

# CHAPTER I

## INTRODUCTION

This chapter covers the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

### **A. Background of Study**

This study aims to find out the English teachers' strategies in teaching English speaking in a rural junior high school and to find out the students' perceptions of the strategies used by the teacher. It is not easy to master English speaking skills, especially for students who study in rural areas. The various limitations such as lack of students' competence and motivation, limited facilities, infrastructure, and learning resources (Wulandari, 2019). Teachers are required to prepare appropriate teaching strategies in order to optimize the learning process. In addition, students' perceptions are also needed to assess the suitability of the teaching strategies applied by the teacher.

Speaking is either a productive or active skill. Speaking becomes an essential communication tool that needs to be achieved. Richards (2009) states that the priorities of many foreign language or second language learners are to mastery speaking skills. As English learners, students must be able to practice using of English in verbal interactions with each other. Unfortunately, it is difficult for students to succeed in developing English speaking skills. There are numerous obstacles that students must face in speaking English, including low vocabulary mastery, problematic grammar, mispronunciation, limited practice, and environmental factors (Al-Hosni, 2014). Effective learning methods are needed to maximize students' learning process to master speaking skills. Teaching how to communicate effectively using English orally is one of the responsibilities of every teacher who teaches English lessons.

A majority of Indonesian schools, as well as those in rural areas, learn English. However, due to several factors, teaching English in rural areas in Indonesia faces challenges that require teachers to determine appropriate teaching

strategies, especially in teaching English speaking. According to Monk (2007), the technical definition of a rural school is characterized by geographic isolation and a small population size. As Mumary (2017) states, rural schools have limited access and resources to support learning process. Sulistiyo (2016) adds that rural communities regard formal education as being unimportant. Parents do not encourage much motivation to their children to study hard. Students in rural schools study English just because English is one of the subjects in the school, and they have to pass the examination.

Based on preliminary observations at a rural junior high school in Bandung, the lack of students' motivation to learn English is influenced by the students' mindset that they will only spend their life around the area. They think that English is not really important in their daily life, making them less motivated in studying English, especially speaking. In addition, the lack of sources of learning materials is a challenge in teaching English in the rural school (Wulandari, 2019). The lack of sources of learning materials requires teachers to find other alternatives that can be used as references for teaching materials, such as using sources from the internet.

Therefore, teachers must be able to determine appropriate teaching strategies that can overcome the various challenges faced by teachers when teaching English in rural schools. Meliza (2017) states that teaching strategies are essential because they can affect the success rate of students in learning, especially learning English speaking. Teachers can apply various teaching strategies to improve students' speaking skills, such as discussion, role play, storytelling, and others (Kayi, 2006). Appropriate strategies can make it easier for students to understand the learning material. In addition, students' perceptions are important in the learning process because students' perceptions can be a positive or negative effect on students. Students' perceptions are also needed to assess how appropriate the strategies used by teachers in teaching English speaking are (Mulia, 2020).

A similar study was conducted by Purwaningsih in 2020, who investigated students' perceptions of the strategies used by teachers in teaching speaking in

Desa Bahasa Sragen. Another one was conducted by Wulandari in 2019, who explored teachers' challenges and strategies in teaching English in rural junior high schools in Lamandau. The other one was conducted in 2022 by Mutaat, who explored students' perceptions toward teaching speaking. Zulhijjah also conducted similar research in 2022 that explored teachers' challenges in teaching English in rural areas in Kubang. Another one was conducted by Alam in 2016, who explored the problems in teaching English speaking skills in large classes of rural colleges in Bangladesh.

However, the current study is different from the previous ones. This research focuses on students' perceptions of the teaching strategies applied by teachers in teaching English speaking in a rural junior high school. In addition, this research was conducted in a rural junior high school in Bandung, Indonesia.

### **B. Research Questions**

Based on the background above, the followings are the questions that arise to be answered by this research:

1. What are the teacher's strategies in teaching English Speaking in a rural junior high school?
2. How are students' perceptions of the strategies used by the teacher in teaching English Speaking in a rural junior high school?

### **C. Research Purposes**

Based on the problems above, this research aims:

1. To reveal the English teacher's strategies in teaching English speaking in a rural junior high school.
2. To find out the students' perceptions of the strategies used by the teacher to teaching English speaking in a rural junior high school.

### **D. Research Significances**

The researcher expects that the results of this study are useful both theoretically and practically.

- a. Theoretically, the researcher expects that this study could be useful for readers and future researchers who want to investigate a similar case as the researcher regarding EFL students' perception of the teachers' strategies in teaching English speaking in a rural junior high school.
- b. Practically, it is expected that this study could contribute to the development of English language teaching and be taken into consideration and input in finding the proper method to help students in rural schools learn English speaking effectively.

### **E. Research Scope**

This study discusses learning English speaking skills which focused on learning in rural junior high schools in Bandung. This study aims to find out the English teachers' strategies in teaching English speaking in a rural junior high school and to find out the students' perceptions of the strategies used by the teachers.

### **F. Conceptual Framework**

Speaking is one of the four essential skills that students must gain properly (Tuan, 2015). Speaking is the ability to speak fluently and presupposes knowledge of language features and the ability to process information and language (Harmer, 2007). Furthermore, teaching speaking is a process in which a teacher helps students provide and facilitate them to achieve the learning objectives, which are the need to improve their performance in speaking skills. Teachers can encourage students' motivation to learn speaking skills during the teaching and learning process to help them achieve their goals (Brown, 2000).

Students' success in learning is also influenced by teaching strategies. Sarode (2018) states that teaching strategies refer to techniques used to assist students learning the materials in the intended course and can develop goals that can be achieved in the future. A teaching strategy is a generalized plan for a lesson that includes structure, instructional objectives, and an overview of planned methods necessary to implement the strategies (Issac, 2010). In learning, teachers are allowed to utilise various teaching strategies to assist students speak well. The

strategies were implemented based on students' needs and interests. Various speaking teaching strategies are utilized in classrooms for many circumstances. The strategies for teaching English speaking include brainstorming, role-play, storytelling, and discussion, others Kayi (2006).

Monk (2007) argues that the technical definition of a rural school is characterized by geographic isolation and a small population size. The rural area classes are relatively small. Most schools in rural areas are new, so the teaching and learning process in rural schools in Indonesia frequently conducted in inadequate facilities because the schools have limited facilities (Febriana et al., 2018). Parents of students in rural schools also consider formal education as not important for their children. Parents' lack of concern toward formal education results in a lack of motivation and support for their children to be able to study well. As a result, there is no sense of competitiveness in rural areas (Rahayu, 2016).

Students' perceptions are students' thoughts and points of view toward something that happened in the learning process (Sidhu, 2003). Students' perceptions can also be interpreted as the process of students' preferential treatment of the information they get from an object. Through observation with their five senses, students can interpret the object being observed. Students observe and assess the learning process they have experienced and then generate various of positive and negative responses (Nugrahaeni, 2018). Students' perceptions are needed to indicate the success of the teachers' strategies in teaching English in a rural junior high school.

### **G. Previous Studies**

Several studies have investigated students' perceptions of teachers' strategies in teaching English speaking, which are relevant to the current research. A similar study was conducted by Purwaningsih in 2020, who investigated students' perceptions of the strategies used by teachers in teaching speaking in "Desa Bahasa Sragen." The case study is used in this research as a research method. Participants included six students of the "Desa Bahasa Sragen." Data were gathered through an interview. The results showed that the students positively

perceived the strategies the teacher used in teaching speaking. They stated that the strategies used by the teacher in teaching speaking could help them practice speaking, making them feel the learning process is fun. Despite the similarities, the current research differs from Purwaningsih's research in several ways. While previous research is conducted in informal English courses, the current research is conducted in junior high school. The previous research uses interviews, while the current research uses interviews as well as observations and questionnaires. The participants of the previous research are six students of the course, while the current research investigates an English teacher and several students of the junior high school.

Another one was conducted by Wulandari in 2019, who explored teachers' challenges and strategies in teaching English in rural junior high schools in Lamandau. This study uses a case study approach with a semi-structured interview and classroom observation as a data collection instruments. This study involved five English teachers in five rural junior high schools in Lamandau. The findings indicated seven challenges faced by English teachers in teaching English in rural high schools. These included the 2013 curriculum, students' competence, motivation, teaching media, teacher development, inadequate number of teachers, and parental support. Therefore, to deal with these challenges, there were four strategies used by English teachers. Those four teaching strategies included applying various teaching approaches and techniques, matching students' levels and learning situations, collaborating between the school and parents, and encouraging students' motivation. Despite the similarities, the current research is different from Wulandari's research in several ways. While previous research discusses the challenges and strategies in teaching English, the current research focuses on students' perceptions of the teacher's strategies in teaching English speaking. The previous research uses interviews and observations, while the current research uses interviews, observations, and questionnaires. The participants of the previous research are five teachers in five junior high schools, while the current research investigates an English teacher and several students of a junior high school.



The other one was conducted in 2022 by Mutaat, who explored students' perceptions toward teaching speaking. This study was conducted through a case study approach with a questionnaire as a data collection instrument. This study involved forty students of a private language college. The result shows that the students preferred a more exciting topic used to discuss or interact among their friends during the oral practice. They also think that, even if they have a good or interesting topic, they still need a teacher to facilitate their speaking practice. Despite the similarities, the current research is different from Mutaat's research in several ways. While previous research was conducted in a private language college, the current research is conducted in a junior high school. The previous research uses questionnaires, while the current research uses questionnaires as well as observations and interviews. The participants of the previous research are forty students of the private language college, while the current research investigates an English teacher and several students of a junior high school.

Another one was conducted by Zulhijjah in 2022, who explored teachers' challenges in teaching English at rural areas in Kubang. This study uses descriptive case study with observation, in-depth interviews, and open-ended interviews as a data collection instrument. This study involved four teachers and four students. The results show that English teachers in Indonesia, especially in rural areas, consider that teaching English is difficult due to several factors, such as student motivation, teaching media and resources, student competence, and parental support. Despite the similarities, the current research is different from Zulhijjah's research in several ways. While previous research previous research discusses the challenges in teaching English, the current research focuses on students' perceptions of the teacher's strategies in teaching English speaking. The previous research participants are four teachers and four students, while the current research investigates an English teacher and several students.

The other one was conducted in 2016 by Milon, who explored the challenges of teaching English at the rural higher secondary schools in Bangladesh. This study was conducted through a mixed method with a questionnaire, an observation and an interview as a data collection instrument.

This study involved two hundred students and twenty teachers from twenty rural schools in Bangladesh. The result shows that the language classes in rural areas are not student-centered at all, rather they are teacher dominated. In addition, teachers face several challenges in teaching English speaking in rural areas, such as lack of confidence, students' poor background, insufficient teaching aids, insufficient time for a language class, lack of consciousness, lack of family and institutional support, and exam-oriented student mindset. Despite the similarities, the current research is different from Milon's research in several ways. While previous research was conducted in five rural colleges, the current research is conducted in a junior high school. The participants of the previous research are twenty English teachers and two hundred students from twenty rural schools. In contrast, the current research investigates an English teacher and several students of a junior high school.

