

## CHAPTER 1

### INTRODUCTION

#### A. Background of the Study

English is one of the largest languages spoken in the world. In the current globalization era, English is needed to support the ability to communicate with people abroad. English becomes a compulsory subject in Junior High School. Basic English that must be mastered by students consists of 4 skills of listening, speaking, reading and writing, especially speaking.

Learning strategies used by the teacher can be defined as the chosen, which can provide facilities or assistance to learners toward a specific learning goal (Kozma Sanjaya, 2007). The strategy is the way selected to convey a method of learning in the particular environment (Gerlach and Ely, 1990). Later, they outline that strategy of learning intended covering of the nature of, scope, and the order learning activities that can give learning experience to students.

Confidence is a positive attitude of an individual that enables him to develop positive assessment with himself and to the environment or situation he faced (Lauter (2002:4). It does not mean that the student able and competent do everything alone. High confidence actually only refer to some aspects of individual life where the students feel having competence, sure, capable of being and belief that he can because supported by experience, actual potential achievement and realistic hope with himself.

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds (Harmer in Tarigan, 1990: 12) writes that when teaching speaking or producing skill, we can apply three major strategies, those are:

1) Introducing new language, 2) Practice, 3) Communicative activity in the learning of speaking, the students often find some problems.

The problem frequently found is that their native language causes them difficult to use the foreign language. Another reason is that of lack motivation to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation.

Actually, there are many alternative strategies that can be used by the teachers teaching, but the problem is how to choose and use appropriate strategies that can optimize student activity particularly in class 8 Junior High School Warga Surakarta. So the writer takes the research because she wants to know what strategies used by the teacher in developing students' confidence and speaking skill when teaching English.

Based on the explanation above, the writer is interested in learning the teaching strategies at Junior High School Warga Surakarta. The title of research is **THE STRATEGIES USED BY THE TEACHER IN DEVELOPING STUDENTS' CONFIDENCE IN SPEAKING SKILL IN GRADE 8 OF WARGA JUNIOR HIGH SCHOOL SURAKARTA 2016/2017 ACADEMIC YEAR**

## **B. Scope of the Study**

It is necessary that the researcher puts attention on certain aspects of this research study. Thus, she focused on the problems and attained the research objective accurately. Based on the urgency of the problems in the teaching and learning process, the present study limits the scope of the research to matters related to the media in the teaching and learning speaking process, the technique used in the teaching and learning speaking process, students' motivation, students' self confidence, classroom management, students' interaction during the learning of speaking.

Research is focused only on what strategies teachers use to improve self-confidence that affects their speaking practice for eighth graders of Warga Junior High School, Surakarta

### **C. Formulation of the Problems**

From the background, the author formulates the problems as follow:

1. What are strategies used by English teachers to develop students' confidence and speaking skill in grade 8 Junior High school Warga Surakarta?
2. What are the steps in implementing the strategies?
3. What are the problems faced by the teacher in implementing the strategies?
4. How did the teacher solve the problems?

### **D. Research Objective**

From the formulation of the problems mentioned above, the objectives of the research are as follow:

1. To identify what strategies are used by English teachers to develop students' confidence and speaking skill in grade 8 Junior High school Warga Surakarta.
2. To explain what are the steps in implementing the strategies.
3. To identify the problems faced by the teacher in implementing the strategies.
4. To explain the way the teacher solves the problems.

### **E. Benefit of the Research**

The benefit of the research can be dividen into two:

1. Theoretical Benefit

The result of this research as input for other researchers about the strategies used by the teachers in developing students' confidence and speaking skill in English teaching.

## 2. Practical Benefit

The result of this research can serve as input for teachers to determine the learning strategies and selecting appropriate teaching aids especially for speaking skills in teaching English.

## **F. Research Paper Organization**

Chapter 1 consists of an introduction and explains the background. In this chapter, the research covers: (1) Background of the Study, (2) Limitation of the Study, (3) Formulation of the Problems, (4) Research Objective, (5) Benefit of the Research.

Chapter 2 related Underlying Theory, it contains theoretical Review and Previous study. In this chapter the researcher covers Theoretical Review as follow: (1)Notion of Speaking, (2) Speaking Skill, (3) Confidence, (4) Teaching Strategies, (5) Teaching Strategies, (6) Strategies in Teaching 3 Speaking, (7) Teaching Strategies that Develop Confidence.

Chapter 3 is research method. The research describes Research Method as follows : (1) Type and Design of Research, (2)Place and Time of Research, (3) Data and Data source (written, photographs and written records), (4) The Presence of Researchers, (5) Data Collection Techniques(In-depth Interview,Observation, Documentation), (6) Validity of Data, (7)Data Analysis(Data Reduction, Data Display, Conclusion Drawing & Verification)

Chapter 4 consist of finding and discussion.

Chapter 5 consist of conclusion and suggestion.