

CHAPTER I

INTRODUCTION

A. Background of the Study

English is known as the international language. English is the main language of every international information and international news. They are mostly written and delivered in English. In terms of the media industry, many movies, shows, and popular songs used English. English is also the language of business and government. English is used in international organizations and international conferences. Thousands of articles and books are published in English. Books from other languages also provide the English version. In the field of tourism, plenty of information is shared using English. During international travel; airports, hotels, tourist spots, and shops will use English to serve international guests. All of that proves the importance of English in every need and situation.

Students who learn English as a foreign language in school have guidance from their teachers. It means that they learn four basic skills which are writing skills, listening skills, reading skills, and speaking skills. These skills are a set that is supposed to be mastered when learning a new language. Husain (2015) states that speaking and writing skill are known as productive skills. The reason is when people use these skills, a learner must be active to produce sounds in speaking and create symbols in writing. While listening and reading skills are called receptive skills because a learner tends to be more passive than in speaking and writing skill training. In addition, through listening and reading skill training, they receive more information.

Speaking skill is one of the skills that has relation to listening skills to accomplish communication. Every speaker is simultaneous as a listener and every listener is potentially a speaker (Torky, 2006). For people who learn English as a foreign language, developing speaking skills is one of the important programs to do. Nunan (1999) stated that the success of learning a language is measured in terms of the ability to do a conversation in the target language. Megawati & Mandarani (2016) mentioned the problem faced by

many English learners while learning speaking skills is limited vocabulary mastery. Later, Afisa & Yolanda (2015) explained another difficulty learning speaking skills is the number of speaking practices. Missed pronunciation, lack of confidence, and lack of grammatical rules became additional factors speaking is difficult to master (Susanto et al., 2020). It can be concluded that some students may feel uncomfortable in their attempt to speak a foreign language. Students were afraid to make a mistake because they realized that they lack knowledge of many aspects to speak a foreign language. Related to Muamaroh (2013), it is difficult to activate students to speak English. Many students tend to be passive and face obstacles in conversing in English. In fact, the learner may earn confidence using a foreign language through their mistakes and inaccuracies. In line with Nunan (1999), the goals of any language teaching program are pushing students to achieve their communicative objectives and helping them have confidence in speaking.

Therefore, a teacher must prepare for sufficient teaching-learning activities and manage the classroom atmosphere well so students can master all those skills. In addition, the teachers are obligated to choose a suitable approach, strategy, and method in order to accomplish the teaching goals. The teachers can use some learning strategies to teach students language skills. Moreover, the teachers also need to prepare the teaching materials, and classroom control so the students have no difficulties understanding the teachers' explanation. Teaching cannot be defined separately from learning. Drachsler & Krischner (2012) stated teaching refers to guiding and facilitating students, making sure students are able to learn, and setting the condition for learning.

According to Armstrong (2013), he stated that teaching strategies are strategically designed plans that include the methods used to help students master the specific material. The definition of teaching strategy is a thoughtful plan that contains structure, particular purposes, techniques, or steps. Issac (2010) mentioned that teaching strategy is a layout that includes instructional goals and tactics to perform the strategies. In addition, teaching strategies

refer to combination of several teaching and learning methods used to achieve goals (Yani, 2016). Teaching strategies are conducted to create a conducive teaching-learning environment. Language learning style and strategy are the factors that determine student success in learning a second language (Oxford, 2003). It can be concluded that teaching strategies are thoughtful plans to do something that includes goals, methods, and procedures in teaching-learning activities.

In 2021 there was an obligatory subject for sixth-semester students from the Faculty of Teacher Training and Education in Muhammadiyah University of Surakarta, namely PLP (*Pengenalan Lapangan Persekolahan*). Students were asked to find and choose a school to execute PLP activities. Three of my friends and I chose SMP Muhammadiyah Plus Salatiga as a school to perform PLP activities. It is located on Jl. Untung Suropati No. 16, RT 04/ RW 05, Salatiga City, Central Java. During our PLP activities, we were divided into two groups. Candra and I were responsible to teach in the second grade at SMP Muhammadiyah Plus Salatiga. From these PLP activities, we found out that there was an English extracurricular activity that is obligatory for second-grade students. The English extracurricular is named "*Kampung English*". It is held once a week on Wednesday at 2.00-3.00 pm. It was conducted to enable students to develop their speaking skills and their self-confidence, so students can speak English fluently.

The definition of extracurricular in general is an additional education activity outside of students' main activity in the classroom to complement the educational process. Shernoff and Vandell (2007) defined extracurricular as after-school activities that are divided into several categories such as arts, social, academic, sports, and any kind of enhancement activities. The extracurricular create possibilities for the students to engage and interact in ways that allow the development of knowledge and skill. Park (2003) mentioned that students who participate directly in learning activities tend to understand more, remember more, and enjoy what they have learned more than students who only join in learning activities and they are passive during

the whole activity. According to the definition above, extracurricular is an additional education activities outside students' main classroom activities to complement the educational process. The implementation of English extracurricular in every school must be supported because it helps students to develop their language competencies.

Therefore, this study intended to find the teaching strategies used by the teacher to teach speaking in English extracurriculars. According to the statement, the author conducted research entitled "STRATEGIES OF TEACHING SPEAKING IN ENGLISH EXTRACURRICULAR ACTIVITIES AT SMP MUHAMMADIYAH PLUS SALATIGA". The study conducted at SMP Muhammadiyah Plus Salatiga and the author focused on second-grade students in the academic year 2022/2023.

B. Limitation of the Study

To avoid misunderstanding, it is necessary to make limitations. Based on the background of the study and the identification of the problems above, the author limits the problems that are going to discuss. The study focuses on the English Extracurricular "*Kampung English*" activities for second-grade students in SMP Muhammadiyah Plus Salatiga academic year 2022/2023. Some members of "*Kampung English*" extracurriculars are chosen to be subjects of the research. Members chosen are students from the Imam Tirmidzi class. In addition, one teacher who is in charge of English extracurricular "*Kampung English*" was involved as one of the subjects in the study.

C. Problem Statements

Based on the background study of the research, the researcher conducted several questions for the study, namely:

1. What are the teaching speaking strategies of the English extracurricular used in SMP Muhammadiyah Salatiga?
2. How is the implementation of each strategy to teach speaking in the English extracurricular in SMP Muhammadiyah Plus Salatiga?

3. How do students' responses to the applied strategies of teaching speaking in the English extracurricular at SMP Muhammadiyah Plus Salatiga?

D. Objectives of the Study

Based on the research questions conducted by the author, the purposes of the paper are to answer the conducted problems. The purposes of the study are

1. to identify strategies to teach speaking in the English extracurricular at SMP Muhammadiyah Salatiga,
2. to describe the implementation of each strategy to teach speaking in the English extracurricular at SMP Muhammadiyah Plus Salatiga, and
3. to reveal students' responses towards the applied strategies of teaching speaking in the English extracurricular at SMP Muhammadiyah Plus Salatiga.

E. Benefits of the Study

The author of the research expected a lot that the analyzed study has many benefits. The significances of the study are divided into two kinds of significance, they are theoretical significance and practical significance.

1. Theoretical Significance

The findings of the study are used to give a contribution of additional knowledge to the academic reference. This study is also expected to give new insight or knowledge to other researchers who will do similar research.

2. Practical Significance

The study is expected to enrich the present writer's understanding of many things. It is also expected to give knowledge and new perspectives to the students of Muhammadiyah University of Surakarta or the students from other universities.