

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

This study aims to investigate some strategies used by some successful EFL teachers in teaching speaking skill. Also, this study examines some others factors that support the features in deducted the class, And successful teachers apply and teach English skills. And teachers who are successful in applying and teaching English speaking skills. The importance of certain strategies for English teacher to teach speaking skills.

Successful teaching and learning depends on establishing close relationships with learners and creating teaching conditions to facilitate understanding, and the strategies teacher is the person who provides these opportunities. According to (Sitanggang et al., 2021) quality of education and students achievement is strongly influenced by the quality of lecturers of teachers who teach the material.

Successful EFL teachers strategies greatly impact the quality and achievement of students, EFL successful teachers strategies are qualified to teach English in teachers educations, their training has been awarded the appropriate teaching certificate, and their decision to be officially appointed as English teachers in schools recognized by holding a teachers certificated.

English as a Foreign Language (EFL) is an international language that is widely used by people for all types of

communication. It is a language that must be mastered when one wants to communicate with other people from different countries in the world. Therefore, English should be started at an early age because it helps them to master the language more easily.

Learning speaking skills is an important material taught in schools. Because through learning to speak, students are expected to be able to express their opinions well. Then schools can properly distribute teachers who have the same teaching strategy for all classes. However, not all teachers can teach speaking skills well. There are several teachers who are successful in teaching English and there are still many teachers who cannot be said to be successful in teaching speaking skills to their students.

So how do you learn a foreign language (English) from an Islamic perspective? Allah says in QS Al Hujurat verse 13 which means: "O mankind, indeed We have created you from a man and a woman and made you into nations and tribes so that you may know each other. Indeed, the noblest person among you in the sight of Allah is the one who is most pious. Indeed, Allah is All-Knowing, All-Aware." From here we know that learning a foreign language is sunnatullah, considering that humans are created differently and from various nations, tribes and languages.

In a history, the Prophet Muhammad once ordered his friends to learn another language to make it easier to preach. He

ordered Zaid bin Thabit to study the language of the Jewish books. From Kharijah bin Zaid bin Thabit, from his father; Zaid bin Thabit, he said: "The Messenger of Allah (peace and blessings of Allaah be upon him) told me to study for him the language from the books (of his letters) of the Jews, he said: "By Allah, I do not feel safe from the Jews for my letter." So I studied Jewish, and in less than half a month I had mastered the language. So I also wrote to the Prophet if he wrote, and I read to him if something was written to him." (HR. At Tirmidhi no. 2933).

Based on the strategy of successful teachers in teaching speaking skills, there are 2 factors that cause teacher difficulties, namely internal factors and external factors, namely students' low learning motivation, poor study habits and low vocabulary mastery. The teacher's effort in overcoming the difficulty of speaking to students is by getting students to speak in English and the teacher must speak in English. (Indah Sari, 2019)

It may be somewhat difficult to name the standard of a teacher who is successful in teaching speaking skills, one of which is proficiency in a foreign language. On the one hand, language proficiency can be defined as knowledge of language (Andrews, 2003) and it is related to various aspects of one's language skills to express meaningful language. In other words, language proficiency is identical to a person's ability to use language to communicate. This suggests that there must be a difference between language proficiency and language

knowledge, so the measurement used to measure each must be made different. And in which aspect of language proficiency and knowledge are more important for a language teacher, several studies have concluded that these coupled with knowledge of pedagogical content can help one become a more knowledgeable language teacher.

The second standard from, (Wijaya, 1991: 189), one of the problems faced in the world of education is fostering teacher creativity. Teacher creativity in the teaching and learning process has an important role in motivating student learning. A new product might be entirely original or modified or changed by developing items that already exist. This is the definition of creativity. If this has to do with a teacher's creativity, the teacher in question may develop a teaching technique that is entirely new and original (the original creation itself) or they may modify a number of existing tactics to make a new form.

The third standard from, (AI-Girl, 2007) provides an explanation of creative teachers. A creative teacher is someone who masters science (expert), has autonomy in the classroom (learning). Creative teachers set goals, objectives, build basic skills, encourage the achievement of certain knowledge, stimulate curiosity and exploration, build motivation, encourage self-confidence and take risks, focus on mastery of knowledge and competition, support a positive outlook, provide balance and opportunity to choose and discover, develop self-management

(metacognitive abilities or skills), organize learning using various techniques and strategies to facilitate the birth of creative displays [embodiments], build an environment conducive to the growth of creativity, and encourage imagination and creativity fantasy.

Based on observations made by researcher at MAN 2 Bengkulu City, each of which has 2 classes for class X, each class is filled with 30-33 students. Then based on interviews with 2 English teachers, it was found that in the English class, students had difficulties in speaking English such as in pronunciation, vocabulary, grammar and fluency, even though they had foreign language achievements.

From this statement, the researcher concludes that there is a relationship between successful EFL teacher strategies and quality of the students learning process. Therefore, based on this background, the researcher is interested in conducting a research entitled “Analysis of Successful EFL Teachers’ Strategies in Teaching Speaking Skills” (Descriptive Qualitative of Teachers’ at MAN 2 Bengkulu City)

## **B. Identification of the Problem**

Based on the background of the problem described above, this study will explore information about the problem of English in the teaching and learning process. The problems related with successful EFL teachers strategies in teaching speaking skills for students are:



1. Teachers who teach in language classes have the qualities of a good language teacher as the need for professionals who are principled and knowledgeable, skilled and self-improvement and develop their profession to improve the quality of education.
2. Speaking activities in the classroom are usually carried out with various obstacles to students ability in speaking skills, such as; lack of vocabulary mastery, and fear of being wrong, resulting in a lack of student participation in learning process.

#### **B. Limitation of the Problem**

Based on the identification of the problems above, there are several problems during the practice of the teaching and learning process. The researcher focuses on how to improve students' speaking skills. Researcher hope to solve problems and help students improve their speaking skills. Researcher also expect students to like to talk.

#### **C. Research Questions**

Based on the background and limitation of the research question can be formulated as follow:

1. What do successful EFL teacher's strategies used in conducting speaking class?
2. What are some factors around the teachers supported in conducting the speaking class?

#### **D. Research Objectives**

1. To find out the strategies of successful teachers in implement successful EFL teacher in conducting speaking class.
2. To investigate the factors that support of successful EFL teachers to success in conducting speaking class.

#### **E. Significant of the Study**

The following are some of the advantages that can be gained through this research:

##### **a. Theoretically**

The result of this study will inform others about the teachers strategies for teaching speaking skills. This information will also be useful for those who wish to conduct research on the same topic.

##### **b. Practically**

This lesson will also provide the reader with information about the teachers strategies when teaching speaking skills in the classroom.

#### **F. Definition and Operational Key Term**

##### **a. EFL Teacher Strategy**

EFL Teacher Strategies having the ability to think and generate ideas for the world of education create an effective learning environment and increase students learning potential. Teachers strategies are dedicated to the

school, and good educational achievements are the outcome of dedication.

b. English Speaking Skill for student

The ability to speak is able to describe how far students in language major master the foreign language itself. The ability to speak is one of the skills that is quite difficult and complicated to master because speaking skills include all elements of the English language.

