

CHAPTER I

INTRODUCTION

In this chapter the researcher describes background of the study, formulation of research problems, objective of the study, significance of the study, scope and limitation of the research, and definition of key terms.

A. Background of Study

All people in the world know the importance of English the English language has become an international language. According to Sadia (2021) English is currently a vital communication tool for surviving in all aspects of life, including the economic world, social world, educational world, and etc. This statement is synced with Harmer (2001) as cited by Sadia (2021) that English is playing a major role in many sectors, including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, etc. Mastery of English language is important in this era of globalization. English is a means of communication and a means to disseminate information. The English language means expanding the opportunity to interact and get information from other parts of the world.

Based on Richard (2008:201) “Speaking is one of the elements of communication”. It shows that one of effective skill of doing communication is speaking. According to Thornbury (2005) “speaking is an important component of the English art curriculum and provides the basis for the growth of other spoken skills such as its close association with listening”. It shows that

speaking is crucial part of foreign language that has to be mastered by the students in order they can communicate well with others. Therefore it is very important to be able to speak English considering that it is the most commonly accepted language in the world, so it will be very beneficial for those who comprehend it, not only to improve their knowledge.

Speaking English is not easy especially for EFL students (Dewi, Kultsum & Armadi, 2016). Some students feel that speaking English in front of a large group of people is more difficult than speaking Bahasa Indonesia. It happens with Indonesian students, who have a strong influence on their mother language and are more likely to believe that English is not necessary to learn. Furthermore, teachers should focus on boosting students' speaking confidence, which is a major worry for many Indonesian schoolchildren. Students are ashamed to be false and will feel bad if they make mistakes in speaking. Feeling nervous about communicating with words and sounds that are unfamiliar will make it hard to do. Therefore, speaking English is still hard to learn besides it has a lot of parts that should be mastered by the students (Fajrinur, 2019). Speaking has a lot of elements that should be mastered by the students, such as grammar, vocabulary, and pronunciation, according to Gudu (2010) as cited by Azwir (2020). Furthermore, students' fear of being laughed at by their friends; they are also not confident enough to express their ideas and feel hesitant due to their lack of skill with those elements. Then, they are also bored with learning English because the teaching- learning activities are provided conventionally, so that students are more likely not to follow the

teaching-learning process. For instance, the teacher asked the students to perform the text they have memorized without any varied strategies. Therefore, teachers should have the competence to provide an interesting way to build the students' confidence in speaking English.

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Self-confidence is defined as an individual's positive attitude that allows him to develop a positive assessment of himself and the environment or situation in which he is (Lauster 2002). That is, self-confidence is dependent on belief; self-confidence is defined as what person feels they can achieve. According to Azwir (2020), self-confidence is a term for someone who truly believes in himself. Some experts mention the definition of confidence. Grubber (2010) states that self-confidence is the attitude you hold about yourself that allows you to move forward and achieve your goals.

Besides those obstacles, teachers' methods and techniques also mean making students pay attention to understand the speaking materials. Students prefer to disregard it when it is largely teacher-centered by chatting to themselves or napping in quiet. This matter can decrease the students' interest in learning how to speak fluently and understandably. In fact, students can actually learn how to speak English very well by practicing in front of a mirror while they have a high interest in oral English skills (Maharani, 2019) as cited by Sadia (2021). In school, students actually have a good chance to improve their speaking skills since they have practice partners, their friends, and teachers to communicate with.

There are many ways to help the students overcome their difficulties in speaking English. According to Harmer (2001), when the teachers want to encourage students to speak, they have to use a communicative approach that avoids the concentration of grammar and vocabulary but emphasizes on the significance of language function. Therefore, teachers have to try to motivate students to speak by using games combined with the communicative approach so that hopefully it can create a good circumstance, encourage students to take part actively and improve the quality of students' communicative competence.

Some relevant studies strengthen this belief. Based on research conducted by Zakiya (2014), in teaching speaking, the teachers carried out some teaching activities in the class, including: discussion, social games, debate, describing things, sharing, preparing lectures or presentations, and singing. Speech activities may pique students' interests in studying, which is not a bad thing.

Students will pay more attention to classroom learning during speaking activities, which will help them avoid becoming bored throughout the learning process. In addition, teachers can select activities that are relevant to the course's content and objectives.

According to this researcher, Azwir (2020) results discussed in Chapter IV, the findings show that there are four strategies that are generally used by teachers at MTs Darul Iksan in teaching speaking: motivation, presentations, cooperative activities, and drilling. In addition, the teaching strategies used by teachers are perceived positively by students. This result also implies that the teacher succeeded in growing the students' self-confidence because they felt happy and eager to participate in the teaching and learning process. Therefore, it is recommended that teachers use appropriate speaking teaching strategies according to the characteristics and level of proficiency of students.

Wahyuni (2017) conducted research on teaching speaking in the MAN 3 Blitar extracurricular program. According to the findings of the study, while performing oral instruction, instructors and schools can give extracurricular courses, which are completed in spare time. The materials are utilized in the teaching process by the English instructors at MAN 3 Blitar in accordance with the topic and curricular structure authorized by the government. MAN 3 Blitar's oral teaching assessment technology is based on students' speaking performance.

Based on the explanation above, the researcher wants to investigate the teacher strategies used in teaching speaking and how the teacher strategies are

used to encourage students' self-confidence. In this study, the researcher chose MA DARUL HIKMAH TULUNGAGUNG to conduct the research.. Therefore, the researcher wants to give the title of this research "Teacher's Strategy in Teaching Speaking at MA DARUL HIKMAH TULUNGAGUNG".

B. Formulation of Research Problems

Based on the background of the research above, the general problem of this research is, "How is the English teacher's strategy in teaching speaking and how is teacher's strategy to encourage student's self-confidence to speak in MA DARUL HIKMAH TULUNGAGUNG?" This problem can specifically be stated as follows:

1. What are teacher's strategies in teaching speaking to encourage students self-confidence to speak english at MA DARUL HIKMAH TULUNGAGUNG?
2. How do students responds to the strategies applied by the the teachers at MA DARUL HIKMAH TULUNGAGUNG ?

C. Objective of the Study

Based on the formulation of the problem above, the general purpose of this study is to describe the teacher's strategy in teaching speaking and the teacher's strategy to encouraging self-confidence in speaking English in MA DARUL HIKMAH TULUNGAGUNG. In particular, the objectives can be stated as follows:

1. To know What are teacher's strategies in teaching speaking to encourage students self-confidence to speak english at MA DARUL HIKMAH TULUNGAGUNG?.
2. To know How do students responds to the strategies applied by the the teachers at MA DARUL HIKMAH TULUNGAGUNG ?.

D. Significance of the Study

The researcher hopes that the finding of this research will give benefit to:

1. The English teacher

This study is expected can be used the strategy by the other teachers in teaching speaking that would apply in their classroom in order to develop students.

2. The student

The result of this study may help students to improve their self-confidence by following the teachers' strategies in the classroom.

3. The researches

The results of this research can be useful as a reference for further research on the same subject as this research

E. Scope and Limitation of the Research

This study only focused on variables: 1). Teachers strategies in teaching speaking ability 2). How the teacher's strategy in teaching speaking used to encourage students' self-confidence to speak English. This study is conducted at MA DARUL HIKMAH TULUNGAGUNG . The participants that would be

taken for this research are the English teachers in Islamic senior high school of MA DARUL HIKMAH TULUNGAGUNG. . The data of this study will be obtained through interview and document.

F. Definition of Key Terms

For more understanding about this study and to avoid misinterpretation or misunderstanding, the researcher provides some explanations of the important terms frequently used in this study as follows:

1. Speaking skill.

Speaking is an interactive process which leads to constructing meaning that involves the development of a particular type of production, reception, and information processing in its typical grammatical, lexical, and discourse patterns (Burns & Joyce, 1997). The researcher wants to know the students's ability in speaking at MA DARUL HIKMAH TULUNGAGUNG. And investigate the teachers strategies in improving self-confidence in it.

2. Teacher's strategy.

Teachers' strategy is a plan or method used by a teacher in the teaching-learning process. The strategies the teacher used help and encourage students to speak English as speaking activities need to maximize the production of language to provide the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005). In this study,

this term means the method applied or the strategies that used by the teachers in MA DARUL HIKMAH TULUNGAGUNG Senior High School to encourage the students' self-confidence in speaking.

3. Self 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 Lauster (2002). Confidence also refers to self-esteem or self-image Santrock (2011). Self-confidence refers to an individual's view of himself. Grubber (2010) state that self-confidence is an attitude that you hold about yourself that allows you to move forward and achieve your goals. In this study, self-confidence is an attitude had by some students in learning speaking that will be investigated.