

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Relationship between nations are prevalent in many spheres of life in the modern day. Good cooperation in all areas is required to achieve a good and advantageous partnership. Having outstanding communication skills is just one of the numerous things we may do to adjust to this period. People of various ages, from small children to the elderly require it. Everyone should be extremely proficient in communication, whether it is in their own tongue or another language like English.

English was chosen as the official international language since it is the most significant language in the world. It is a language that the majority of people in this globe speak. The nations of America and Europe are just two examples of those that speak English as their native tongue. They use English to communicate with their loved ones, friends, coworkers, and other people. English is a foreign language in Indonesia, where it is taught at all levels of education including kindergarten, elementary school, junior high school and college. The resources range from the simplest English lessons to the most complex.

Macro and micro level English language skills According to Aydoan and Akbarov (2014), basic language abilities for macro skills include listening, speaking, reading and writing. Other crucial abilities are micro talents. Pronunciation, grammar, vocabulary, and spelling are all considered microskills in English (Aydoan & Akbarov, 2014). The language learners

should be able to speak, read, write and listen in English. Although each ability has a different level of relevance for different learners, they all need to be connected in order to successfully master in English.

Because it can be utilized to directly communicate in English, speaking is a crucial ability that must be acquired. Speaking is the most important ability involved in communication, claims Zaremba in Boonkit (2010). If spoken English is mastered, there are numerous benefits. Because the majority of people use English, it may be utilized to communicate with people everywhere.

Foreign language students frequently overlook the value of learning English, particularly when it comes to speaking ability. Speaking is a challenging ability for foreign language learners as it requires the use of the correct language to establish effective oral communication in social interactions (Shumin, 2002).

The Indonesian educational system mandates that junior high and senior high school students complete an English exam in order to graduate. This indicates that acquiring English as a second language is crucial, particularly in the field of education. This is also supported by Balan's justification (2011:189), which highlights the significance of English as a global language that facilitates cross-cultural communication at all levels.

The instructor has a crucial role in educating children in the classroom. The teacher in interactive teaching must be a designer, programmer, diagnostician, researcher, organizer, manager, innovator, educator, and advisor in addition to their traditional educational and professional tasks (Illic, 1999:141). More specifically, the teacher is the one who plans the lessons and collaborates with the students when communicating.

It's difficult to teach English, especially speaking. Teachers must employ efficient techniques to help pupils learn the topic because each class has students with varying skill levels. Teachers must be resourceful when selecting materials and have the skills to pique students' interests. As a result, the instructor must use a variety of tactics to aid in the teaching and learning process. Learning can be accelerated and made to be "more pleasant, self-directed, successful, and transferable to other settings" through the use of strategies (Oxford, 1990:8).

The corona virus, also known as COVID-19, has been wreaking havoc on the planet since the end of 2019. In Wuhan, Hubei, China, this virus was initially identified. There are now 95.124 people who have been exposed to corona worldwide (CNN, 2020). The number of confirmed corona virus infections in Indonesia keeps rising. The COVID-19 pandemic has impacted every aspect of Indonesia's economy, including the country's educational system. In order to stop the spread of viruses, the president of the Republic of Indonesia issued a policy on March 11, 2020, to temporarily shut down the teaching and learning processes at schools and universities and encourage students to study at home instead.

In order to reduce the spread of infectious diseases, society makes steps to reduce social isolation as well as self-quarantine. To stop or slow down the spread of a highly contagious disease, public health officials may take certain measures known as "social distancing" (Yuliana, 2020). In order to stop the spread of illness, a quarantine system involves isolating and restricting human movement for a period of time. It lasts long enough to guarantee that no contagious disease has been contacted by the individual. (Reported in the 2019 WHO-China Joint Mission on Corona Virus Disease) On average, COVID-19 patients experience signs and symptoms, such as moderate respiratory

symptoms and fever, 5–6 days after contracting the illness (mean incubation period: 5- 6 days; range: 1–14).

This is a challenge for all of the teachers, especially English teachers because they have to teach in a different condition and situation. Before pandemic they can meet their students in their classrooms but now they have to teach without seeing each other. It makes the teacher to think a lot the way they can teach and what are the strategic that they have to use in teaching in order to make the students understand the material and to make the learning still enjoyable.

Based on the explanation above, the researcher is interested in observing and finding what strategies used by teacher in teaching speaking during pandemic covid19. Therefore, the researcher became curious and try to investigate this with a research entitled **“STRATEGIES IN TEACHING SPEAKING DURING COVID-19 PANDEMIC AT SMA AL FIRDAUS SURAKARTA IN THE 2020/2021 ACADEMIC YEAR.”**

## **B. Problem Description**

In light of the aforementioned context, the author states the issues as follows:

1. What teaching strategies did the teacher employ at SMA Al Firdaus Surakarta during the pandemic COVID19 in the 2020–2021 academic year?
2. How is the implementation of the strategies in teaching speaking during pandemic covid19 at SMA Al Firdaus Surakarta in 2020/2021 Academic year?
3. What challenges does the instructor have while attempting to teach speaking at SMA Al Firdaus Surakarta during the epidemic COVID19 in the 2020–2021 academic year?

### **C. Study's Objective**

The writer's research goals include the following as she goes about them:

1. To present the teacher's teaching strategy for speaking during the pandemic COVID19 at SMA Al Firdaus Surakarta in the academic year 2020–2021.
2. To provide an overview of how the techniques were put into practice when teaching speaking at SMA Al Firdaus Surakarta during the pandemic COVID19 in the 2020–2021 academic year.
3. Describe the difficulties the teacher encountered while attempting to teach speaking to students at SMA Al Firdaus Surakarta during the epidemic COVID19 in the 2020–2021 academic year.

### **D. Restrictions on the Study**

The researcher focuses on the methods used by teachers to teach speaking during the COVID19 at SMP Al Firdaus Surakarta in the academic year 2020–2021, as well as the challenges these methods present.

### **E. Study's Positive Effects**

The author is hoping that this research will be useful for students of English, particularly those working on their speaking abilities. In this study, there are two different types of benefits, namely:

1. Theoretical Advantage

This study describes the tactics used by instructors to teach speaking during the pandemic COVID-19, how they were put into practice, and any difficulties they encountered. This information is helpful for enhancing instructional strategies overall, but especially for

teaching speaking. The author also believes that this research will serve as a model for future studies of this nature.

## 2. Practical Advantage

### a. For the English Teacher

In order to make teaching and learning more successful, efficient, and pleasant, the author thinks that other teachers will find the results of this study beneficial in applying tactics for teaching speaking, particularly during the pandemic COVID19.

### b. For the Students

The author thinks that by employing the appropriate tactics, the students would find the teaching and learning process entertaining. Because they are placed in an enjoyable environment, the students won't feel pushed to study English; instead, they will be glad to do so.

## **F. Research Paper Structure**

This research paper is divided into five chapters, as listed below, to aid the writer in organizing the research and making it simple to understand:

Introduction is in Chapter 1. It covers the study's history, problem statement, aims, limitations, findings, and benefits, as well as how the research report is organized.

Chapter II discusses the underlying idea and includes a review of related literature.

Research methodology is covered in Chapter III. This chapter describes the sort of research, the setting and timing of the study, the topic, the data and the data source, the method for gathering the data, and the method for analyzing the data.

The research findings and discussion are in Chapter IV. The research's findings are broken down into the methods used by teachers to teach speaking during the epidemic COVID19 at SMA Al Firdaus Surakarta and the challenges these instructors encountered.

Chapter V is conclusion and Suggestion.