

CHAPTER I

INTRODUCTION

The section deals with background of the study, research problems, objectives of the study, significance of the study, scope and limitation of the study and definition of key terms.

1.1 Background of the Study

In general, in the context of formal education, class teachers are responsible for managing the class, delivering lesson material, and having a deep understanding of the subjects that must be taught to students. One of the subjects taught in junior high school is English. English functions as a means of communication, both spoken and written. Communication is the process of understanding and expressing information, thoughts, emotions, and advances in knowledge, technology, and culture. According to Al-Issa, A. S. M. (2014) In the English language learning process it is important for a teacher to adopt learning strategies that involve the use of educational games. Educational games are activities specifically designed for the purpose of teaching specific subjects, such as expanding concepts, strengthening development, and assisting students in learning skills while playing.

Classroom activities have received widespread attention as an active learning strategy that provides students with hands-on experience to practice their communication skills. Classroom games as an active learning strategy, give students hands-on experience to practice their communication skills. Several

studies have indicated the benefits of participation in classroom activities. For example, Moore (2011) argues that activities in the classroom have several important functions. First, these activities can actively involve students in the learning process, by providing opportunities to take direct action and practice communication skills. Second, classroom activities also provide various benefits, such as providing direct feedback to students, arousing student interest and enthusiasm, and allowing teachers to work with students who have diverse abilities. In addition, classroom activities also allow experimentation with real environmental models.

Consideration has been given to games or activities as a means that can assist students in the language learning process. First, the game or activity increases interest in a subject that may be of little interest to students. According to Thiagarajan (1999), it is said that maintaining interest can be interpreted as maintaining effort. It is said that sustaining interest can be equated with sustaining effort. According to Wright, Betteridge, Dandan Buckby (2005), meaningful communication occurs when students try to understand the mechanics of the game and engage in communication about the game before, during, and after the game, even though there are separate linguistic elements such as: spelling. Students try to understand the mechanisms. the game and engage in communication about the game before, during, and after the game, although there are separate linguistic elements such as spelling and imitation games. This game has the potential to stimulate intrinsic motivation in students and increase their interest in the material taught in class. Second, the variety and intensity that games offer can reduce

anxiety (Richard-Amato, 1988) and encourage more introverted students to participate. The intensity offered by games can also reduce anxiety (Richard-Amato, 1988) and encourage more introverted students to participate (Uberman, 1998), especially when the games are played in small groups. It has been revealed that the use of small group classroom activities has increased significantly as an effective method in motivating students to improve the learning process. In small group contexts, students have greater opportunities to engage in face-to-face interactions, share group responsibilities, and enhance their collaborative relationships. In this context, integrating social activities into the classroom environment has the potential to improve students' social skills (Jacobs & Kline, 1996; Ellis, 2005), as well as providing benefits for students with lower learning abilities through interactions with classmates who have lower abilities. higher and requires more or less additional processes (Cohen, 2015).

This English speaking strategy has the greatest influence in language learning, especially in improving speaking skills Arini, M., & Wahyudin, A. Y. (2022). This strategy tends to provide the best performance in active learning in the classroom and can maintain good relationships with others. However, in many cases it is found that English is a difficult lesson for students. Students still experience obstacles in speaking and communicating in English. Students have the opinion that speaking English is difficult, they lack confidence in speaking English so they are very afraid of making mistakes when speaking. According to (Rahayu & Astutie, 2018) Speaking is a separate issue that must be mastered by students, which is a combination of abilities between the brain, processing words

or sentences and listening skills. Because of this, students do not dare to express opinions or speak in English. As was found at Jayapura Muhammadiyah Middle School, class VIII students had low abilities in speaking English, both in terms of pronunciation, grammar and vocabulary. In the learning process students have difficulty conveying ideas, thoughts, questions and so on in English using a variety of spoken language well and correctly. Students' interest and ability in speaking English is still very low, this can be seen from the scores obtained by students in the learning process. Then, some students still experience confusion about what they should say when speaking orally. Thus, this has an impact on the teaching and learning process being less effective.

Students still have difficulty speaking and communicating in English. Students have the opinion that speaking English is difficult, they lack confidence in speaking English so they are very afraid of making mistakes when speaking. Despite their advantages, the traditional understanding of games or activities in the classroom is that they have generally been used as a warm-up at the beginning of a language class or as a time filler when there is still time towards the end of class or as an occasional spice inserted into the curriculum to add variety. In addition, such classroom activities are not often used in English-language classes in schools. As a result, some students find their speaking classes boring and lose interest in opening their mouths, which will certainly affect the development of their communicative competence. As mentioned above, games can play an important role in the language classroom (Lee, 1979). On the one hand, games can trigger interest in learning and increase student motivation. When facing

challenges in class, students will try hard to learn. On the other hand, unlike traditional ways of teaching that consider games as something that can create a relaxed atmosphere in the classroom, games can actually make a difference in language learning.

Based on the problems faced by Jayapura Muhammadiyah Middle School students, researchers were interested in investigating students' perceptions about their English language skills. Student perceptions play an important role in the learning process, because they can have positive and negative impacts on students. According to Koentjaraningrat (2011: 99), perception includes all conscious reasoning processes through which individuals interpret the surrounding environment. In relation to this theory, students' perceptions involve their subjective feelings and experiences regarding what they encounter, including the lessons delivered by their teachers. Student perception also involves the process of how they receive or interpret information, so that they can form conclusions or interpretations based on what they receive.

1.2 Statement of the Problem

Based on the background above, it is considered important to conduct a study on student perceptions regarding English teachers' strategies in teaching English speaking skills in the eighth grade of Muhammadiyah Junior School in Jayapura. Thus, the general question that this research aims to answer is: what are students' perceptions of the teacher's teaching strategies in the classroom and what obstacles do students experience in learning English speaking skills? In a more detailed formulation, specific questions can be formulated as follows:

- 1) What are the perceptions of eighth grade students regarding the methods used by teachers in teaching English speaking at Muhammadiyah Junior School in Jayapura?
- 2) What methods do students like most and think they can motivate them to speak English?
- 3) What obstacles do students experience in speaking English?

1.3 Objective of the Study

Based on problems set out above, the general aim of this study is to describe students' perceptions in practicing speaking English in class, student motivation, and the obstacles experienced by students in learning to speak English in the eighth grade of SMP Muhammadiyah Jayapura. More specifically, the author aims to describe:

- 1) To describe the perception of students eighth grade regarding to methods used by EFL teachers in teaching English speaking skill at SMP Muhammadiyah Jayapura.
- 2) To identify what methods most students like and think can motivate them to be able to speaking English.
- 3) To identify obstacles that interfere student in speaking English.

1.4 Significance of the Study

The significance of this research can be stated as follows:

- 1) Theoretical Significance:

This research has potential significance for English education departments because it aims to improve the learning system.

2) Practical Significance:

This research is expected to have practical implications for English education departments, especially in improving learning systems.

3) Institutional Significance:

The findings from this research can provide valuable input for improving the education system at Muhammadiyah Jayapura Junior School, especially in the field of language learning. It aims to address and meet students' English language needs, thereby supporting their overall development.

4) Significance for English Teachers:

English teachers at Jayapura Muhammadiyah Junior School can benefit from this research because it offers important insights into students' perceptions of speaking programs and their impact. These findings can be a motivation for teachers to engage students effectively and adapt their teaching approaches to meet students' specific needs, especially in public speaking.

5) Significance for Students:

It is hoped that this research will be useful for students in their English learning journey. This research aims to motivate and improve their speaking skills by helping them identify their strengths and weaknesses,

thereby enabling them to improve the quality of their public speaking skills.

6) Significance to other Researchers:

It is hoped that the results of this research will serve as a reference for future researchers, providing valuable insights and contributing to existing knowledge in this field.

1.5 Delimitation and Scope of the study

Learning English speaking strategies is too broad, therefore it needs to be limited and focused on certain variables that will be analyzed in this learning. The strategy for teaching English speaking by teachers at Muhammadiyah Jayapura Junior School is only limited to the perception of class VIII students regarding the class activities used by teachers in teaching English speaking strategies. This perception is related to the problem and research objectives. Then, to make it easier to measure student perceptions, researchers grouped perception indicators based on Myers and Myers (1988) categories into: (1)competitive activities, (2) recreation activities, (3)conversation activities, (4) cooperative activities, and (5) simulation.

1.6 Definition of Key Terms

To avoid misinterpretation of the terms used in this research, it is necessary to provide a detailed explanation as follows

- 1) The strategy for teaching English speaking by teachers in this study refers to students' perceptions regarding the classroom activities used by teachers in teaching English speaking strategies. Determine whether students find

learning to speak English challenging or whether they find it important and a facility for learning to speak English.

- 2) Strategies for teaching English speaking by teachers regarding whether or not teaching English is necessary at Muhammadiyah Jayapura Junior School and their support for collaborating with the school.
- 3) The strategy for teaching English speaking by teachers in this study shows the strategy for teaching English, the availability of English teaching and learning facilities.
- 4) Perception is the sense of sight or opinion, experiences that are perceived as a result of internal and external forces that exist within oneself. Perceptions in this research focus on experience (knowledge), needs, feelings, hopes, attitudes and beliefs