

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher would want to explain the study's background, the study's problem, the study's objective, the study's scope, and the study's significance.

### **1.1 The Background of the Study**

In the English language, it is crucial to attain proficiency in four fundamental skills: listening, speaking, reading, and writing. All four fundamental talents hold similar importance and necessitate mastery by pupils, with particular emphasis on the acquisition of speaking skills. Febriyanti (2011) asserts that speech serves as a means of communication through which individuals convey their views to others using either verbal or nonverbal means. The assessment of an individual's language acquisition progress is frequently determined by the extent to which their oral language proficiency demonstrates improvement (Richards, 2009).

The acquisition of speaking skills is crucial for English language learners as it encompasses the oral communication component, which is vital to achieving proficiency in the topic. Verbal communication serves as a tool for interpersonal interaction, whereby individuals can gauge the proficiency of pupils in the English language through their fluency (Ihsan et al., 2018). In order to effectively prepare for real-world situations, it is imperative that students engage in frequent English speaking practice. According to Hornby's (1995) research, the speaking skill refers to the ability to effectively apply one's linguistic expertise in real-time

communication. In summary, verbal communication serves as a means of conveying ideas to another individual, and fluency is a key component of speaking that influences the ease and effectiveness of communication. According to McDonough and Shaw (1993), it has been argued that training focused on speaking skills can offer students numerous opportunities to engage in authentic communication by constructing sentences. This implies that the acquisition of speaking skills by students will enhance their proficiency in utilizing the language effectively. There is a need for Indonesian teachers to prioritize the instruction of speaking skills to their pupils in order to foster proficiency in the English language.

The speaking difficulties observed in Indonesia are associated with deficiencies in vocabulary, grammar proficiency, accurate pronunciation, diminished self-assurance, an unsupportive English-speaking environment, and inadequate language development within the curriculum (Wahyuningsih & Afandi, 2020). Self-confidence plays a pivotal role in the achievement of pupils in their English language learning and speaking endeavors. Self-confidence refers to an individual's capacity to effectively persuade others and make sound judgments when engaging in tasks and adopting a pragmatic approach. The concept encompasses the development of trust within progressively complex contexts and the assurance individuals possess in their judgments or viewpoints. According to Syafitri et al. (2019), those who possess a strong sense of self-assurance are more inclined to engage in verbal exchanges or interpersonal communication, regardless of the setting, be it within the confines of a classroom or in external environments.

The teaching strategy refers to the deliberate actions undertaken by the teacher to implement the instructional plan. It encompasses the teacher's endeavors to employ various instructional elements, such as objectives, materials, methods, tools, and evaluation, with the aim of guiding students towards the attainment of predetermined educational objectives (Sudjana, 2021). The teaching strategy refers to the teacher's practical implementation of instructional methods, which are deemed to be more effective and efficient. In the context of English-speaking education, instructors employ optimal instructional strategies to facilitate the attainment of learning objectives by their pupils. The choice made by educators on the optimal approach for teaching speaking skills is contingent upon their individual beliefs regarding the instruction of speaking. Nevertheless, the efficacy of the teaching methods endorsed by educators for enhancing speaking proficiency may not align with students' perceptions. The preferred technique as perceived by teachers may not align with the perspective of students. Hence, it is imperative for educators to comprehend the perspectives of their pupils on their approach to classroom discourse, in order to gain enhanced understanding of effective strategies that can be employed in future educational endeavors.

Several studies have been conducted to examine students' perspectives towards spoken communication. Idami et al. (2022) conducted a study titled "Students' Perception towards Teaching Speaking" whereby they demonstrated the necessity for teachers to address multiple variables in order to facilitate the practice and enhancement of students' speaking abilities. The significant role of a teacher is seen in their implementation of collaborative projects or group work as a means to

facilitate student participation in spoken communication. Furthermore, Purwaningsih et al. (2020) shown in their thesis that the students had a favorable perception towards the instructional tactics employed by the teacher during the speaking lessons conducted in "Desa Bahasa Sragen." According to the participants, the instructional approach employed by the teacher at "Desa Bahasa Sragen" was found to be effective in facilitating speaking practice and fostering a sense of enjoyment during the learning process. Furthermore, the favorable impressions of individuals are shaped by the novel experiences they encounter during the process of learning English, particularly through engaging in the practice of "Desa bahasa Sragen".

Previous research has mostly centered on examining students' perspectives regarding the implementation of speaking training tactics by teachers within a typical classroom environment. However, there has been a lack of research undertaken specifically on students' perceptions of the oral instruction strategies adopted by instructors during the Covid-19 pandemic. As widely acknowledged, the COVID-19 pandemic necessitated a transition from traditional face-to-face instruction to virtual online classrooms, so compelling educators to devise novel and more demanding pedagogical approaches. Therefore, this phenomenon serves as a source of motivation for researchers to undertake investigations in this particular area of study.

Based on the preceding explanation, the researcher undertook a study named "STUDENTS' PERCEPTIONS ON SPEAKING INSTRUCTION STRATEGIES IMPLEMENTED BY TEACHERS DURING COVID-19."

## **1.2 The Problems of the Study**

The problem of this research was based on the previous backgrounds, this study was directed to find out the following questions: “What are students’ perceptions on speaking instruction strategies implemented by teachers during Covid-19 Pandemic?”

## **1.3 The Objectives of the Study**

Based on the question in the problem formulation above, this research aimed to describe students' perceptions of teaching speaking strategies and the challenges students face when using teaching speaking strategies during Covid-19 Pandemic.

## **1.4 The Scope of the Study**

Based on the problems above, the researcher limited and focused on investigating students' perceptions on teachers' speaking learning strategies during the Covid-19 pandemic. The subject of this research was students from SMK Negeri 15 Samarinda who have learned speaking in English class.

## **1.5 The Significance of the Study**

### **1. Theoretical Significance**

The results of this study would hopefully be one of references for teachers and future researchers who intend to do similar study about students’ perceptions on speaking instruction strategy implemented by teacher during Covid-19 pandemic.

### **2. Practical Significance**

The results of this study can be used as a reference and evaluation related to teaching speaking strategies. After knowing student perceptions,

the teacher will develop learning strategies into fun, helpful, and educative lessons. The English teachers will be more able to apply suitable methods in their teaching learning process.

This study would also be beneficial for future researchers who plan to conduct similar studies. They could learn the methodology that is utilized in this study and adopt it on their future research. They also conduct further research under this topic to investigate other students' perceptions on speaking instruction strategies Implemented by teacher during Covid-19.