

CHAPTER I

INTRODUCTION

In the first chapter of this research, six sub-chapters related to the research are presented. These topics include: Background of Study, Research Question, Purpose of the Study, Significance of the Study, Scope and Limitation, and Definition of Key Term.

A. Background of Study

English has established itself as the main language that connects countries all over the world in a time of ever-increasing globalization. Since most scientific literature, international journals, and digital resources are written in English, academic English functions as the main entry point to global knowledge in this setting.¹ English proficiency is now seen as a basic requirement for students to participate in international intellectual exchanges and pursue studies at top universities across the globe, rather than just a bonus.

Additionally, English has become much more important in the workplace and in international communication. English proficiency has emerged as a crucial skill required by multinational corporations to support international teamwork and commercial negotiations in a cutthroat global employment market.² In a similar vein, English serves as a global communication tool that facilitates successful interaction between people from various cultural origins in contexts such as diplomacy, travel, or technological information. Proficiency in

¹ David Crystal, *English as a Global Language*, 2nd ed. (Cambridge: Cambridge University Press, 2003), 1–25.

² Jenkins, Jennifer. *Global Englishes: A Resource Book for Students*. 3rd ed., Routledge, 2015.

English is therefore a crucial tactic for people to adjust to and actively participate in a globalized world.

English is the main foreign language in Indonesia and is required for secondary schooling as part of the country's curriculum. The goal of this policy is to give kids functional literacy so they can compete on a global scale.³ English training at the Vocational High School level is specifically focused on helping students improve technical communication skills related to their area of expertise. This is in line with the goal of vocational education, which is to generate graduates who are prepared for the workforce and can adjust to the demands of a global industry, where competence in an international language is a fundamental skill.

The importance of English in SMK is becoming more and more crucial, as the language is being sold to businesses in today's increasingly digital and globalized workplace. English language proficiency not only makes it easier to understand manual instructions and technical *lunak perangkat*, but it also makes it easier to deal with challenges in the ASEAN Economic Community and international labor markets.⁴ Because of this, the success of English language instruction in Jenjang has a significant impact on workers' employment in the industrial world, where the language serves as a professional tool for developing future careers in the era of Industry 4.0.

Speaking is frequently seen as the most difficult part of language learning for students when compared to listening, reading, or writing. This is due to the

³ Lauder, "The Status and Function of English in Indonesia: A Review of Key Factors," *Makara Human Behavior Studies in Asia* 12, no. 1 (2008): 9-20, <https://doi.org/10.7454/mssh.v12i1.128>.

⁴ Sudarman. "Judul Artikel tentang Bahasa Inggris di SMK." *Nama Jurnal*, vol. X, no. Y, 2018, hl. 40-50.

fact that speaking is an active, productive process that necessitates the real-time integration of spontaneity, grammatical precision, and fluency.⁵ Speaking requires a high level of mental courage because there is a chance of making mistakes in front of the other person, unlike writing, which gives students time to revise their ideas. This challenge is frequently brought on by performance anxiety, which causes pupils to struggle not just with a little vocabulary but also with the psychological pressure to respond in a timely and accurate manner.⁶

Speaking proficiency is sometimes seen as the main criterion or definitive indicator of a student's learning progress in the context of language instruction. This perspective is predicated on the idea that learning a language orally is a tangible example of communication skill that helps people to operate in everyday circumstances.⁷ Many students and the general public believe that someone has "mastered" English based more on their ability to communicate ideas orally and be understood by others than on how much vocabulary they have committed to memory or how well they use grammar on paper. As a result, becoming proficient in speaking has emerged as the most important objective and a measure of how well language training is working in the classroom.⁸

Real-world conditions indicate that most students tend to be passive and reluctant to actively participate in discussions or question-and-answer sessions in English. This phenomenon is rooted in high levels of language anxiety, where

⁵ Jack C. Richards and Willy A. Renandya, editors, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 204–05.

⁶ H. Douglas Brown, "Teaching Speaking," dalam *Methodology in Language Teaching: An Anthology of Current Practice*, diedit oleh Jack C. Richards dan Willy A. Renandya (Cambridge: Cambridge University Press, 2004), 33–35.

⁷ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (New York: Prentice Hall, 1991), 39.

⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), 82–85.

students feel pressured by the fear of negative judgment from teachers and peers if they make grammatical or pronunciation errors. As a result, instead of trying to practice their oral skills, students prefer to remain silent to avoid the risk of embarrassing themselves in front of the class.⁹

In addition to psychological barriers, limited linguistic competence is also a major obstacle to fluent speaking. Lack of vocabulary often causes students to experience a deadlock when trying to express ideas spontaneously. This condition forces them to engage in code-mixing, where elements of Indonesian or regional languages such as Javanese are unconsciously inserted to compensate for the limitations of the target language.¹⁰ This problem is exacerbated by an unsupportive social environment, where English is rarely used outside of class, depriving students of opportunities to engage in authentic communication practices.¹¹

In the end, the lack of this practice ecology weakens student autonomy and strengthens dependence on a mother tongue mentality. Linguistic difficulties and psychological stress combine to form intricate obstacles that keep pupils from reaching the required level of fluency in the absence of consistent practice. This shows that students' mental readiness to deal with difficult communication situations is just as important to language acquisition as the content presented.

Speaking English with confidence is a mental attitude and belief in one's capacity to communicate without undue concern rather than just a technical

⁹ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 128.

¹⁰ Pieter Muysken, *Bilingual Speech: A Typology of Code-Mixing* (Cambridge: Cambridge University Press, 2000), 1–3.

¹¹ Patsy M. Lightbown and Nina Spada, *How Languages are Learned*, 4th ed. (Oxford: Oxford University Press, 2013), 112.

problem. Asserts that people who possess a high level of self-confidence are capable of acting appropriately and exercising complete control over their communication. This self-assurance is essential for language acquisition because it protects students from anxiety, making them feel more at ease and increasing their fluency.¹² However, low self-esteem frequently leads to anxiety and a fear of making mistakes, which eventually compels students to keep using their mother language as a means of escape when they encounter communication difficulties in the classroom.

In addressing various communication barriers faced by students, teachers play a key role as facilitators responsible for creating a supportive and communicative classroom atmosphere. Students' success in speaking depends heavily on the teacher's ability to design activities that stimulate meaningful interactions and transform the classroom environment into a safe space for students to experiment with language without fear of criticism.¹³ Teachers not only function as sources of knowledge but also as motivators who can reduce students' anxiety levels and encourage them to be more proactive in using English. By implementing student-centered learning strategies, teachers can gradually build students' confidence, so they feel more confident in expressing themselves and reduce their reliance on their mother tongue in the classroom.¹⁴

Teachers can use a variety of communicative learning techniques intended to make speaking practice more interesting and significant in order to combat

¹² B. Lauster, *Selbständigkeit, Selbstvertrauen, Selbstsicherheit: Wege zu einem starken Ich* [Independence, Self-Confidence, Self-Assurance: Paths to a Strong Self] (Munich: Goldmann, 2002), 45–47.

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Pearson Education Limited, 2007), 243–47.

¹⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, NY: Longman, 2001), 67–69.

student apathy. By using strategies like role-playing, group discussions, and presentations, students can practice English in scenarios that are similar to real-world ones, making learning more relevant.¹⁵ Additionally, techniques like storytelling can foster students' imagination and creativity, so indirectly igniting their desire to tell stories free from the constraints of strict grammar rules. Teachers can alter students' attitudes that speaking English is an enjoyable activity rather than an academic burden by using a variety of interactive strategies that not only give students a platform to practice fluency but also create a dynamic learning environment.¹⁶

Making the right and pertinent learning strategy choices is essential to changing the dynamics of the classroom into a more dynamic and engaging setting. Teachers can greatly boost active engagement and progressively boost learner confidence by implementing strategies that are customized to their students' needs and interests.¹⁷ Speaking anxiety can be effectively reduced by giving students the opportunity to practice the target language in a relaxed setting using interactive tactics. Students' speaking abilities will naturally advance toward higher levels of accuracy and fluency with regular engagement and increasing self-assurance, effectively meeting the communicative objectives of language learning.¹⁸

As one of the significant vocational education institutions in Tulungagung Regency, SMK Sore Tulungagung places English as a strategic compulsory

¹⁵ Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, 2nd ed. (Oxford: Oxford University Press, 2000), 145–48.

¹⁶ Jack C. Richards, *Communicative Language Teaching Today*, (Cambridge: Cambridge University Press, 2006), 35–37.

¹⁷ M. Nurettin Kayaoğlu and Hasan Sağlamel, "Ethnography in Foreign Language Teaching," *Procedia - Social and Behavioral Sciences* 70 (2013): 71-75.

¹⁸ Patsy M. Lightbown and Nina Spada, *How Languages are Learned*, 4th ed. (Oxford: Oxford University Press, 2013), 195.

subject to equip its students to face the world of work. In line with the goals of vocational secondary education in Indonesia, this school strives to integrate English language competency into various skill programs to produce graduates who are competitive in the global labor market. However, based on initial observations at the school, challenges in learning speaking remain a major obstacle, where the gap between the curriculum that demands activeness and the reality of students' oral abilities in the classroom is still often found. Therefore, researchers chose SMK Sore Tulungagung as a relevant location to examine the effectiveness of learning strategies in an effort to improve students' confidence and speaking skills.

English is a needed adaptive subject to equip students to face the demands of the industrial world. The researcher chose to conduct the study at this school because, based on initial observations, a significant gap was found between the school's vision of producing work-ready graduates and the reality of students' limited oral skills. Many students at SMK Sore Tulungagung, despite possessing good technical skills, still face significant obstacles in communicating orally in English due to a lack of confidence and limited practice. Therefore, this study is very urgent to be conducted at this location to find the right strategy to bridge students' professional needs with their communicative competencies, so that SMK Sore Tulungagung graduates have a stronger competitive edge in the global job market.¹⁹

Considering the challenges and conditions described, it is important to conduct further research on the instructional strategies used by English teachers

¹⁹ Sudarman, "English Communication Strategies for Vocational Graduates in Global Markets," *Jurnal Pendidikan Vokasi Indonesia* 5, no. 2 (2018): 50-58.

at SMK Sore Tulungagung. This study aims to identify the types of strategies applied, to describe how they are implemented in the classroom, and to examine their influence on students' participation and responses. Understanding the effectiveness of these strategies is crucial, considering that the success of speaking instruction depends heavily on the teacher's ability to orchestrate activities that can stimulate active student engagement.²⁰ By evaluating student responses to the strategies implemented, this study is expected to provide a concrete picture of practical solutions to overcome student passivity, so that the teaching and learning process at SMK Sore Tulungagung becomes more dynamic, communicative, and on target in achieving the expected professional competencies.

The researcher wants to investigate the teacher strategies used in teaching speaking and how these strategies are employed to encourage students' self-confidence. In this study, the researcher chose SMK Sore Tulungagung as the location to conduct the research. Therefore, the researcher proposes the title of this study as "Teacher's Strategy in Teaching Speaking at SMK Sore Tulungagung."

B. Research Question

In this case, the researcher has several research questions. The questions is:

1. What are teacher strategies in teaching speaking English at SMK Sore Tulungagung?
2. What extend the teacher strategy contributed to teach speaking?

²⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. (White Plains, NY: Longman, 2001), 67.

C. Purpose of the Study

In this case, the researcher has several purpose of the Study in his research.

The following are the purpose of his research:

1. To describe how those strategies are implemented in the speaking class at SMK Sore Tulungagung.
2. To find out how the students respond to the teacher's strategies in learning speaking at SMK Sore Tulungagung.

D. Significance of the Study

There are various reasons why this study is important :

First, the book explains the specific challenges and methods involved in teaching speaking to non-ESL students in a secondary school vocational context. This is an area that has received little attention, especially in Indonesia, where vocational education is a large part of the education system.

Second, the findings of this study can help legislators, educators, and school administrators understand how to teach speaking in similar contexts. Teachers who know strategies that improve speaking proficiency are better able to improve their teaching and support student development.

Third, by highlighting the importance of a context-specific approach, this study contributes to the field of English language training. Teaching speaking to non-ESL students in vocational schools requires different methods than teaching it to ESL or academic students. By focusing on the unique needs and challenges experienced by vocational students, this study provides valuable insights into how teachers can adapt their teaching to suit the needs of their students. Benefit to :

1. The English Teacher

Teachers can use this study as a guide to create more engaging and productive speaking exercises that better meet students' linguistic demands and encourage active participation. Teachers are provided with strategies and approaches that have been tested and successfully applied in similar learning environments.

2. The Students

By identifying effective speaking techniques, this study indirectly benefits students by providing teachers with tools to help them become more confident and skilled English speakers. As a result, students may become more motivated to learn English, which can improve their academic performance and potential employment opportunities.

3. The Researcher

By offering helpful details about effective research methods for non-ESL contexts and possible constraints, the study's analysis of challenges and adaptations assists researchers in organizing their own studies.

E. Scope and Limitation

This research only looks at the following factors: 1) How teachers teach speaking skills; 2) How they use speaking strategies to help students become more comfortable speaking English. SMK Sore Tulungagung was the site of this study. The participants will be SMK Sore Tulungagung students and English teacher. Information will be gathered via interviews.

F. Definition of Key Terms

- **Teacher Strategies**

Teaching students how to communicate effectively in spoken English. This means honing skills such as pronunciation, vocabulary use, fluency, and the ability to contribute to presentations and discussions.

- **Speaking Skills**

Fluency, coherence, vocabulary use, clarity of speech, and the ability to participate in a variety of conversational contexts are all necessary for effective oral communication. Speaking skills are essential for students to thrive in school and in their future jobs.