

CHAPTER I

INTRODUCTION

A. Background of Study

English has become a global language of communication and is increasingly important in educational context around the world including Indonesia, as an international language, English is taught as a compulsory subject in schools from the elementary to university level. Among the four language skills listening, speaking, reading, and writing speaking is widely recognized as the most essential skill in real life communication. However, teaching speaking is considered a challenging activity because students have different characteristics, abilities, and ways of learning English. Some students prefer to work cooperatively with their peers rather than compete individually. In addition, it is often difficult for teacher to attract students' attention and maintain their focus during the learning process in teaching and learning activities, the teacher plays an important role in helping students understand the material effectively. According to Sophuan (2016) and Theodora (2016), teaching skills are special abilities applied by teachers, tutors, and trainers or facilitator during the learning process. Furthermore, teacher need to understand students' environments and abilities in order to make learning more meaningful and easier for students to understand (Rizky,2016).

In english learning speaking plays an important role in communication because it is considered a productive skill. According to Nunan (2003)

speaking is productive oral skill consisting of systematic verbal utterances used to convey meaning to listeners, speaking also requires learners to speak fluently and understand language features while processing information at the same time. During speaking activities students are expected to pronounce word correctly and apply appropriate stress and intonation in order to communicate effectively, Jeremy Harmer (2007) explains that speakers need to speak fluently and pronounce phonemes accurately during communication.

Therefore, speaking becomes one of the four important language skill taught in schools and universities, the purpose of teaching speaking is to help students communicate effectively while minimizing misunderstanding caused by incorrect pronunciation, grammar, or vocabulary usage. The importance of speaking skills is also reflected in the Qur'an, Surah Taha verses 25–28, in which Prophet Moses prays for fluency and clarity of speech so that his message can be understood. This illustrates that the ability to speak clearly and fluently is fundamental in conveying ideas and interacting with others, this idea is in line with the goal of learning English, especially speaking skills, which is to empower students to express their ideas and emotions in various authentic contexts. However, many students still experience difficulties in learning speaking skill, Mandasari and Aminatun (2020) states that English is considered a foreign language in Indonesia and is rarely used in daily communication. As a result, students often face difficulties in expressing their ideas orally in English, speaking requires confidence, fluency, pronunciation, grammatical accuracy, and vocabulary mastery.

Students often experience anxiety, fear of making mistakes, and reluctance to speak in class as a result of these challenges. Furthermore, students frequently experience insecurity regarding their degree of English competence. Teachers find it challenging to successfully manage speaking activities in large classrooms, and teaching speaking also demands adequate practice time. In order to assist students throughout the learning process, teachers must implement appropriate teaching strategies. In this situation, teachers play a crucial role in determining appropriate teaching strategies, according to Rao (2019) teacher need to understand the problems faced by students in learning speaking and apply suitable strategies to overcome these difficulties. Good strategies for instruction can boost students' self-confidence, promote involvement, and enhance their speaking abilities. SMP Negeri 1 Kota Solok is one of the top junior high schools in the city centre, even though the school has great academic potential, many seventh graders still have trouble speaking English. Only a small percentage of students are able to speak English clearly, according to an interview with the English teacher the majority of students still struggle due to a lack of vocabulary, low self-confidence, a lack of speaking practice outside of the classroom, and passive learning attitudes.

To address the challenges in English language learning, SMPN 1 Kota Solok has established a special program called English Class, which is held twice a month. This program is designed to provide students with additional opportunities to practice English outside of regular classroom hours, with a

particular emphasis on developing speaking skills. The English Class program aims to create a communicative and interactive learning environment by engaging students in various speaking activities such as presentations, group discussions, speaking practice, and educational games. Through these activities, students are expected to become more confident and fluent in expressing themselves in English. However, despite the implementation of this program, observations show that many students still lack confidence and fluency when speaking English. Some students are afraid of making mistakes in pronunciation and grammar, while others feel they do not have enough vocabulary to express their ideas properly.

In addition, students participation also varies as more students actively participate while others remain passive during speaking activities. These situations show that the efficacy of the English class programme is significantly impacted by the instructional tactics used by teachers. Some classroom activities are still teacher-centered, which restricts students' freedom of expression. The development of pupils' speaking abilities is also significantly hampered by psychological issues including shyness, a fear of making mistakes, and low self-confidence. Despite the fact that many earlier studies have addressed strategies for teaching speaking, the majority of them just provide broad explanations of these strategies without thoroughly examining how they are applied in actual classroom settings.

Furthermore, very few research look at how lesson plans, teacher interviews, and actual classroom practices are consistent. There is a gap in

knowledge about the application of speaking strategy in real world classroom settings and how they affect students' engagement and speaking development as a result of this lack of thorough analysis. Therefore, based on the problems identified above, it is necessary to conduct a more in-depth study of the strategies used by the English teacher in teaching speaking, specifically in the context of seventh-grade students at SMP Negeri 1 Kota Solok. This study focuses on identifying the teaching strategies applied by the English teacher in speaking classes, as well as examining how those strategies are implemented in real classroom situations. It is hoped that the findings of this study will provide practical insights for teachers in selecting and applying appropriate speaking strategies, ultimately contributing to the improvement of students' speaking skills and the overall quality of English language teaching at SMP Negeri 1 Kota Solok.

B. Identification of the problem

It can be seen from the background information above that students at SMP Negeri 1 Kota Solok continue to struggle with a variety of issues related to improving their English speaking abilities. Many pupils still struggle with spoken communication even though the school is rated as an excellent school and offers a particular English development program. The following issues have been identified:

1. Lack of confidence many students feel hesitant and passive during class interactions, making them reluctant to speak English.
2. Limited opportunities to practice speaking students rarely use English

outside the classroom, so they do not get enough speaking practice.

3. Difficulty in mastering vocabulary and grammar students struggle to express their ideas accurately and fluently in English.
4. Passive learning attitudes students tend to remain silent rather than try to communicate during learning activities.
5. Learning activities are still sometimes teacher-centered, limiting students' opportunities to actively practice speaking. These difficulties show that educators must use media and more efficient, student centered teaching techniques to assist pupils in overcoming these obstacles. In order to develop students' speaking abilities, it becomes crucial to examine the methods English teachers employ when teaching speaking, particularly in the seventh grade at SMP Negeri 1 Kota Solok.

C. Formulation of the research

The formulation of the problem in this study can be stated as follows “What are the strategies the English teacher in teaching speaking at the seventh grade of SMP Negeri Kota Solok?”

D. Purpose of the research

This study attempts to identify strategies for teaching English in the classroom during class time, taking into consideration the research problem mentioned earlier. The objective of this study is: To identify the teaching strategies used by the English teacher in teaching speaking to seventh grade students at SMPN 1 Kota Solok.

E. Significant of the Research

1. Theoretical significant

It is anticipated that this study on strategies used by instructors to teach speaking to seventh-grade students at SMP N 1 Kota Solok will provide valuable information and advance our understanding of teaching English, particularly speaking abilities. It is anticipated that the findings of this study will serve as an additional resource for future academics interested in studying teaching speaking techniques. Additionally, this study could improve current theories, especially those pertaining to Harmer's suggested teaching strategies.

2. Practical significance

- a. Teachers can use the results of this study as a foundation for creating and putting into practice successful speaking instruction strategies. Additionally, teachers can use the information about problems and solutions in the speaking learning process found in this study as feedback to become more innovative and skilled in helping students improve their speaking abilities in English language learning.
- b. For the researcher, scientific information and insights in the field of education, namely in the teaching of speaking abilities, are anticipated from this study. Future researchers and aspiring English teachers are anticipated to use this study as a resource to help them be more innovative in creating engaging learning opportunities. Additionally, by using this study, researchers will be able to pinpoint a number of

problems and solutions related to the application of speaking education techniques in the classroom.

F. Definition of Key Terms

The definition of operational terms includes three variables, namely analysis, teacher strategy, and speaking skills.

1. Analysis

Analysis refers to the process of examining and interpreting data to obtain a clearer understanding of a particular object or problem.

Teacher Strategy

Teacher strategy refers to the planned actions and techniques used by teachers in the classroom to achieve learning objectives effectively, particularly in teaching speaking skills. Harmer (2007) suggests a strategy that involves creating a mental plan in advance and rehearsing it several times before beginning to speak. For example, students can imagine themselves in a real life conversation and practice speaking in their minds this strategy can reduce anxiety about speaking.

2. Teaching Speaking

According to Jeremy Harmer (2007), speaking is a productive skill that requires students to use language to communicate meaning fluently and accurately. Therefore, speaking skill refers to the ability to express ideas, opinions, and feelings orally in English with appropriate pronunciation, vocabulary, fluency, and confidence.