

CHAPTER 1

INTRODUCTION

An outline of the research background is given in this chapter. The definition of the phenomena or issue, the parameters of the investigation, and its primary focus, the three research questions, the three research targets, and the significance of the study (its theoretical and practical importance) are all included. The theoretical underpinning, which covers a range of topics connected to current research, earlier research, and a paradigm, is also included. The final explanation of the research process covers the research design and procedures, data sources and types, data collection methods and instruments, including data analysis methods, and a research schedule.

1.1 Background of the Research

In Indonesia, many people view English as a foreign language, where people think that learning English is not that important to learn, thus that a large number of students—from elementary school through university—continue to be unaware of the significance of English for students. examined with the significance of English as a global language in mind. Four talents are required to be taught in schools in Indonesia namely Speaking, Writing, Reading, Listening. Agustin, (2022, p. 1) stated that In Indonesia, English is considered a foreign language. It is not just taught in higher education; it is taught at all levels. Students in junior high school must master four competents: reading, speaking, writing, and listening. Speaking is the toughest language to pick up, according to most English language learners. However, quite a few people say that learning English is difficult, especially when they have entered the speaking learning section, they feel embarrassed or lack confidence in speak English either in front of the class or just talking to their friends. Cameroon (2001) stated that Speaking involves using language actively, but it also involves mental movements and the demands speakers of different dialects place on their ability to find and share meaning. Speaking intelligently is

difficult for Indonesian students. Students' social circumstances, where they are used to speaking their native tongues, may be the reason why they do not speak English, making it challenging for them to accept and converse in a foreign language. It takes thought to convey linguistic intricacies when speaking a foreign language with others in order to share understandings. Haidara (2016) in Fahrul (2023, p. 1) stated that “the primary challenges that students at SMP N 1 Sragen face lack of vocabulary, the requirement for clear articulation, the urge to communicate without hesitation, and the fear of making mistakes when speaking are all obstacles to overcome when learning to talk”. Additionally, because they are frightened of pronouncing words incorrectly, pupils find it embarrassing to speak in English and communicate the right assumptions and thoughts. Finally, a number of students have indicated that there are other factors that affect their speaking ability, even quite a few people say that There are children who communicate using English and are often said to be arrogant or even using other words. This is the reason why learning English speaking is still challenging in Indonesia, particularly in schools”. Mai (2015) stated that found, for example, that low student performance in speaking was driven by a number of factors, including a lack of student inspiration, the usage of the mother tongue during the learning process, the need for vocabulary, and interest during instructional activities.

Antono et al. (2020, p. 174) stated that “One of the most crucial skills for communication and etch in the world is speaking. Individuals use it to get crucial information from another person that they require. We especially need to learn how to speak English so that we may utilize it to communicate with people in other countries. It is vital to teach speaking skills to junior high school students in order to enhance their future-ready skills. In our global era, they learn how to communicate with their friends and as a prerequisite for building relationships with certain foreigners. In particular, the instructor at Junior High School 224 pushes students to improve their English proficiency”. Yelvita (2022, p. 2) stated that “Globalisation has made language a means of communication between nations in this day and age. For this reason, all schools

teach and study English. Reading, writing, speaking, and listening are the four skills that are studied when studying English. It is impossible to isolate these skills from one another. Of all the abilities kids master when studying English, speaking is one of the most important. Naturally, students who are learning EFL find it difficult to apply in an English-speaking setting. Apart from other disciplines in the formal schooling, English is taught less in schools. Because of this, students find it difficult to exploit or practise speaking chances in non-English environments to improve their English outside of the classroom”. Hamad (2013, p. 2) stated that “outlined the several detrimental factors that had an impact on the speaking skills of the pupils. They were arranged as follows: Students' competency is impacted by the usage of mother tongue in the classroom; they find it difficult to use English before class, much less during English-language discussion exercises. In educational programmes, the speaking portion is less than the listening part, and teachers do not provide students the time or support they need”.

Based on the aforementioned statements, the researcher attempts to ensure that students have the ability to communicate during the learning process. The fact that there are still a lot of students is the foundation for this study in class 8 at SMPN 2 Plered who experience difficulties in learning English, especially in classes 8D, and 8E. They experience many difficulties when learning speaking. Based on the findings of field observations, many students still struggle with confidence issues and feelings of embarrassment when they try to speak English, even only to say a few words in front of the class. This is also of course based on the lack of effectiveness in implementing teaching models and methods in schools. Amaniarsih et al. (2022, p. 20) state that “the resources available to instructors are two essential components of the teaching and learning process: teaching strategies and resources. Since the two are connected, choosing one teaching strategy will undoubtedly have an impact on the kind of material that is used. A good method's selection can aid in imparting knowledge more effectively to students, stimulating their interest in learning and increasing their comprehension of the course materials, all of which

contribute to raising the standard of education. The largest factor contributing to students' low interest in and communicative proficiency in English can be attributed to improper method implementation and utilisation of English learning materials”.

**Table 1. 1 Result of Pre-Survey Students’ Speaking Skills
at the Eight Graders of SMP Negeri 2 Plered**

No	Score	Frequency	Percentage	Explanation
1	≥ 70	5	10%	Complete
2	< 70	33	90%	Incomplete
Total		38	100%	

Crisianita & Mandasari (2022, p. 61) stated that “one of the most crucial communication skills in the world is speaking. It's used by people to share significant details about one another. It is especially important for us to learn and utilise English if we speak it when interacting with people abroad. For pupils to learn language skills in school and to advance their proficiency in the future, speaking instruction is essential. They gained knowledge on how to communicate with their peers. In this age of globalisation, this is the most significant method by which they can build rapport with some foreigners”. Fauzi (2017) in Sidik et al. (2021, p. 26) stated that “Correct and effective listening can pave the way for the gradual development of active speaking skills. Stated differently, a conversation requires the involvement of a minimum of two individuals, each of whom must participate by speaking and listening. However, frequent worries include their incapacity to converse in English when speaking a foreign language, their shyness and nervousness when doing so, or even issues caused by teachers who don't utilize the language much in the classroom. Furthermore, without treatment, speaking skill goals would not be attained. Teachers must therefore be able to identify the answers in order to address those issues”. Talking exercises that focus on accuracy, such as role-plays, audiotape oral dialogues, journals, and discussions, can help students

improve their speaking abilities. Small-group conversations are used in this study to help students become more proficient and communicative English speakers (Celce, 2001) in (Kroll, 2001).

Harmer (2010, p. 343) stated that “Sometimes working in pairs is not enough, and other times it doesn't work out too well. In light of this, a teacher can better organise their language lessons through small group discussions, role plays, or stories”. Similarly, Harmer (2015, p. 388-393) stated that “Students have many opportunities in small group discussions to share their thoughts and opinions, and their interactions with one another might develop without them even realising they are discussing the subject matter. By sharing and correcting each other's ideas, students will learn how to finish the assignment, which can be developed through the ability to express ideas without feeling embarrassed”. Agustin (2022, p. 2) stated that “one method that is necessary for the teaching and learning process is speaking fluently. If there is a communication breakdown between the teacher and the pupils, it will affect both teaching and learning. Students typically participate in class discussions by speaking up, but when given the opportunity to speak, share their thoughts, or make suggestions, they remain hesitant because they are terrified of making mistakes”. Fauzan (2014) stated that the capacity to talk is essential when learning English. This is true since speaking is a means of vocally expressing one's thoughts and ideas, and speaking fluently is a sign of language proficiency. Ur (1996) in Fauzan (2014) stated that Speaking appears to be the most crucial intuitive: speakers of the language are called "speakers," and Learning to communicate is the primary goal for the majority of foreign language learners, if not all of them.

However Students often feel embarrassed and lack the confidence to speak English in front of the class for a variety of reasons. Some of these reasons include their fear of making mistakes, their fear of being teased by their peers, and occasionally their confusion. As said by Shen and Chiu (2019) in Jaya, p. et al. (2022) stated that their research, the reasons behind students' difficulties speaking English were environmental (like a lack of learning context for English conversation), linguistic (like a lack of vocabulary,

grammar, expressions, and sentence structure), and psychological (like anxiety, a fear of making mistakes, and a lack of confidence). Alyan (2013) in Putera Jaya et al. (2022) stated that when students encounter a word they don't understand, an unusual word form, or find they can't express what they need to say, communication challenges arise. Two more issues that come up when students talk are anxiousness and a lack of confidence. One of the many approaches, methods, strategies, and techniques teachers may use to assist students in developing their speaking skills in the classroom is the Spying method. Aronson et al (1971) in Agustin (2022) stated that as a cooperative learning strategy, the Spying technique gives each student in the "Home Group" the opportunity to concentrate on a specific topic within the unit of study. When they have mastered the content, students return to their home group and instruct or clarify the material to other members of the "expert group," which is made up of members of other groups assigned the same subject. It is intended that by using this approach, students will encounter new aspects of learning the language, which will inspire and bolster their confidence in their ability to speak it. Amaniarsih et al. (2022) Spencer (1994) stated that groups of five pupils are formed as part of the Spying technique. Every group member is given a certain set of materials to study and subsequently impart to the other members of the group. To facilitate learning, all of the students in the class are working on the same sub-section. Come to a consensus on what should be taught and how important it is. following practice. The initial groupings, these "expert" groups, reform, and students impart knowledge to one another.

From the exposure according to the experts above, the Spying method allows students to develop a sense of responsibility both personal and team responsibility, in this method students from group 1 will go to group 2 and group 2 students will go to another group, or teams from different groups allocated to the same aspect will meet with students from other groups, this aims to raise students' self-confidence to be able to speak in front of all their friends, after that they return to their respective groups, Then students are also asked to come to the front of the class to speak as if they were speaking in front

of other group members. This study's goal is to ascertain whether using the Spying technique at SMPN 2 Plered Cirebon improves students' confidence in speaking. According to the study's findings, a teacher's contribution to the learning process is also quite important. Speaking skills in both Indonesian and English require teachers to be able to inspire and encourage pupils to be able to explore who they are. Therefore, researchers concentrate on students' classroom speaking abilities when they use the Spying Technique to learn English. It is believed that by using this approach, pupils will be inspired and stimulated to become engaged and self-assured learners. Apart from that, by using the Spying method In order to make students feel comfortable and happy learning English in the classroom, the instructor can transform the previously dull and less socialized classroom environment into one that is more enjoyable and allows for greater contact between students and teachers as well as between students themselves. Based on several opinions according to the researcher and experts above, several similar problems can be found in learning speaking, especially among students who still feel embarrassed and lack confidence when speaking in English. Therefore, based on these weaknesses, researcher are interested in researching *“The Effectiveness Of The Spying Method To Improve Students’ Speaking Skill At SMP Negeri 2 Plered Cirebon”*

1.2 Identification of the Problem

1. Students are shy and not confidence in Speaking English
2. Students are less motivated to Speak English
3. Learning methods that are less interesting and effective

1.3 Limitation of the Problem

To limit the scope of the research, this research only looks at the application of the Spying Method as a method and Narrative text as material for implementation in teaching speaking, especially in increasing students' self-confidence in speaking English. This topic was taken based on the problems that exist among students at SMPN 2 Plered Cirebon. Researchers chose class VIII D and E students at SMPN 2 Plered Cirebon for the 2023/2024 academic

year as research subjects entitled *"Effectiveness of the Spying Method on Students' Speaking Skills at SMP Negeri 2 Plered Cirebon"*

1.4 Research Question

- 1) How is students' speaking skills before and after using Spying method?
- 2) How is students' speaking skills before and after using Show and Tell Method?
- 3) Is there any significant effect between the using Spying and Show and Tell Method on students' speaking skills ?

1.5 Aims of the Research

- 1) To find out the results of students' speaking skills before and after using Spying method
- 2) To find out the results of students' Speaking skills before and after using Spying method
- 3) To determine whether there is any significant effect between the using Spying and Show and Tell Method on students' Speaking skills

1.6 Significance of the Research

This research has two significant effect, theoretical and practical. Theoretically, the findings of this study are anticipated to contribute to our understanding of English language learning tactics, particularly those that enhance students' speaking abilities and boost their self-assurance when speaking the language. By forming both small and big groups, the Spying Method can assist students in developing their public speaking confidence. This can help students be more confident when they want to speak in front of the class. Practically speaking, the study's findings boost pupils' self-assurance when using English in the classroom. It is hoped that language learners would find value and application in the researcher's findings, especially for those who are interested in speaking skills. Teachers can apply the Spying method to overcome students' difficulties in speaking English well. It is believed that the findings of this study would benefit English language learners and instructors in both theoretical and practical ways. And other researcher.

a) For students

Students can benefit from this research by learning more about English learning practices, and increase their confidence in speaking English.

b) For School

This study will assist educators in selecting instructional strategies that suit the needs of their classroom's pupils, especially in learning English, which is quite uninterested among female students because they are considered difficult and not confident when speaking English.

c) For teachers

This research will help teachers how to pursue speaking skills in an interesting and enjoyable way through the Spying method

d) For further research

Every research requires a reference in carrying out the research, therefore this study can serve as a guide for future research endeavors.

