

CHAPTER 1

INTRODUCTION

This chapter provides an in-depth description of the study. This involves the background, problem formulation, operational definition, aims of the research, and significance of the study.

1.1 Background

English is the international language. In learning English, students must learn the four language skills (listening, speaking, reading, and writing). These skills are very important to be learned and mastered by language learners. Therefore, of the four skills speaking is the most important skill to be learned and mastered by language learners. According to Rao (2019), among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. That way, speaking skills are considered as the most important skills by learners. Learners often measure their success in learning the language to what extent they can use English orally. By having the ability to speak, we can communicate and establish good relationships with people from various countries. According to Tamala & Wulandari (2021), stated that speaking is the capacity to convey thoughts or ideas verbally so that they can make verbal conversation that is systematic and has a meaning that the person they are talking to can understand. This can be concluded that speaking is a communication process that needs to be developed to build successful learning.

Teaching speaking is a teaching and learning process that can help develop learners' ability to communicate effectively in spoken language. That way, the ability to communicate in English clearly becomes a success for students at school and in real life. According to Harmer cited in Maryanti et al. (2021), argued that teaching speaking is to train the student to develop their correspondence ability as their English improves, for instance, making them aware of what veritable conversation takes after and helping them use some of the huge articulations. Therefore, language teachers need to determine effective

teaching strategies, so that students feel comfortable, enjoyable and not bored while learning. In teaching speaking, teachers are also required to be creative in solving a problem in every teaching situation. afraid to speak, feel embarrassed, afraid of getting bad comments, those are problems and factors that are often experienced by students. According to Karina (2021), said that the obstacles faced by students in speaking activities are inability to deliver words and feel shy when speaking. Thus, besides the teacher having to be creative, the teacher also needs to be careful in determining the strategy to be used in teaching speaking.

Based on preliminary research, researcher found that majority of students from one of the private secondary schools in Tasikmalaya had good speaking abilities. Students could speak interactively and effectively during the learning process. Moreover, students at this school also often achieve achievements in several fields in competitions, especially English language competitions such as storytelling, debate and speech. This also showed that the English teachers at this school combine various speaking teaching strategies, such as group discussion role plays, etc. so that students could learn comfortably and receive learning materials well.

There are several strategies that teachers can use to improve students' speaking skills such as role-play. According to Mulyono cited in Firdaus & Amaniarsih (2018), stated that role-play or role-playing is a learning method that is directed to creating historical events, actual events, or events that may arise in the future. So, role-play is a speaking activity in which students play a role, each student can be anyone. Apart from using role-play, there are several strategies that can be applied in teaching speaking. According to Anjaniputra (2013), several strategies used to teach speaking are cooperative activities, such as creative tasks, drilling, and role-play. With this teaching method, of course, it will develop students' ideas and expand students' imaginations in using various appropriate expressions when practicing speaking. With that, the teacher must have the right strategy in improving students' speaking ability. According to Derakhshan et al. (2015) said that, teachers can use new methods to encourage the ESL learners to

take part in communication and speech with less stress. So, with a strategy in learning, teachers and students can achieve learning goals effectively and efficiently.

The researcher found several studies related to this research. The first study is from Anggraeni et al. (2020) who conducted the research about speaking teaching strategies at senior high school. The result of this study showed that teachers used various strategies in teaching speaking such as, discussion, role-play, brainstorming. The second study is from Dewita et al. (2020) who conducted the research about technique in teaching speaking at senior high school. The result of this study showed that there are three techniques that are often used by teachers in teaching speaking skills, namely role-play, brainstorming, and pictures description. Thus, the strategies used by the teachers at senior high schools have helped students improve their speaking skills

The researches presented above mainly focused on teachers' strategies in teaching speaking in senior high school. That way there are several differences such as research methods, setting, data collection, and data analysis. In addition, none of the studies above took the perspective of junior high school teachers. Thus, this research focused on teachers' views on the strategies they apply in improving students' speaking ability in private junior high schools based on their experiences.

1.2 Formulation of the Problem

A research question addressed in this study is "what teaching strategies are used by the teachers in improving students' speaking ability?"

1.3 Operational Definitions

To avoid misunderstandings regarding the terms put forward in this study, the researcher provides several definitions related to this study, as follows:

1.3.1 Speaking Ability

Speaking ability is an ability that refers to a person's skills and expertise in expressing ideas, thoughts, feelings, and information to others

effectively, clearly, and coherently. There are some indicators of speaking ability including the grammar, pronunciation, vocabulary, and fluency.

1.3.2 Teachers' Strategies in Teaching Speaking

The teacher's teaching strategy is the method used by the teacher in the teaching process with the aim that the teaching process becomes more effective and makes it easier to achieve learning goals that implemented of six principle of teaching speaking. The teacher's strategy in teaching speaking in this study is the teacher's way of improving students' speaking skills in a secondary school in Tasikmalaya.

1.4 Aim of the Research

The expected aim of this research is to find out the teachers' strategies in improving students' speaking skills.

1.5 Significance of the Research

1.5.1 Theoretical Use

This research will enrich the literature on teaching strategies in improving students' speaking abilities.

1.5.2 Practical Use

This research will contribute to English teachers knowing appropriate teaching strategies and can be used to improve students' speaking ability.

1.5.3 Empirical Use

This research will provide empirical insights for the researcher about teacher teaching strategies in improving students' speaking ability.