

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of Study

In the era of globalization, characterized by fierce competition and numerous challenges, it is imperative for individuals not only to attain a high level of education but also to develop English language skills. Fitriati and Jannah (2016, p. 3) assert that English, as an international language, is the most widely used language globally. Recognizing the importance of English as a global language, the government has mandated its instruction at all secondary level schools, with English education commencing as early as elementary school and continuing through tertiary education (Gunantar, 2016, p. 10). Despite English being taught for over six years starting from elementary school, the proficiency of Indonesian students in English remains low. According to the English Proficiency Index (EPI) of 2018, Indonesia ranks 15th out of 88 countries globally and 13th out of 21 countries in Asia, with a score below the regional average. This data highlights that English skills in Indonesia are among the lowest in the region.

Nurchahyo et al. (2015, p. 2) suggest that Indonesians should consider the English Proficiency Index (EPI) data as feedback for improving English teaching, especially given the country's move towards integration into the ASEAN Economic Community (AEC). The prominence of English as a global language has made it a socially desirable language in Indonesia and worldwide. English

education in schools encompasses four basic language skills: listening, reading, speaking, and writing. Among these, speaking is often regarded as the most challenging skill for students to master (Noor, 2017, p. 19). Hadijah (2014, p. 245) notes that students encounter difficulties in speaking due to issues with pronunciation, grammar, vocabulary, fluency, and comprehension. Furthermore, Fitriani et al. (2015, p. 7) found that students' speaking problems are not only due to limited knowledge of the components of speaking skills but also personal reasons, such as a lack of confidence, which makes students appear passive in class.

To address the problems described in the previous paragraph, teachers need effective strategies to help students engage more in class. A strategy is a plan for reaching a goal. In the teaching and learning process, it involves actions by both the teacher and the learner to ensure that learning activities are effective and efficient. The teacher is responsible for developing these strategies, which are then implemented by the students. To achieve teaching objectives, the teacher must be creative in selecting materials and teaching strategies to make the content understandable for students. Additionally, the teacher's role is crucial in facilitating a smooth and productive learning process.

A teacher's strategy is a series of planned and organized actions that include the use of methods and the utilization of various resources. These strategies are designed to achieve specific learning goals and are useful both in class activities and in out-of-class situations. Teaching strategies are essential because they determine the success of the teaching process. An effective strategy should be

interesting and engaging to capture students' attention. Students can benefit from learning how to use contextual clues and guess the meaning of unfamiliar items, which enhances their ability to comprehend and use the language effectively (Linse & Nunan, 2005).

Teachers' strategies for speaking skills are crucial for overcoming students' difficulties in speaking. The aim of teaching speaking is to equip students with the ability to express themselves in the target language and handle basic interactive skills (Brown & Yule, 2000). Teaching strategy encompasses various methods implemented by teachers during the teaching-learning process. Experts suggest activities such as role-play, drilling, picture describing, and storytelling as effective strategies for teaching speaking. According to Rasyied (2022), every teacher employs different strategies for teaching speaking. However, many still find it challenging to encourage students to speak up. Passive students often appear unenthusiastic and remain silent when asked to practice speaking. This passivity can lead to students underestimating their teachers, resulting in a lack of respect and unwillingness to follow instructions.

A teacher must have a strategy for teaching to ensure that students understand the material. Without strategies, students are likely to find it difficult to comprehend lessons and may become bored. Based on this understanding, the researcher will describe the teachers' strategies in teaching speaking at SMPK Adisucipto. The reason for choosing this school is that the researcher previously conducted field teaching practice (PPL) there and observed that many students, particularly in the seventh grade, were passive and silent in class. The teachers

also tended to focus on only certain students. Therefore, the researcher aims to investigate the strategies used by teachers to engage these passive students and make them more active in the classroom.

From the descriptions of the problems in engaging students to speak more, the writer is interested in conducting research under the title "ENGLISH TEACHER STRATEGIES TO TEACH SPEAKING TO PASSIVE STUDENTS IN EFL CLASSROOM."

## **1.2 Research Questions**

Based on the research problem, here is a refined formulation that focuses on identifying the strategies teachers employ to engage passive students in speaking activities in the classroom "What strategies do teachers utilize to effectively engage passive students in speaking activities during classroom instruction?"

## **1.3 Objective Of Research**

Based on the main problem of understanding the strategies English teachers use to engage passive students in speaking activities, here's a clear research objective: "To investigate and identify the specific strategies employed by English teachers to engage passive students in speaking activities within the classroom setting."

## **1.4 Significance Of Research**

Based on the expected benefits outlined, here's a refined statement:

### 1.For English Teachers

The research findings are expected to offer alternative techniques and strategies for teaching speaking, inspiring teachers to enhance creativity in their classrooms. This creativity can foster greater enthusiasm among students for learning English.

### 2.For the Researcher

The research is anticipated to enrich the researcher's experience in educational research, specifically in strategies for teaching speaking to passive students of English as a Foreign Language (EFL). It will contribute to her professional development and knowledge base in this field.

### 3.For the Students

The outcomes of this research aim to enhance students' speaking skills by making learning enjoyable. This improvement can also equip passive students with crucial workplace skills relevant to their future careers.

## **1.5 Definition of Terms**

It seems like you're providing a detailed explanation and definition of speaking or oral communication from various experts. Here's a summary:

### 1. Speaking

Speaking or oral communication involves actively using language to express meanings so that others can understand. According to Cameron (2001), effective speaking in a foreign language requires attention to precise language details,

including choosing appropriate words, using correct grammar, and organizing discourse to ensure clarity for listeners. Thornbury (2005) emphasizes that speaking involves interaction between speakers and listeners, where both parties react and contribute quickly. It serves as a means for individuals to express feelings, experiences, and convey information orally, facilitating direct communication between people.

## 2. Passive English students

Passive students, as described by Hardianty M. (2017), exhibit behavior characterized by a lack of active engagement in their learning process. These students typically accept information passively without actively seeking understanding or participating in classroom activities