

CHAPTER I

INTRODUCTION

In this chapter, the author presents topics related to this study. These include the Background of the Study, Research Questions, Research Objectives, Significance of the Study, Scope and Limitations of the Study, and Definition of Key Terms.

A. Background of Study

Speaking ability is an important competency in language learning, especially in English, which is the main focus in this era of globalization. These skills are needed for academic success, daily life, and future employment. However, mastering speaking skills is often a big challenge at the junior high school level. Many students experience barriers such as shyness, lack of vocabulary, incorrect pronunciation, and lack of confidence when speaking English. This obstacle is often compounded by the learning strategies still used in the classroom, through which students can learn. In this step, students become listeners while the teacher dominates the learning process. As a result, students do not get enough opportunities to practice speaking actively, both in formal and informal situations. This results in the development of students' speaking skills being less than optimal. Learning strategies can encourage students to analyze, organize, or compare information to further develop and add new knowledge, understanding, skills, attitudes, and values. Therefore, a learning strategy is needed that can have an impact on students' abilities in the future. The main goal of the learning process is to develop students' knowledge and understanding.

Collaborative learning is a learning Approach where students work together in small groups to achieve a common learning goal, especially in improving speaking skills. This method allows students to interact and share ideas, allows them to learn from each other, and fosters a sense of shared responsibility for what they learn. This approach is crucial as it can overcome challenges such as shyness, lack of knowledge, and lack of interaction between students. In addition, learning together encourages students to actively participate in learning, increases their desire to learn, and creates a more interactive and supportive learning environment. By learning together, students can also learn to speak in a supportive environment, get feedback from peers, and improve their ability to think critically. This approach also helps students overcome psychological problems, such as fear of being wrong or embarrassment of public speaking, so that they can improve their speaking skills to the best of their ability.

The teacher's strategy with a collaborative learning approach is one alternative that offers great potential for overcoming these obstacles. In this study, Learners then use personal and social abilities to work collaboratively with others in learning activities, to appreciate their strengths and abilities, and to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership, and appreciation of multiple perspectives (Zhang et al., 2023). The teacher's strategy became the main role of the researcher. This approach provided space for students to learn together in small groups, support each other, share ideas, and communicate actively. In groups, students can also overcome shyness and build self- confidence through interaction with peers. Teaching activities cannot be separated from the definition of learning.

Teaching is an activity carried out by teachers and students. The purpose of teaching is to provide knowledge to students. Teachers must prepare good strategies and methods before the learning process, thus teachers have a good way of teaching English, especially speaking skills, to help students minimize difficulties by applying learning methods that can make learning to speak English fun.

Based on a preliminary study conducted at MTsN 9 Kediri, it is found that this school has three buildings in different locations, but only one building has complete facilities, which potentially affects the effectiveness of learning strategies. Initial observations show that teachers have tried to improve students' speaking skills through various strategies, but the implementation of the Collaborative Learning Approach is still not optimal.

Some teachers still use traditional methods, while others try to implement group work, although they face obstacles such as a lack of active student participation and time constraints. In addition, challenges in developing students' speaking skills can also be seen in their low self-confidence, lack of speaking opportunities in class, and lack of a supportive environment. These findings indicate the need for further research to analyze in depth how strategies used by teachers using the Collaborative Learning Approach can be implemented well to address students' speaking skill learning and how teachers can overcome the obstacles in the learning process.

Previous research has explored various teacher strategies to develop speaking skills. Many strategies used by teachers to help students become more proficient speakers have been examined in previous studies. For example, the title of the study, "Teachers' Strategies in Teaching English Speaking at the Second Grade of SMPN

2 Pare- Kediri,” concentrates on strategies that can be used by English teachers to assist students in improving their speaking skills. On the other hand, this research identifies at least three research gaps, such as a lack of focus on collaborative learning strategies, limited exploration of teachers' perspectives, or limited attention to the specific context of junior secondary schools (Merdekawati,2011). For example, although previous studies explore how collaboration affects student learning activities, researchers still do not understand how to apply collaborative learning techniques to solve this problem effectively. In addition, existing research has not properly explored teachers' perspectives on the challenges and opportunities to foster English language learning in speaking activities in the junior secondary school context (Tiwari, H. P., 2023). Finally, few studies have investigated the specific strategies teachers use to overcome students' barriers to speaking, especially in collaborative learning environments. As teachers know their students' learning styles and needs, they can choose alternative strategies or adapt them to convey information and knowledge (Panggabean et al., 2025).

This research is expected to make a significant contribution in enriching English learning strategies in junior high schools. In addition, the results of this study can also provide practical guidance for teachers in designing learning that is more interactive, efficient, and oriented towards developing students' communication skills. Thus, this research is not only academically relevant but also has broad practical implications to support students' competency achievement in today's global era. This research also aims to analyze the specific learning strategies used by teachers to increase students' interest in speaking through a collaborative learning approach. This research is very important as it aims to provide practical

insights for teachers who want to make an impact on their students' speaking ability and performance.

B. Research Questions

The research questions of this research are:

1. How is the implementation of teachers' teaching strategies using collaborative learning approach in developing students' speaking skills?
2. What are the challenges faced by teachers in implementing collaborative learning Approach to provide student speaking skills?

C. Purpose of The Study

The objectives of this research can be:

1. To analyze the implementation of teachers' teaching strategies using a collaborative learning approach in developing students' speaking skills.
2. To identify teachers' challenges in implementing collaborative learning approach to provide students' speaking ability.

D. Significance of Study

This research is expected to contribute to the development of more effective learning Strategies, especially in students' speaking skills, through a collaborative learning approach. The Following are the research implications, as determined by the reason for its conduct:

1. For Teachers

The study provides teachers with a deeper understanding of how collaborative learning approaches can effectively overcome student motivation and speaking skills.

2. For Students

This research highlights the importance of motivation in developing speaking skills, which are crucial for effective communication. By engaging

in collaborative learning activities, students can benefit from peer support, increased interaction, and a sense of belonging in the classroom

3. For further researchers

This qualitative study lays the groundwork for further research in language education and collaborative learning. It provides insights into the dynamics of teacher-student interactions and the effectiveness of various teaching strategies in enhancing student motivation and speaking skills.

E. Scope and Limitations

This research focused on students of MTsN9 Kediri, specifically analyzing how teachers apply collaborative learning to develop students' speaking skills. This research aims at students at the junior high school level, specifically eighth-grade students. The study involved two teachers who implemented a collaborative learning approach in their teaching methods with different implementations. A potential limitation of this study lies in the lack of students' speaking skills, such as aspects of confidence and communication, which can affect the strategy. So, this research used collaborative strategies by teachers, which can later prove to student learning.

F. Definition of Key Term

The following definitions are provided to help readers clearly understand the key concepts in this study. They focus on important aspects related to teaching strategies, collaborative learning, and students' speaking ability.

1. Teaching Strategies

In this context, teaching strategies are specific methods and techniques used by teachers to facilitate collaborative learning and improve students' speaking skills.

2. Collaborative Learning

Collaborative learning is a learning approach where students work together in small groups to achieve a common learning goal, especially in improving speaking skills.

3. Students' Speaking Skill

In this study, Students' speaking skill refers to the ability to convey thoughts, ideas, and opinions orally in a clear, structured, and confident manner. Aspects covered include pronunciation, vocabulary, and grammar.