

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In this era of globalization, language is the key to every communication in social life. Communication occurs when two or more people engage in an interaction. This interaction is facilitated by language. It has an important role to put people in contact with others to communicate meanings and messages through information. Teachers use language to communicate with students or colleagues to give explanations about subjects or to distribute their knowledge.

For English language learners, speaking is one of the most important skills that need to be developed (Tinjaca & Contreras, 2008, p. 2). because it is the ability to interact with others and involves various skills In addition, Harmer (2007) states that good oral communication not only knows the features but also the ability to process information. Due to the demands of language features and social processes, not all students can practice language orally.

In the context of communication in the classroom, student participation is one of the things that all students are expected to do during the learning process, to assess whether the learning objectives have been successful or not. According to Subroto (2009) participation in learning, students must be involved in the learning process, practicing exploring, searching, asking something, investigating answers to questions, and conveying the results of the placement communicatively.

The researcher has found some students who look shy and less active in speaking in class, this discovery is the result of the experience of observation and

teaching experiments conducted by the researcher as part of the PLP 2 program from 18 October to 21 November in several 10th-grade classes at SMAN 12 Medan. Based on the discussion with the students and interview with the English teacher. It was found that in class X-3 with a total of 30 students, there were quite a lot of passive and very quiet students in the class, these students had no willingness to interact with the teacher such as asking and answering questions from the teacher, even very rarely talking to their friends during the learning process. Those shy students are usually passive in the lesson and rarely speak like asking and answering questions to the teacher unless forced by the teacher himself.

According to Dan (2015) Personality is the narrative identity of the self, which is composed of personal stories that describe an individuals unique characteristics, value and goals. So from this expert, we can see that personality is a characteristic or blend of character that makes a person unique. Personality can be changed through the maturation process. Through school activities, students tend to become more active. This is because teachers have realized the personality of their students. This is an important moment to know the effect of personality on learning achievement and how to create strategies to accommodate the needs of shy students in learning.

The similarity between this research and the previous research from Nyborg et al (2019) is that concerns the same scope, but what distinguishes it from other studies is that researchers focus on exploring teacher strategies in motivating students, especially those with shy personalities, to be more active in speaking in class.

Based on the explanation above, the reason why the researcher conducted this research was because of a phenomenon that happened when the researcher conducted observations and teaching experiments in grade X SMAN 12 Medan, where there are students who are not active in speaking activity and rarely interacted with the teacher and the other student

In addition, the researcher considers this research important because some teachers are not aware with conditions that shy students have, their characteristics will make their interaction with teacher and other student less effective in the class and also will have a negative impact on shy students themselves, so the researcher wants to find out what strategies that the teacher in grade X SMAN 12 Medan used to make shy student more active in speaking activities in the classroom.

1.2 Problems of the Study

Based on the background mention earlier, the researcher formulate the research problem as follows:

1. What are the characteristics of shy students in class X-IPS 3 of SMAN 12 Medan?
2. What strategies do teacher use to make students with shy personalities more active in speaking activities in the class X-IPS 3 of SMAN 12 Medan?

1.3 Objectives of the Study

The objectives of the research are as follows:

1. To investigate the characteristics of students that have shy personality in the Class X-IPS 3 of SMAN 12 Medan.

2. To Investigate the strategies used by the teacher to involve shy students in speaking activities in the class X-IPS 3 of SMAN 12 Medan.

1.4 Scope of The Study

The scope of this research is about the strategies used by teacher to increase student speaking activities in the class. In this study, researchers also looked at the characteristics that exist in every student who has a shy personality in the class.

This study will be limited on English teachers and shy students' participation in speaking activities in grade X SMAN 12 Medan. The focus of this study is on speaking activities so that the researcher can investigate the strategies that the teacher uses to make shy students more active in speaking activities in the class.

1.5 Significance of The Study

1. For the students, the results of this study can be used to maximize the student's understanding of common problems that cause students to be less active in speaking in class. And also provides information at a glance to students, especially shy students to be more active in the teaching and learning process.

2. For the teacher, The results of this study can be used as information for other teachers about the strategies to make students more active in speaking in classroom and also become information about the characteristics of shy students which make them uncomfortable to be active in speaking activities in the class.

3. For the next researcher, the information from this research can be a reference for the next one to conduct other research that has the same topic but is different in the participant.