CHAPTER I

INTRODUCTION

This chapter discusses six sub-topics, namely background of study, problem identification, limitation of problem, research questions, research objectives, and significances of the study.

1.1 Background of Study

As it becomes more flexible and easy-accessed, communication inclines to be a human's daily need. Human nowadays can easily communicate each other due to the enhancement of technology. In which, people tend to use the most spoken language on earth, English, to ease them in doing the communication itself. Regarding to the scope of communication, the role of speaking further becomes inevitable to be neglected (Arafah, Yassi, & Arham, 2016). Even though the notion of communication these days is vary; yet, communication in general occurs when people interact each other through speaking.

Speaking and communicating occur in various condition. Yet, it is agreeable to say that the most observable of speaking and communicating conduct in the classroom, especially during the learning activities (Yusuf & Zuraini, 2016). It denotes to the teacher who explains the material being taught, which certainly through speaking to the students. Especially in the context of EFL countries, where English teacher is required to often speak as it needs to be clearly explained (Paneerselvam & Mohamad, 2019). Also, it is part of teacher's obligation since English is not their mother tongue.

Being not acquiring English as the mother tongue, somehow, it is really challenging for the EFL teacher to convey the message to the students. Various challenges have been faced, regarding to making the language understandable, guiding to meet the basic concept of the material, raising students' interest, sustaining the class climate, and any other challenges which probably need to be more investigated (Ahmed, 2018; Aleksandrzak, 2011; Musliadi, 2016; Nuraini, 2016; Paneerselvam & Mohamad, 2019; and Yusuf & Zuraini, 2016). It portrays that teaching in different language from the mother tongue seems to be full of encounters. Relating to that narration, it drives us to the clause about challenge in teaching speaking in EFL countries. Teaching speaking in common ways, face to face, even really challenges for the teacher because teacher needs to fully guided the students to speak in good ways; emphasizing the accuracy, pronunciation, content, etc. (Paneerselvam & Mohamad, 2019 and Yusuf & Zuraini, 2016). Right now, imagine how challenging to teach speaking to the student in online.

In the beginning of 2020, global society faces Covid-19 Pandemic which forces everyone to follow various new habits. This pandemic brings deep impact for all people life, such as in the sector of economic, health, education, and so on. The impact which mostly felt by the citizens, especially in Indonesia, is education. It is because there is so many chaos happened in this field which is from the students or the teacher. This pandemic makes all people worry to interact face to face with others, as the viruses can spread anytime through people to people. This condition requires people to stay and work from home.

According to Widiastuti, Mantra, & Sukoco (2020), the government makes a regulation that the students and teachers have to stay home and led them to learn

in online. In this situation, the teachers play a brave role and they are expected to work professionally, so that the atmosphere of learning become conducive during online learning. In this case, teachers should work hard in teaching, because they teach the students without seeing them in direct interaction. Moreover, somehow, it is difficult to control their study. Thus, the teachers must be creative, but still consider the students' health. Teaching speaking further becomes one of the hardest parts to be taught in online because the interaction could not be done directly (Sun & Chen, 2016). Also, it cannot be done smoothly somehow when the connection does not stable. Many challenges of course are faced by the teacher in teaching speaking in online during this pandemic, which seems to be really interesting to be studied and revealed to the public.

The regulation of learning should be done from distance is for all level of education. Including in senior high school. In this grade, teaching English is more focus on language usage than language structure. Speaking is one of the skill emphasized because it is used more frequently in daily communication. In Curriculum 2013, revision 2017 edition, teaching English emphasizes on speaking for daily communication.

To know the condition of teaching speaking in senior high school, an observation was done SMAN 2 Abiansemal. This school is selected because it is a new school built in Bali. The observation was done for 3 weeks. From the observation, 3 informations were acquired. First, the teachers had applied online learning for speaking, but they were not fluent enough in using the application. Second, teaching speaking used quesntion-answer. It aimed at giving same chance for all students to speak. Third, the teaching and learning process sometimes did

not run well because the technical problems on internet connection. Those findings indicated that teaching speaking in online learning faced challenges.

Previous studies around speaking has been broadly investigated. Especially, in the context of challenge in teaching speaking, numerous studies show that in EFL context, various challenges further become really influential during teaching and learning activities. Some challenges occurred are guiding to develop the content, enhancing student's accuracy, providing media to make a fun learning climate, preventing errors in pronouncing the words, and other challenges which somehow really specific in a special scope (Sukoco, Mantra, & Widiastuti, 2020). The urgency of this writing on why it needs to be conducted is that this writing provides challenges in teaching speaking in different method and world climate. The present research investigates how is the challenges faced by the teacher during the covid-19 pandemic, that forces learning activity to be done in online. This research aims to figure out the faced challenge and also the solution found by the teachers. Further novelty offered regards to become reference and give indirect experiences for the teacher who teaches speaking; so that they can imagine the best strategy to be used during this pandemic. Furthermore, it further becomes one of references for other researchers in conducting other studies in a similar scope.

1.2 Problem Identification

During Covid-19 pandemic, most of learning activities have been conducted through online learning, making teachers and the students do not need to meet face to face at school. This learning activities also have some benefits which keep them away from the risk of coronavirus. Online learning also provides convenience in learning, but it also becomes the challenges for the teacher in teaching, especially

in teaching speaking. By online learning, the teacher seems to have some difficulties in teaching and assessing the students' speaking performance, because most of their assignment was done individually, so the students do not interact with the other students and it is difficult for the teacher to assess the student's speaking performance just from their individual assignment.

1.3 Limitation of Problem

The research aimed to investigate the challenges faced by teacher in teaching speaking and to know the strategy used in teaching speaking during Covid-19 pandemic in SMAN 2 Abiansemal. The researcher focused on the challenges in teaching speaking experienced by the teacher so that the researcher discovered the data based on the permission from the teacher in teaching speaking.

1.4 Research Questions

1. What were the challenges of the teachers in teaching speaking during online learning in SMAN 2 Abiansemal?
2. How did the teachers cope with the challenges in teaching speaking during online learning in SMAN 2 Abiansemal?
3. What were the strengths and the weaknesses of teaching speaking during during online learning in SMAN 2 Abiansemal?

1.5 Research Objectives

1. To identify the challenges of the teachers in implementing online learning in SMAN 2 Abiansemal.

2. To describe the solution of the teachers in teaching speaking during online learning in SMAN 2 Abiansemal.

3. To examine the strengths and the weaknesses of teaching speaking during online learning in SMAN 2 Abiansemal.

1.6 Significances of the Study

1.6.1 Theoretical Significances

The further offered findings were expected to be able to extend and enrich the theories, data, and information around challenge in teaching speaking in online, especially in EFL context. Also, this research was expected to support the empiric of the previous studies of experts and researchers.

1.6.2 Practical Significances

1. For Teacher

Hopefully, the results of the study will give the information for the other teacher to help them in how to teach speaking class during online learning and know what are the challenges, so that it can be solved and get the experiences from this study.

2. For other researchers

This research also provides the information for the other researchers about the challenges in teaching speaking class and what is the strategy used in teaching speaking during online learning, so that this research is expected to give the inspiration for other researchers to find other solution

in teaching speaking and think of the strategy to teach speaking in online learning.