

CHAPTER I

INTRODUCTION

A. Background of the Study

One of the most widely spoken languages in the world is English. English is an international language. In light of this, being fluent in the English language became essential. Therefore, English is the primary language for legally binding agreements between countries for worldwide interactions, exhibitions, and scientific studies (Harmanto, 2019; Indriastuti, 2017). English proves essential in many fields, including trade, manufacturing, healthcare, schools, and media, individual all over the world are learning it. Acquiring knowledge of English has emerged as an essential prerequisite for navigating modern technological advance

The primary goal of learning a foreign language is to converse, and speaking is considered to be one of the most popular means of doing so. Speaking is one of the methods of interacting with others. It is a highly complex process that allows people to exchange ideas, facts, or genuine sentiments (Gilakjani, 2016; Leong & Ahmadi, 2017). When people wish to say things or send facts, they have to communicate. When individuals want to enlighten an audience, they employ communication. Language is used by speakers to achieve their objectives. Thus, for efficient dialogue, speakers must simultaneously be listeners and speakers.

Speaking is the primary means of interpersonal communication in daily life and is an essential human skill utilized to convey feelings through spoken words (Khatoony & Rahmani, 2020; Razi, 2021). Speaking is an interactive process of creating significance through generating, getting, and digesting information. It

represents an interactive method that requires a true exchange of thoughts, ideas, or sentiments (Howard, 2001; Luoma, 2004). Therefore, it's critical that educators focus more on speaking abilities and encourage students to discuss, describe, and talk about what they are learning in an engaging environment. Moreover, speaking is the ability to produce authentic sounds that can understand by others to facilitate efficient communication (Maghfiroh, 2021).

Then, according to Derakhshan, (2016); Konuşma, (2014), speaking can be divided into two primary areas as a commercial skill: proficiency and precision. While precision relates to the message's preciseness and simplicity, proficiency refers to the capacity for effective and fluid communication. As a result, teachers need to be well-versed in the idea of imparting speaking skills to students in compliance with current regulations.

Furthermore, there are four skills in learning English. They are listening, speaking, reading and writing. Since those abilities are interrelated, learners must become proficient in each one (Astuti et al., 2020). However, among the four skills of language, speaking seems intuitively the most important and difficult skill for ESL and EFL learners (Al Hosni, 2014; Chand, 2021; S. Zhang, 2009). Moreover, English is positioned as a foreign language in Indonesia. In addition, it is difficult for Indonesians and students to practice it. Although speaking skills have been taught at school and many students still find it difficult.

As we know that the teacher is the spearhead of learning. They must create assignments, settings, and materials that support learning for pupils (Franitya et al., 2023; Rapanta et al., 2020). The reciprocal relationship between teachers and

students is one of the many factors that encourage studying in a directed classroom, therefore teachers must choose the best approach to motivate students to participate actively in their education.

The majority of the numerous factors that show how students learn in the classroom is their participation, which is seen to be crucial for both effective teaching and successful learning (Huang, 2022; Ismail et al., 2023). According to Chen, (2021) a person's mental and emotional involvement in a group setting that motivates them to participate and take responsibility for achieving the objective is referred to as participation. It appears that we could nevertheless participate in the classroom experience in a passive manner under this interpretation.

One of a teacher's primary responsibilities is to carry out learning in the educational setting. Learning is defined as an activity that is intended to instruct students can be understood as instructional activities for students. Kang & Zhang, (2023) state there is still frequently a propensity to minimize student involvement in the learning process. When a teacher dominates the learning process, student tend to be more passive and wait for the educator to explain the material rather than looking for and developing the necessary expertise, abilities, or behaviors on their own. Students' lack of participation is still a problem in many schools, both in rural and urban locations in Indonesia (Syafaruddin, 2020). It is critical for teachers to select the most effective teaching strategies in order to help student overcome their inclination toward passivity and to enhance or promote their ability to voice their ideas. Moreover, forms of student participation problems in the classroom such as a few students were fearful of committing mistakes, some had little vocabulary and

were not eager to learn English, while others did not want to speak up even when the teacher pointed them out immediately.

To succeed in speaking lessons, student had to actively engage in speaking during the entire educational process. Thus, it is important to improve speaking ability with correct strategy selection. Especially schools that have international class programs that require them to have good speaking skills and emphasize that problems like the above should not occur. Moreover, from the explanation that has been shown, the researcher is interest to knowing how the strategies that teachers must have so that student participation in speaking.

MTsN 2 Ponorogo is the junior high school in Ponorogo to have an ICP and collaborates with Cambridge University and the State University of Malang campus as mediators. This program has been implemented since 2021 in the second semester. The curriculum used is the international curriculum for grades seven, eight, and nine. The number of students different from grades seven until nine. In the final exam they carry out two different types of exams, namely national and international. The process of recruiting students by capturing students who have more potential in the field of English in bilingual classes. Then they take a series of English tests and are selected who have the highest score.

Therefore, the ability of students to speak English must indeed be trained continuously to further improve fluency in daily speech. Especially the learning carried out uses the international curriculum where the material taught is different from other classes. For this reason, the teacher has a good and appropriate strategy to shape the learning process in accordance with the target.

Additionally, a relevant study has been conducted by several researchers, one of which is by Kurniawan et al., (2017) who analyze the effect of Student Teams Achievement Division (STAD) toward student found that students taught using STAD techniques had a positive impact on both their English speaking skills and their participation in the English class. The study done by Arini & Wachyudim, (2022) which indicate that the way that students view the application of questioning approach to enhance speaking ability is positive. By using questioning strategies, students can become more engaged and confident in themselves.

Some previous research also found that using the jigsaw method, students were able to become more engaged in both speaking and learning English. Data collection methods used in its execution included lesson study, interview, and observational methods carried out in groups. Three steps were involved in the lesson study process: Plan, Do, and See (Kiuk et al., 2021). Moreover, Alghamdy, (2022) who identify the benefits of the role-play strategy on EFL learners' communication skills which indicate a significant difference between the experimental and control conditions with better communication skills outcomes in imitation, repetition, confirmation, responding to colleagues, and giving examples for students in the experimental condition than for students in the control condition.

From previous research, it can be concluded that the strategies carried out and used are different, such as student team achievement division, application of questioning approach, jigsaw method, and role play. Therefore, the researcher tried to find out the teacher's strategy to increase student participation in speaking English in the ICP.

The gap between this study and the previous study are as follows as: 1) the number of research objects that are only conducted on teachers who are teach of the international class program, 2) the focus of the research that analyze the teachers' strategy use by teachers and also found the result of the application of these strategy for student in international class program.

Given the above phenomena, this study aims to determine teachers' strategy for improving students' speaking skill at international class program. Through this study, the researcher hopes that this research can help and provide advice to teachers to provide various kinds of teaching variations to students so that there is progress in every process they go through.

B. Statement of the Problem

Considering the context stated, the description of the problem is being determined as follows:

1. What strategies used by teachers to improve students' speaking skills at international classes program of MTs Negeri 2 Ponorogo?
2. How are the results of the implementing of these strategies to student?

C. Purpose of Research

From this research, the researcher expected the following outcomes:

1. To determine strategies used by teachers in the classroom to improve students' speaking skills.
2. To find out the results of the implementation of these strategies to student.

D. Significance of Research

The study of teacher strategies is important to use on speaking activities in the

classroom. This research has the practical significance. The explanation as follows:

1. For Students

The findings of this study can serve as a reference to improve students' ability to speak English in everyday life.

2. For Teachers

The of this study can be used by teachers as a form of process in increasing students' participation as well as their speaking skills.

3. Other Researchers

To give additional information for other researchers who want to conduct further research on the related field.

E. Scope and Limitation

Based on the identification of problems, this research focuses on teachers strategy in teaching English and the limitations of this research are only on two teachers teaching English in grades seventh and eighth in the international class program at MTs Negeri 2 Ponorogo.

F. Definition of Key Terms

In order to avoid misunderstanding about the title of this research, it would be better for the researcher to explain the term used in this research.

Teaching Strategy : Specific approaches to an undertaking or issues, strategies for accomplishing a certain goal, and intended designs for managing and modifying specific data (Brown, 2001).

Speaking Skill : The capacity to communicate ideas, goals, sentiments, and beliefs to others orally to ensure that the message is conveyed effectively and fully comprehended by the listener (Bygate, 1987).

International Class Program (ICP) : Indicate a range of educational initiatives or curriculum intended to promote student interchange, collaboration, and compatibility on an international level (Winarti, 2017).

