

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication, Language allows people to convey their thoughts, opinions, and feelings. Language is a system of sounds and sound symbols used by humans to communicate thoughts, feelings, and wants. People can connect with one another through language, not only in explicit but also in implicit meanings. The importance of language in human life cannot be overstated. It is the most common mode of communication.

Language as a system of vocal symbols used for human communication. Because young children learn their first language with such speed and proficiency, it should be possible to design experiences in which children acquire a second language in the same way they learn their first language provided the process can be better understood. The use of English by speakers of a different mother tongue is referred to as English as a second or foreign language (ESFL).

Mastering a foreign language is very important. Since the time of the Prophet Muhammad SAW, the importance of understanding foreign language has been emphasized. It is recorded in the hadits of Imam Ahmad, Abu Dawud and At-Turmuzi that Zaid bin Tsabit was commanded to learn the Hebrew language because the Prophet wanted to send a letter and in the end not less than half a month zaid bin Tsabit had mastered the Jewish language.

Speaking activity can be regarded as speaking activity in which the speaking activity involves speaking in English. When regarded from the source of the term, the word "speaking" derives from the verb talk, specifically "speak is to express thoughts; to utter; to convert". So to talk here is to issue or express an opinion. Speaking is an important skill that students must learn since it comes from the throat and generates sound and meaning. Producing meaning is linked to speaking as an interactive approach.

Furthermore, speech is used for certain meanings in which persons will participate sequentially. In other words, speech is a necessary skill for anyone who wishes to communicate with others. Speaking is one of the four core language abilities needed in all contexts in Indonesia. Language learners must learn to communicate effectively in both normal and stressful settings. Strategies for learning to speak English are one of the most significant things for students to recognize, and they are also a component of speaking skills. These strategies should be established in order to improve students' English speaking skills.

Learning strategy is specific actions, behaviors, steps, or techniques such as seeking out conversation pattern, or giving oneself encouragement to tackle a difficulty language task used by the students to enhance their own learning. Another important factor which also influences the students' ability in learning to speak English is teachers' techniques in teaching students to speak English. A professional English teacher should consider appropriate strategies in teaching speaking. He must recognize his students' strategies and help them to develop their strength in order to improve his students' oral production. It requires not only the ability to create a warm and humanistic classroom atmosphere, but also provides opportunities for his students to speak or take part in class interaction

Observing the situation of kids in schools whose progress in learning English is slow and they are less excited about learning, the instructor must have a strategy in place so that children can learn enthusiastically, effectively, and efficiently, achieving the desired outcomes.

In order to teach second language learners how to speak in the best way, some activities that can improve speaking skills are below and can be applied immediately in class. For this reason, teachers must create a classroom environment where students have communication such as real life, authentic activities, and meaningful assignments that improve English speaking skills. This can occur when students collaborate in groups to achieve an indicator or complete an assignment. To create a learning and teaching process that

produces an appropriate result, teachers need strategies or methods to teach.

The teaching method is the method used by the teacher in establishing relationships with students during the course of teaching. The teaching method is a means of interaction between the teacher and students. The teacher acts as a mobilizer or mentor while students act as the recipient or the mentor. A good teaching method is a method that can foster student learning activities. The accuracy of teaching selection is very dependent on the purpose, content, teaching and learning process and learning activities, teaching.

Teaching English to junior high school kids or teenagers is regarded the most difficult. They don't have the vocabulary, grammar, or pronunciation to hold a meaningful conversation. Speaking, on the other hand, is the foundation of communication, requiring the correct, fluent, and appropriate use of language diversity in daily conversation. As a result, both within and outside the classroom, students must learn how to communicate meanings and intents in English.

There are three problems faced by students in speaking English. First, students are less enthusiastic in carrying out conversations. Low enthusiasm and participation causes students to feel embarrassed or afraid when talking to others. They feel ashamed because what they say is irrelevant topic. This can be caused by the background knowledge of students about the topic in conversation. This can make students tend to be silent in conversation and less participate in talking to others. In addition, students are afraid of making mistakes in conversation such as spelling and pronunciation.

Second, students struggle with the incapacity to explain their thoughts. A low vocabulary count is most likely to blame for this issue. The most important part of language is vocabulary, and it is crucial in establishing a discourse. Vocabulary serves as a conduit for communicating messages from the speaker to the listener. Students with a limited vocabulary will find it challenging to express their thoughts and opinions. Furthermore, in speaking, the utilization of internal linguistic structure plays a significant function. The message's meaning will be shaped by the students' inadequate ability to use

linguistic structures, making it difficult to comprehend.

Third, lack of motivation students speaking skills. It will be tough for students to hold a conversation if they lack enthusiasm to communicate. This issue is most likely caused by the teacher's lack of an effective technique for teaching speaking. Students are less driven to speak as a result, and they are less likely to practice speaking. Students have minimal familiarity with English due to the teacher's usage of the mother tongue in the learning process. As a result of internal and external causes, pupils have little desire to speak English and are hesitant to learn English.

The goal of this study was to identify the difficulties that teachers face when teaching speaking. Also, find strategies or methods of teaching speaking that students can understand, and look for strategies to improve students' speaking skills. English speaking training is essential for teaching students how to speak English more fluently and effectively. It is hoped that because a good language is the foundation of good communication, this will improve students' English skills. Students must be able to speak effectively in order to communicate effectively.

Keyword : speaking skill, speaking strategy, speaking activity

B. Limitation of the study

The researcher focuses on the difficulties faced by teachers when teaching "speaking". And look for the right strategy in teaching speaking. The following are the limitations of the author's research:

1. This study concentrates on the teacher's teaching process in teaching speaking during teaching and learning activities.
2. The scope of this research is on the difficulties faced by the teacher and the teacher's strategy in the process of teaching speaking.
3. This research was conducted to identify the problems faced by the teacher and to find the right speaking teaching strategy that can solve the problems faced by the teacher, and can also help students improve their speaking skills.

4. This study involved an English teacher and eighth grade students of Sangen Sukoharjo Muhammadiyah Islamic Boarding School.

C. Research Focus

The scope of a subject organization is the range of things that it does. The scope refers to what the researcher wants to deliver or explain in this research, as well as the problem that the researcher attempts to discuss. Scope means the area covered by a study. Every study should have scope and boundaries. Because this study concerns the ability to speak procedural texts.

In this research, the scope is focused on the teacher's strategy in the teaching and learning process of speaking at Sangen Sukoharjo Muhammadiyah Islamic Boarding School While the limitation of this study is the eighth grade students in Sangen Sukoharjo Muhammadiyah Islamic Boarding School

D. Problem Statements

Based on the description of the background above, the problem statements in this research:

1. What are the students' problems in speaking English in the classroom?
2. What are the teacher's strategies in solving the students' problems in speaking English in the classroom?
3. What are the teachers' strategies in assisting students with low ability in speaking English?

E. Objectives of Study

Based on the formulation of the problem above, the research objectives are as follows:

1. To identify the obstacles faced by students when learning speaking English.
2. To describe the strategies used by the teacher in coping with the problems faced by students when speaking English.

3. To describe the strategies used by teachers in coping with the slow learner.

F. Benefits of study

1. Theoretical Benefits:

The theoretical benefit of this research is to find out the biggest influence of dominant students on students' learning abilities at Muhammadiyah Sangen Junior High School

2. Practical Benefits:

a. For students:

With this paper, the researcher are expected to offer interesting and various learning experiences in hopes that students will be more active in teaching and learning activities so that they can increase their knowledge and more actively participate in the class.

b. For teachers:

The findings of this study are expected to provide information for an effective learning technique, which will help students develop their speaking skills. This can be an alternative way for teachers to make students more interested in teaching and learning activities.

c. For school:

The results of this study can be used by the school to attract prospective students so that the school can innovate in a fun way.

d. For researchers:

The findings of the study can be one of the meaningful and useful references which can knowing about how junior high school speaking learning affects students' ability in teaching and learning activities.