

Chapter One

Introduction

The researcher investigates a few aspects of this study that will be covered in this chapter. First, the study's context explains why researchers are curious about teachers' strategies for teaching students speaking skills at a rural junior high school in Bangka. This chapter will also provide the research questions that will guide the analysis. Furthermore, the study objectives will specify which goals or objectives will be investigated. The significance of the analysis will also demonstrate the research's benefits for certain individuals. Finally, the chapter organization will be provided, along with a description of each chapter.

Background of The Research

Based on a survey by the Statista Research Department (2022) more than 60 countries in the world have English as their official language, for examples are America, Australia, and New Zealand many educational institutions in various parts of the country make English as the everyday language used. This is based on the history of Britain itself which has invaded various countries in the world. The influence of English is quite strong because English has officially become an international language since the 18th century. According to Statista Research Department (2022) the most used languages in the world are English and the second is Chinese (Mandarin). Meanwhile, Indonesia is ranked eleventh among various countries with a total of 199 million speakers. English users in Indonesia is still in the limited category and is still low. Although, English in Indonesia has been increasingly studied intensively as a variety of requirements such as acceptance and

graduation of students or as a condition for applying for jobs (Aulia et al., 2022). English is not widely spoken, compared to the total population of Indonesia. Those who can speak English are still low, in the sense that the use of English in Indonesia is still limited. English is only used in certain events or circles as legality.

Nowadays, English is important to learn. Because people from various cultures are tightly connected in today's increasingly globalized world because of integration's ever-increasing trend in the fields of commerce, technology, and environment. People from diverse cultural origins must work together either as professionals or citizens for common goals due to the ease of communication and travel across borders (Nteliou & Kehagia, 2016). In Indonesia the most frequent issues students encounter is communication using English. Most students lack communication skills, which prevents them from becoming.

Teaching English is a challenging thing for teachers in Indonesia, especially in teaching students English speaking skills. The ability to speak is important in language learning, especially in learning English. Pakula (2019) said that oral skills are not taught in language classes for a variety of reasons. Without conducting oral testing, teachers may not want to devote valuable class time to it and prefer to emphasize grammar, writing, and reading skills instead. The teacher is more likely to instruct their students on listening, writing, or reading skills. Speaking skills was not included in national examinations, but it was examined in practical examinations in the school, according to the researcher's experience from elementary school to senior high school. As a result, English teachers tend to

emphasize writing, listening, and reading skills to prepare pupils for national exams.

Speaking skill is the most critical skill to gain when studying a foreign language. Rao (2019) stated that speaking is regarded as the most crucial of the four key language abilities in learning a foreign or second language. Among the four language skills of listening, speaking, reading, and writing, listening and reading which are a successive process belong to linguistic comprehension while speaking and writing which are interrelated belong to linguistic production (Nan, 2018).

There are several reasons why this research was conducted. First, students' speaking skill is an important aspect in learning English. Oral skills are completely disregarded in today's EFL teaching environment, even though employment is more dependent on communication than on technology. So far, reading and writing skills have received greater attention. Following the realization of the importance of oral communication abilities, more focus is now placed on improving speaking skills in students for them to continue their studies and flourish in their fields once they have completed their education. The government's policy that does not include English as a compulsory subject at the elementary school level causes junior high school students in rural areas, including private rural junior high school students in Bangka, to not get space to study English lessons (Daar et al., 2020). This situation has a further impact, namely elementary school students in rural schools in Bangka have difficulty learning English when they are at the junior high school level. In addition, some junior high school students who were entrusted with participating in district level competitions had difficulty solving English questions which they had

basically never learned in school before. In addition to this, there are many obstacles found in learning English in rural schools.

The difficulties encountered in learning English in rural schools are related to the condition of the students, the environment. Rural schools have the characteristics of the member of students in each class tend to be fewer and the location of the school is far from urban areas (Harlina & Yusuf, 2020). Learning English is difficult for several reasons, including the low interest of students in learning English, lack of support for learning English such as support from parents and the surrounding environment, and the quality of English teachers who are considered low.

Identification of The Problem

The researcher experiences during direct involvement at a rural school in Bangka while still being part of the program *Kampus Mengajar* from Kemdikbud (Ministry of Education and Culture). *Kampus Mengajar* is a program established by the Ministry of Education and Culture since the beginning of the COVID-19 pandemic. The purpose of implementing the *Kampus Mengajar* program is to empower Indonesian students to collaborate with rural schools. After joining this program, the researcher found some teacher problems in teaching English to students. The researcher found that rural junior high school students lacked basic knowledge in English, which resulted in students being not really interested in learning English in class. This can be seen when researchers teach rural junior high school students in grade 7. During English learning in class, students tend to be silent and not interactive and are afraid to try to speaking English in class. This may

be caused by students only getting English lessons when entering junior high school. Faridatuunnisa (2020) stated that the Ministry of Education revised the curriculum and replaced English as an extracurricular subject.

Since English lessons are not required in the curriculum, many schools in Indonesia have decided to stop teaching English lesson, including elementary schools in rural and suburban areas and metropolitan schools. In fact, English education is very important for students' education. Therefore, teachers are required to give extra attention to students when teaching English in junior high school, especially in teaching speaking skills for students. Unfortunately, rural schools tend to have a limited of teachers. This is due to the remote location of the schools and public transportation constraints as well as other geographical issues. which causes most rural school teachers to only come from the local area. In addition, teachers who teach in rural schools are usually fresh graduates who lack the experience to teach especially for students in rural areas.

Because of limited teachers in rural areas students usually get English lessons once a week or twice a week. In rural schools it is rare to find schools that organize English extracurricular activities for students to broaden students' knowledge of English lessons. This makes it rare for rural schools to organize extracurricular activities for students. Many factors must be considered to hold extracurricular activities in rural areas because students in rural areas usually after school will help their parents work and students who are interested in participating in extracurricular activities are also not many. This is a consideration for teachers because many teachers in rural areas are senior and freshly graduated teachers

usually live far from the school. In addition, some teachers in rural schools have dual roles, for example, the civics teacher teaches religious studies and the Indonesian language teacher teaches science. Additionally, there is only one English teacher to teach all classes.

Due to their environment, students in rural areas frequently hold the belief that English classes are challenging. They make this judgment because English pronunciation differs from Indonesian pronunciation, which causes learners to feel uncomfortable and humiliated when they mention words in English. For fear of being ridiculed by their classmates or peers, students also find it embarrassing to pronounce and attempt to communicate in English. Because of this mindset, English classes in rural schools are less active, and there are rarely students who want to be asked to read English vocabulary in class even if the teacher helps them.

To find out more about students' English skills, teachers can look at their students' exam results at school. Usually before the test the teacher will provide a grid of questions that will be tested. However, students in rural areas mostly expect the exam questions to be exactly the same as those modeled by the teacher so that if the questions differ even slightly their scores will plummet.

Delimitation of The Research

There are many teaching strategies used by each teacher. In this study, researchers will focus on teacher strategies to teach students' speaking skills in class. The researcher will also explore the difficulties of teachers in applying and the strategies of teaching students' speaking skills in rural junior high schools. This

research will be conducted in three rural junior high schools in Bangka to three teachers teaching in rural junior high schools in Bangka.

Research Questions

Based on the foregoing, this study poses two research questions about teachers' strategies in teaching students' speaking skill at rural junior high school in Bangka that is :

1. What are the factors causing difficulties of teachers to teach English speaking skill at a rural junior high school in Bangka?
2. What are the teachers' strategies to teach English speaking skill to students at a rural junior high school in Bangka?

Objectives of the Research

Based on the research question above, this research is purpose as follow:

1. To explore in more detail the factors causing difficulties faced by teachers in teaching speaking skills to students in junior high schools in rural areas.
2. To investigate and find out the strategies that teachers usually use in teaching students' speaking skills in junior high schools in rural areas.

The Significance of the research

This research is expected to provide more benefits and knowledge for: educational institutions, teachers, and the future researchers.

Rural Educational Institutions

This study may be useful to educational institution, because it will help the institution understand how to best train pupils to talk. As a result, through school regulations, the school can assess the teaching process and support the teachers in maximizing the learning process.

Teachers

From this study, researchers hope that the results of this study can be useful for English teachers who teach English in rural junior high schools in Bangka. The results of this study can be an additional reference for teachers in teaching students' speaking skills in rural junior high schools. Teachers can apply these strategies well in teaching students in class.

Other Researchers

To complete this study, the researcher could learn how to write a research study, conduct an interview, and code data. The researcher can learn teaching methods for English, particularly those that focus on developing students' speaking abilities. The researcher can use the findings to develop practical solutions to the challenges associated with integrating speaking skills instruction in the classroom. This research is expected to benefit others, and it is hoped that the results of this study can be used by other researchers as an addition to references in their studies.

Researchers hope the other researchers can use this study as new research on related topics and can dig deeper into strategies for teaching students' speaking skills in rural junior high schools.

Organization of the Chapters

This research consists of three chapters. The first chapter describes the research background, research identification, problem boundaries, research questions, research objectives, and the research significance.

Chapter two is a literature review. This provides a definition of important English-speaking skill and perceive the regarding ideal teachers' roles during teaching students' speaking skill at rural junior high school in Bangka, and effective teaching strategies in teaching students' speaking skill at rural junior high school. This chapter describes the theory related to the general overview of e-learning during online learning.

Chapter three is the methodology. This chapter describes how the research will be carried out by the researcher. This chapter discusses methods, instruments, participants, settings, and data collection techniques. In this chapter, the researcher also explains how to analyze data

Chapter four is the findings and discussion of the data analysis results. This finding discusses factor causing difficulties in teaching Speaking in rural school from the participants, and teaching strategies the participant used in teaching students' speaking skill in rural school.

Chapter five is the conclusion and recommendation are included in chapter five, which covers several recommendations and the general answers to the research questions. The recommendations aimed at rural educational institutions, teachers, and other researchers are included in the last chapter