems. Students can also communicate more clearly without getting stuck in the middle because there is time to consider before speaking. (Firda, 2021) (3) Role-play exercises by taking on the role of a specific character in a predetermined environment. Role-play usually aims to improve the ability to interact with others, speaking skills, and teamwork skills between two or more people. (Altun, 2015)

As a senior high school, Madrasah Aliyah (MA) Ma'arif Udanawu Blitar provides an optimal learning environment for students to develop speaking skills.

Teachers at MA Ma'arif Udanawu Blitar play an essential role in designing and implementing effective teaching strategies to improve students speaking skills. To solve the problem of improving students speaking skills, teachers at MA Ma'arif Udanawu Blitar must have the necessary knowledge and skills to overcome this problem. This research could also help our understanding of the theory and practice of teaching speaking in senior high school.

The researcher must conduct research at MA Ma'arif Udananwu Blitar for several scientific reasons. The following were some reasons: 1) Based on the result of observation that have been made during the intership activity. An understanding of the specific teaching strategies that have been implemented in the school have not been find. 2) This research could make a broader contribution to the field of speaking education after being applied to a similar context in educational institutions. 3) MA Ma'arif Udanawu Blitar has achieved many achievements in speaking. However, not all students mastery speaking skills.

To know about the student learning approach used by the school. The researcher also wants to know some techniques that often interest students in learning English. Based on these facts, conducted a study entitled "TEACHERS STRATEGIES IN TEACHING SPEAKING AT MADRASAH ALIYAH MA'ARIF UDANAWU BLITAR."

B. Statement of Research Problems

Based on the above background, the researcher investigates the following questions:

1. What are strategies applied to teaching speaking at Madrasah Ma'arif Udanawu Blitar?

2. How is the teaching strategy implemented at Madrasah Aliyah Ma'arif Udanawu Blitar?

3. What are strengths and weaknesses of applying strategies to students speaking skills?

C. Objectives of the Research

Based on the problem statement, the researcher has the following objectives for this study:

1. To learn more about the strategies used in Madrasah Aliyah Ma'arif Udanawu Blitar

2. To know the teaching strategy applied to Madrasah Aliyah Ma'arif Udanawu Blitar

3. To know strengths and weaknesses of applying strategies to students speaking ability

D. Significance of the Research

This research focuses on the description of strategies in teaching speaking at MA Ma'arif Udanawu Blitar, and the significance of the research could be theoretical and practical.

1. Theoretical

    a. The results of this study could provide a better understanding of how teachers could help students who have difficulty communicating.

b. The results of this study could be used to increase understanding of what is needed to improve students speaking skills.

c. The research results could be a reference for people considering speaking instruction methods.

2. Practical

a. Teachers

As a result of this research, teachers were more innovative in using various teachers strategies in teaching speaking at Madrasah Aliyah Ma'arif Udanawu Blitar.

b. Students

The conclusion of this study should captivate students and encourage them to speak more clearly at Madrasah Aliyah Ma'arif Udanawu Blitar.

c. Readers

Readers should be more interested in teaching strategies from different perspectives.

d. The Future Researchers

This research could provide and improve information so scholars aspiring to become instructors prepared to pursue education.

E. Scope and Limitations of Research

The researcher determined the scope and limitations of teachers strategies in teaching speaking applied to Madrasah Aliyah Ma'arif Udanawu Blitar, and then

the data source for this study was English teachers. The limitation of this research is to find and describe teachers strategies in teaching speaking.

F. Definition of Key Terms

1. Speaking

   People interact with each other through language. It is everywhere and has entered our daily life. When someone speaking, someone engages and uses words to communicate their thoughts, ideas, and emotions. Someone could also communicate with others to exchange knowledge. (Prabawa, 2016)

2. Strategy

   Strategy is a term that refers to various kinds of plans that teachers use to achieve this goal. The teacher must be able to choose the most suitable speaking instruction method for each student. (Rianingsih, 2015)

3. Teaching Strategy

   A teaching strategy, also known as an internal learning strategy in the classroom, teachers attempt to apply various approaches to teaching in a way that is deemed more successful and efficient.