

CHAPTER I

INTRODUCTION

1.1 Background Of Study

English is the designated language of numerous countries, including those that were formerly under the rule of the British Empire. The widespread adoption of the English language can be attributed mostly to the expansion of the British Empire. Many individuals often inquire about the most advantageous language to acquire in order to progress in life. According to a consensus, the optimal choice is to acquire proficiency in English, as it is a globally recognized language. Undoubtedly, English is an excellent choice. Mere proficiency in English is insufficient. In order to truly grasp English, it is essential to have a genuine enjoyment for learning it (Hyosovna, 2020). English, the most prevalent language globally, is spoken by billions of individuals as their first, second, or even non-native language. English International Language (EIL) is utilized in diverse sectors and situations to cater to society's requirements for socializing and talking with individuals who speak distinct native languages (Pratiwi, 2021).

Gusrayani (in Andayani, 2022) claims that teaching English is now regarded as both a vital need and a desirable endeavor everywhere in the world. The fact remains that everyone should make an effort to increase their command of the English language, regardless of age or location in the globe. Despite not being the most widely spoken language in the world, English is the official language of 53 nations and is spoken by 400 million people worldwide. English is the most widely used second language in the world; it's not just about being able to communicate with people who speak it natively (Hyosovna, 2020). For Indonesian, using and being proficient in English is not like winning the lottery; rather, language is a lifelong means of communication, and one need only think about the appropriate time, place, and person to speak to when using it (Alrajafi, 2021).

For Indonesian university students, proficiency in English is essential. They can explore books, documents, and online information because they understand English, as most of these are written in this language. English is already taught in many Indonesian universities, where it is required for both employment and

university admission. English proficiency is crucial for students because it is required for many positions in global businesses and corporations (Andayani, 2022).

The four main components of learning English as a second language are speaking, listening, reading, and writing. There are differences between these four skills. Communication is produced by speaking and writing, which are referred to as productive abilities (Mega & Sugiarto, 2020). The majority of English language teaching (ELT) methods used worldwide are based on the four primary language skills (listening, speaking, reading, and writing) (ismail, 2018). Literary skills can be taught in conjunction with learning to read, write, or speak, and reading skills can be taught alongside speaking abilities (Usman & Anwar, 2021). If someone can be understood by the audience, then they are seen as having outstanding speaking skills, according to Bahadorfar and Omidvar (in Mega & Sugiarto, 2020). Despite the fact that the English language comprises four additional skills, speaking proficiency is the most crucial due to the fact that the majority of communication occurs via speech. Hence, oral communication abilities are the most critical form of interaction (Rao, 2019).

According to Chaney and Burke (in Candraloka & Rosdiana, 2019), Speaking is one of language skill meant as an interactive process of constructing meaning that involves producing, receiving, and processing information. The information is shared verbally and nonverbally in variety of contexts in which it occurs based on the existence of participants with their collective experiences, the physical environments, and the speaking purpose.

Students' mindsets of insecurity and incapacity to speak English are often the cause of their difficulties in mastering the language. As their ideas about how intelligence functions and how to study are formed, students need to develop an academic mentality (National Report, 2019). According to Farhani, et al. (2020) the findings of this study indicate that linguistic and non-linguistic issues, students' lack of effort to speak English in daily activities, and their environmental background all contribute to their speaking difficulties. However, there is little interaction between students and native speakers in the target language. As stated by Padmadewi, speaking class students frequently experience anxiety due to the

stress of a speaking assignment that calls for their individual and spontaneous presence within a constrained time frame Farhani, et al. (2020). Due to the requirement that students produce utterances or utterances in English, speaking abilities might occasionally become frightening for the majority of students (Prayudha, 2023).

Ganiet, et al. (2023) found that students who speak English are still concerned about committing grammatical errors in this situation, after the pandemic, all of these were frequently encountered in the English teaching and learning process. Furthermore, frequent occurrences of nonverbal cues include the avoidance of eye contact and panic attacks. Refraining from eye contact. Teachers frequently make eye contact when attempting to involve students in an interaction. Research has shown that individuals who have a tendency to be passive learners frequently avoid eye contact.

According to Miranda & Wahyudin (2023) educators should allow students to explore who they are by having them speak in class as much as possible, having them converse in English with peers, and having them practice a lot. Always remember to push pupils to talk more and increase the number of words in their vocabulary so that they have access to a large vocabulary.

Based on the data above, it is always important to analyse students' speaking difficulties and identify the teaching strategies are highly important from which suggestions can be provided for solutions. The present study was conducted at SMP Negeri Satu Atap 2 Sukasada, which is located in a village. The researcher examined the English teaching and learning process after COVID-19 by looking at student speaking difficulties and how English teachers teach at the school. Based on the information mentioned before, this study aims to find out what difficulties junior high school students in grade 8 at SMP NEGERI SATU ATAP 2 SUKASADA have when speaking English, as well as the strategies teachers have used to help them overcome these challenges. Thus, the author is eager to share this research under the following title: "Analysis of 8th Grade Students' English Speaking Difficulties and Teaching Strategies at SMP Negeri Satu Atap 2 Sukasada After COVID-19 Pandemic".

1.2 Problem Identification

The main problem identified is the difficulty of grade 8 students at SMP Negeri Satu Atap 2 Sukasada in speaking English after the COVID-19 pandemic.

These difficulties include:

- Speaking anxiety
- Fear of making grammatical mistakes
- Lack of practice with native speakers
- Limited vocabulary
- Non-linguistic factors (lack of daily practice efforts, environmental background)
- Passive learning tendency
- Post-pandemic challenges

1.3 Research Scope

The scope of this research is focused on analyzing the difficulties of English speaking skills experienced by 8th grade students of SMP Negeri Satu Atap 2 Sukasada after the COVID-19 pandemic. This research will explore difficulties faced by the students in speaking English. In addition, this study will also identify teaching strategies that have been implemented by teachers in an effort to overcome these difficulties.

1.4 Research Questions

There are questions in this research, namely:

- a) What are the English speaking difficulties of 8th grade students at SMP Negeri Satu Atap 2 Sukasada after the COVID-19 pandemic?
- b) What are the teaching strategies of English teachers in overcoming difficulties in speaking English for grade 8 students at SMP Negeri Satu Atap 2 Sukasada after the COVID-19 pandemic?

1.5 Research Objectives

- a) To find out what are the English speaking difficulties of 8th grade students at SMP Negeri Satu Atap 2 Sukasada after the COVID-19 pandemic.
- b) To find out what are the teaching strategies of English teachers in overcoming difficulties in speaking English for grade 8 students at SMP Negeri Satu Atap 2 Sukasada after the COVID-19 pandemic.

1.6 Research Significances

The significanes of this research include:

Theoretical Significanes:

- a) This research can enrich the understanding of the factors that influence speaking difficulty in English as a second language in the post-pandemic context.
- b) The results of the study can contribute to the development or refinement of effective English language teaching strategies to improve speaking skills.
- c) The results of the study can enrich the theory of communicative language teaching in the context of EFL (English as a Foreign Language) in Indonesia.
- d) The research can help develop theories about effective learning strategies to improve English speaking skills.
- e) Practical Significanes:
- f) For Researchers: This research is expected to provide an overview of teachers' handling of student difficulties in learning English in post COVID-19.
- g) For junior high school students: This research is expected to overcome students' fear of overcoming their difficulties in learning English by following the learning strategies provided by the ideal teacher in providing learning.
- h) For Teachers: This research is expected to provide an overview in providing good English learning strategies for junior high school students.
- i) For other researchers: This research is expected to provide a strong illustration for researchers who use the same research topic.

1.7 Limitation Of The Research

This research will look at the difficulties that students experience in speaking English after COVID-19 and what are the teaching strategies applied by English teachers in handling English speaking difficulties for grade 8 students at SMP Negeri Satu Atap 2 Sukasada.