

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, statements of the problem, objectives of the research, significance of the research, scope of the research, and operational definitions.

1.1 Background of The Research

English is an international language. It cannot be denied, it can be said that today more and more people are learning to speak English, which is the most important thing among many things. It is believed that this ability can further develop a group of people or individuals in a future stage of their life. According to Richards and Rodger (1986, as cited in Saragih 2019), many people in various countries use English as a means of communication in important international-level meetings. The ability to speak English is very important because almost all global sources of information in various fields of life use this language. Unsurprisingly, teaching these skills is a major movement in foreign language education and has become a popular research and development activity among teachers and educators in recent decades. This statement shows that teaching English requires ideas and strategies according to the pedagogy of each teacher.

Teaching speaking is a teacher who teaches students to speak the target language with a good accent, words, and sentences. The purpose of teaching speaking is to increase the oral production of students Saragih (2019). According to Pratolo (2019), there are several challenges related to the speaking skills of EFL students, such as language limits (vocabulary, pronunciation, grammar, fluency, and native language influence), psychological elements (anxiety), support factors (low or unequal friends and participation), discussion topics (ignorance and uninteresting topics), oral exercises (practice with the media and practice with friends). This means that if students want to communicate their goals, they must speak in a way that communicates those goals well. Teaching strategies are very important to overcome the problems faced by students. There are many obstacles experienced by students in learning to speak English such as the influence of their mother tongue, lack of self-confidence of students, the teacher's way of teaching that makes

them bored and sleepy, therefore the teachers need to look for strategies that are really not easy for teachers to implement. Teachers must find the right strategy that can be implemented in the classroom according to the level of students Daulae Cahyaningsih et al. (2021), the strategies used in the learning process can also be a determinant of success in achieving learning goals (learning objectives).

There are several previous studies related to the strategies used by teachers in teaching speaking. Firstly, a study by Ulpiani (2022) goal is to describe the strategies used by the English teacher of the eighth-grade students of Junior High School 7 Batang Hari in teaching speaking at vocabulary mastery and fluency, the second study was conducted by Fairurrozi (2022) the objectives of the study was to research the teachers' strategies in teaching speaking at 11th-grade students of State Senior High School 4 Jambi. , and the last previous study was finished by Septiana and Rahayuningsih (2022) the goal of the study was to explore English teachers' teaching strategies to build students' confidence in the secondary high school Karawang.

From the previous studies, it can be concluded that there are various strategies in teaching speaking that can be applied by teachers in the classroom; they are role-playing, drilling activities, playing games, describing pictures, cooperative activities, simulations, dialogues, drama, oral narratives, songs, tongue twisters, debate, poem recitation, and story-telling. As for the shortcomings in the strategy used in previous studies, among others, first, the lack of role-play takes too much time, if it is not done properly there is a possibility that students are not serious about it. the disadvantage of drilling activities is that exercises are carried out repeatedly as monotonous and boring. The disadvantages of cooperative activities are that it is difficult to form groups that can work together harmoniously, and lazy group members may avoid tasks and delegate them to other members.

In addition, most of the previous research was conducted on teachers in high schools, and there has been no research study conducted on intern students majoring in English education. Therefore, this research is intended to investigate the strategies implemented by student interns (PLP).

According to the researcher's experience, during the internship program (PLP) in high school, the authors found that teaching spoken English to students faced many obstacles such as students feeling embarrassed when speaking in front of classmates, pronunciation that was still not perfect, and language limitations. then the teaching strategy of apprentice students must be adapted to the characteristics of the children in each class. As for the example of the strategy that the author applied during the internship program, namely the tongue twister strategy. Tongue twisters themselves have the advantage of training and improving students' pronunciation and fluency in speaking.

Based on the explanation above, to fill the gap, the writer wants to know the internship students' strategies in teaching English speaking with the title "INTERNSHIP STUDENTS STRATEGIES IN TEACHING SPEAKING"

1.2 Statement of The Problem

Based on the background of the research above, the following problem can be formulated as follow:

1. What strategies used by internship students in teaching speaking English at SMAN 2 Bae Kudus?
2. What reasons do internship students have to choose the strategy in teaching speaking?

1.3 Objectives of The Research

Based on the statement of the problem above, the objectives of the research are:

1. To find out the strategies of internship students in teaching speaking English at SMAN 2 Bae Kudus.
2. To explain the reasons internship students use the chosen strategy.

1.4 Significant of The Research

By conducting this research, it is hoped that the results can make a positive contribution to world public education. The significance of this research is theoretical and practical.

1. Theoretical

The results of this study become significant as input for learning English. In addition, this research is expected to provide benefits for knowing the strategies for teaching speaking English. So, this research becomes information and use which is expected to be a reference for those who need it.

2. Practical

A. For teachers

It is hoped that this research can become a reference and consideration for English teachers to hone speaking teaching strategies in order to improve student achievement in the future because there are still many students who have difficulty learning to speak English.

B. For writers

The results of this study are used to increase knowledge about strategies in teaching speaking and can be used as a reference for conducting further research.

1.5 Scope of The Research

From the statement above, the writer needs to limit the research to be more specific. to find out the problems that the author will raise and so that the discussion does not expand, the authors provide research boundaries. This research is focused on the strategy of English language education apprentice students at Muria Kudus University in teaching English speaking during internship activities at school that have been carried out by English education students at SMAN 2 Bae Kudus. The subjects in this study were students in the 8th semester of English education at Muria Kudus University for the 2022/2023 academic year who had undergone an internship program (PLP 2) at SMAN 2 Bae Kudus.

1.6 Operational Definition

1. Teaching Strategies refer to the methods, techniques, procedures, and processes used by teachers to achieve goals/success during teaching.
2. Internship Program (PLP) is a stage in the process of preparing professional teachers at the undergraduate education program level.
3. Teaching speaking is a teacher's effort to teach students to speak well and correctly.