

CHAPTER I

INTRODUCTION

The first chapter of this research is the introduction. This chapter provides the introduction to the research namely the research context, research focus, research objectives, research significances, research limitations, definitions of key terms.

1.1 Research Context

According to (Antika et al., 2021), many industrialized nations across the world utilize English as their primary language, making it a worldwide language. English is the official language of several nations worldwide when it comes to international gatherings. English serves as an introduction language in many scientific and professional domains in addition to being used for communication. English is the primary language of many of the most recent science study publications and journals. Additionally, the modern profession demands that its members speak English fluently.

As a foreign language, English is integrated in Indonesian curriculum. This is evident from the fact that English is taught as a subject from elementary school through college. Actually, English is one of the required courses for the National Examination at the junior high and high school levels. English is utilized as a common foundational subject that university students are required to study in college and university (Idris et al., 2023). As stated in Undang Undang

Pendidikan Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional pasal 33 ayat 3, the Indonesian government outlines the policy of implementing English as a foreign language that can be used as the language of instruction in education in order to support the foreign language proficiency of learners. Since 1994, the government has used English as one of the lessons in elementary school through the National Education Curriculum. Based on the Graduation Competency Standards, Permendiknas No. 22 Tahun 2006 (Sudaryanto et al., 2019) and No. 23 Tahun 2006 (Sudaryanto et al., 2019), English is one of the required local with the allotted time, two hours of instruction are offered for every primary school pupils in grades I through VI. A curriculum activity known as "local content" attempts to build student competences specific to the potential and features of the area. A curriculum activity known as "local content" aims to build competences specific to the region's potential and features, including the benefits of regions whose content cannot be categorized under already-existing topics. The local charge's content is established by academic institution (Sunardi, 2021).

The Indonesian government's policy on English language learning at the senior high school (SMA) level emphasizes the importance of foreign language acquisition as part of the national education curriculum. In an effort to improve students' competencies, the government has integrated English as a compulsory subject, which aims to prepare students to face global challenges. In learning English at the senior high school level, there are four mandatory skills that must be mastered by students, namely speaking, listening, reading, and writing.

Learning English in Grade 10 of senior high school is an important stage in the development of students' language skills. At this level, the curriculum is designed to introduce students to various aspects of the English language, including speaking, listening, reading and writing skills. Students are taught to understand and use more complex vocabulary and more varied sentence structures. In addition, learning also includes an introduction to fiction and non-fiction texts, which aims to improve critical reading and analysis skills. Interactive activities such as group discussions, presentations and role plays are often used to encourage students to practice speaking and listening in a real context. With a communicative and contextual approach, students are expected to develop confidence in using English and prepare themselves for academic challenges at higher levels.

Merdeka Curriculum gives schools flexibility in designing English language learning, especially speaking skills at the senior level. With a project-based approach, students are encouraged to engage in interactive activities such as discussions and presentations, which improve their confidence and communication skills. Schools can organize extracurricular activities, such as English clubs, and teachers are trained to apply effective teaching methods. Assessment of speaking skills is done through performance-based assessment, with constructive feedback from teachers and peers. Despite challenges such as limited practice time, Merdeka Curriculum aims to create a relevant and enjoyable learning environment, so that students can optimally develop their English speaking skills (Kemendikbud, 2021).

Several Senior High Schools that the researcher observed turned out to have different strategy in teaching English. Result of of the observation as the preliminary study at SMAN 1 Sutojayan revealed that the main strategies employed in this high school are practice-based learning and oral presentation. The in-depth interview with the teacher of SMAN 3 Blitar on November 11, 2024 shows interesting phenomenon in the learning of English at SMAN 3 especially in the learning of speaking, in the form of unique teaching methods. This can be drawn from the result of interview with Ms. Dyne as a 10th grade english teacher. Ms. Dyne, said that:

“There are many learning strategies used, such as oral discussion and presentation, role-play and dialogue simulation, gallery walk with verbal interaction, and project-based learning” (INT – Ms. DNA - November 11, 2024 - SMAN 3 Blitar)

This interview revealed some strategies of teaching Speaking, which are oral discussion and presentation, role-play and dialogue simulation, gallery walk with verbal interaction, and project-based learning. This interview also in line with the results of interview with the 10th grade English teacher, Ms. Dyne said as follows:

“For speaking, when learning in class from the beginning of the semester, they make an agreement to use billingual. First, discussion activities and oral presentations are carried out after students watch videos about tourist attractions such as Komodo National Park, Serang Beach, and Safari Park. Students then express their opinions orally through presentations which can take the form of video recordings, audio, role-play, or live presentations in class. One interesting form of exercise is the assignment of making oral descriptions using speaking cards as a guide. Secondly, there are role-play activities and dialog simulations, where students complete and play roles in dialogs about tourist destinations, such as Serang Beach Blitar. This activity aims to improve speaking fluency as well as the ability to respond spontaneously in certain situations. Third, gallery walk activities are utilized as a medium for verbal interaction, where

students walk around the classroom and explain the description of tourist attractions based on pictures and questions that have been prepared. This activity gives students the opportunity to practice oral description repeatedly to other groups. Finally, speaking learning is developed through a project approach, where students in groups create a descriptive project in the form of video or audio. In this project, they develop a script, divide roles such as script writer, information seeker and speaker, and then record their presentation.” (INT – Ms. DNA - November 11, 2024 - SMAN 3 Blitar)

This interview confirms what the teachers said. So the strategy of Teaching English Speaking at SMAN 3 turned out to include Methods and activities of oral discussion and presentation, role-play and dialogue simulation, gallery walk with verbal interaction, and project-based learning.

Furthermore, *the results of the interview showed that the teaching and learning activities include* bilingual class agreements, discussion and oral presentations after video observation, role-play and dialogue simulations, gallery walk activities, and project-based speaking tasks. *Seen from the teacher’s preparation document, it was found out that the teacher planned to manage various communicative and task-based speaking activities, including the use of speaking cards, multimedia aids (video/audio), role division within group projects, and interactive classroom settings such as gallery walks, all designed to enhance students’ oral communication skills in English.*

This phenomenon revealed the agreement between teachers and students to apply the bilingual method during English classes. The method used is Project Based Learning, where students are asked to tourist spots in Blitar and describe them through videos. In addition, they also did role plays about tourist spots in Blitar accompanied by true/false quizzes, and used applications such as Canva. So

this is a unique phenomenon because during the author's observations in other school, this is not the same. Therefore, it is very important to uncover.

In order to answer that this is urgent and new, the author conducted a review of previous research by Handayani and Ernanda (2024) investigated the use of *Role Play* combined with *Project-Based Learning (PjBL)* to enhance students' *speaking and listening* skills. Through group video projects, students actively designed, acted out, and presented real-life scenarios in English. The results showed improved speaking ability, confidence, and collaboration. This strategy proved effective in creating meaningful, contextual language learning and is applicable for high school settings. This research only discusses project-based learning and role play, whereas the research conducted by the researcher at SMAN 3 Blitar covers PjBL, roleplay, and bilingual strategies. Furthermore, *research by Nidara, Priajana, and Nafi'a (2024)* examined strategies to boost students' speaking confidence post-pandemic, including modelling, role-play, group discussion, and picture describing. Role-play was most effective in increasing engagement. However, the study focused only on confidence-building and did not address project-based learning or bilingual strategies. In contrast, the current research at SMAN 3 Blitar integrates *PjBL, role-play, and bilingual strategies* in a unified instructional model for 10th-grade students. This previous research is similar but not the same and the context is completely different so that the phenomenon of speaking in SMAN 3 can be said to be a novelty phenomenon important to uncover. Therefore, researcher conducted a case study research with the title *English Speaking Instructional Strategy for the 10th Grade Students at SMAN 3 Blitar*.

1.2 Research Focus

Based on the context of the research above, the researcher formulates the main research focus, which is:

“How is the English Speaking Instructional Strategy for the 10th Grade Students at SMAN 3 Blitar?”

This research focus is elaborated into the following sub focus:

- 1.2.1 How is the planning of English speaking instructional strategy for the 10th grade students at SMAN 3 Blitar?
- 1.2.2 How is the organization of English speaking instructional strategy for the 10th grade students at SMAN 3 Blitar?
- 1.2.3 How is the implementation of English speaking instructional strategy for the 10th grade students at SMAN 3 Blitar?
- 1.2.4 How is the evaluation of English speaking instructional strategy for the 10th grade students at SMAN 3 Blitar?

1.3 Research Objectives

Based on the research focus above, this research aims to:

- 1.3.1 To describe the planning of English speaking instructional strategy for the 10th grade students at SMAN 3 Blitar
- 1.3.2 To describe the organization of English speaking instructional strategy for the 10th grade students at SMAN 3 Blitar
- 1.3.3 To describe the implementation of English speaking instructional strategy for the 10th grade students at SMAN 3 Blitar

1.3.4 To describe the evaluation of English speaking instructional strategy for the 10th grade students at SMAN 3 Blitar

1.4 Research Significance

The following are the research significances. The research significances are explain in two main significances, which are theoritical and practical significances, as follows:

1.4.1 Theoritical Significances

This research is expected to make a theoretical contribution to the field of English language knowledge, particularly in the English instructional strategy for teaching speaking. This research contributes to the enrichment and contextual adaptation of Jack C. Richards' (2009) three functions of speaking, which are *as interaction*, *talk as transaction*, and *talk as performance*. By analyzing how these functions are addressed or modified in real classroom settings at SMAN 3 Blitar, the study may offer insights into how teachers integrate or combine these frameworks to meet curriculum demands and students' communicative needs.

1.4.2 Practical Significances

This research also has practical benefits that are expected to be implemented by various related parties:

1.4.2.1 For Teachers: Providing recommendations on effective and applicable speaking teaching methodologies and strategies to be implemented in the classroom, especially in the high school context.

1.4.2.2 For Students: Helping students improve their speaking skills through approaches that are relevant to their needs and creating a more enjoyable and interactive learning atmosphere.

1.4.2.3 For Other Researchers: To serve as a reference for future research that focuses on the instructional methodology for teaching speaking skills or other aspects of English language learning.

1.5 Research Scope & Limitation

This research is limited to exploring the phenomenon of instructional methodology in teaching speaking skills to 10th-grade students at SMAN 3 Blitar. The study is confined to the time frame allocated within the school's speaking class schedule. Consequently, the research findings may be influenced by the specific instructional periods and the frequency of speaking classes. Additionally, external factors such as extracurricular activities, holidays, and unforeseen events that disrupt the regular school schedule may also impact the data collection process.

Another limitations of this study is the limited diversity of participants. This study only involved students with a certain level of speaking ability. This means that the results may not be generalizable to all 10th grade students at SMAN 3 Blitar. Students with different levels of speaking ability may have different experiences and needs in speaking learning, which are not covered in this study. This limitation also reduces the ability of this study to provide comprehensive recommendations for all student ability levels.

1.6 Definition of Key Terms

The researcher gives some key terms based on this research purpose is avoiding misunderstanding. The key terms used for clarification or give namely:

1.6.1 English Speaking

English speaking refers to the ability to communicate verbally in the English language. It involves the articulation of words, sentences, and expressions in a manner that is understood by others who speak English. This skill encompasses various aspects of language proficiency, including vocabulary, grammar, pronunciation, and fluency.

1.6.2 Instructional Strategy

Instructional strategy refers to the deliberate plan or set of techniques employed by educators to organize and deliver instructional content effectively. It involves selecting, sequencing, and implementing specific teaching methods to promote student engagement, understanding, and achievement of learning goals.

1.6.3 10th Grade

10th grade, also known as the first year of senior high school, is the educational level for students aged around 15-16 years. In this study, the term specifically refers to 10th-grade students at SMAN 3 Blitar.

1.6.4 SMAN 3 Blitar

SMAN 3 Blitar refers to a public senior high school located in Blitar City, East Java, Indonesia. As a secondary education institution under the Ministry of Education and Culture, SMAN 3 Blitar provides academic programs aligned with the national curriculum, aiming to develop students' intellectual, social, and personal competencies. The school emphasizes character building, academic excellence, and the development of 21st-century skills to prepare students for higher education and future careers.

