CHAPTER I
INTRODUCTION

This chapter presents the overview of this research, including the background of the research, the research framework, and previous studies.

A. Background of the research

This research is intended to find out the strategy chosen by the teacher in teaching speaking of a short dialogue to the eighth-grade students of MTS Yasiba Bogor. Speaking skill is one of the skills in the English language that students should be mastered both in non-academic and academic activities.

Speaking is the consequence of the innovative structure of linguistic strings, and the speakers make choices of lexicon, structure, and discourse (Brown, 2003: 140). As stated by the professional, speaking is essential in communication, especially in English. Without speaking skills, communication cannot operate sufficiently, and it can cause misunderstandings. Speaking skill is essential to the language teaching curriculum, constructing them as a vital assessment entity. To succeed in speaking, the students must conquer vocabulary, fluency, and pronunciation, which helps the learner learn English and how to share information correctly (Efendi, 2017). Besides, students should discover pronunciation because transmitting the speaker's meaning is very influential. According to Ur (1991:120), successful speaking has some aspects: learners talk a lot, participation is even, motivation is high, and language is sufficient. Success in speaking is the goal of teachers in teaching speaking.

Nevertheless, one of the issues in learning to speak is that the learners are frightened to express their ideas and language, have nothing to say, have poor involvement, and how to employ grammar, vocabulary, and pronunciation to connect with people. According to Ur (1991:121), students have some difficulties speaking. speaking up.

Teachers faced various problems when teaching speaking in the teaching-learning process, such as less active students, poor pronunciation, and limited vocabulary, according to limited observation in 8th-grade students at MTS Yasiba

Bogor. In contrast, the teacher can overcome these difficulties by employing a variety of strategies such as employing media and creating lessons that are as interesting as possible so that students can learn with passion, and, of course, this will make students more engaged during classes. In line with Arsyad (2000), using media in the teaching-learning process generates new interest, motivation, and stimulus while also psychologically impacting the students.

To overcome students' difficulties in speaking, teaching strategies in speaking activities are needed. Speaking strategies can encourage students to enhance their speaking fluency and accuracy. Separately teachers may incorporate different ways to increase students speaking skills. After rehearsing the strategies, the teacher may see the students' knowledge of learning a language and help create an awareness of what makes learners successful and unsuccessful and discover in the classroom a milieu for the completion of successful techniques (Brown, 2000:131). Nonetheless, the technique used must be appropriate for their requirements and interests.

This issue is being investigated with an increasing evidence basis. Putra (2017) reported that teachers' teaching strategies included cooperative activities, creative assignments, role-playing, and drilling when studying teaching strategies in secondary students. Nugroho (2018) investigated the teacher's technique for teaching public speaking at L.P.K. Padma Widyanata reasoned that as ways of teaching speaking, teachers should encourage pupils to talk, provide incentives, and make them aware of the script. Similarly, Pratama and Awaliyah (2015) investigated how teachers taught speaking to young children using films, role play, digital storytelling, repetition, jazz chanting, and games. Based on the difficulties raised above, the writer concludes how effective the teacher's teaching technique is, primarily speaking. Therefore, this examination focuses on teachers' strategies for teaching speaking fluency differently from previous research. This study elaborates further on the strategy teachers choose in teaching speaking.

This research is different from the previous researchers above. While the previous researcher focused only on teacher-selected strategies in teaching speaking, this research focuses on teaching of short dialogue. A short dialogue in

this context is the teacher teaching the short dialogue material to the student in the speaking context. The teacher asks students to make text with their classmates and then practice the short dialogue text in front of the class. Further, this research involves students' responses to find out their responses to the teacher's strategies.

B. Research Questions

Referring to the background above, this research is aimed to answer the following questions:

1. What are the strategies used by English teacher in teaching students' speaking fluency of short dialogue to the 8th-grade students of MTS Yasiba Bogor?
2. What are the problems of English teacher in applying strategies in teaching speaking fluency of short dialogue to the 8th-grade students of MTS Yasiba Bogor?
3. What are the students' responses toward the teacher strategies in teaching speaking fluency of short dialogue at MTS Yasiba Bogor?

C. Research Purposes

Regarding the research problems above, this study aims:

1. To describe the selected strategies the English teacher uses for teaching speaking to the 8th-grade students of MTS Yasiba Bogor.
2. To find out the problems of English teacher's in applying strategies to teaching students' speaking skills at the 8th-grade students of MTS Yasiba Bogor.
3. To discover the students' responses toward the teacher's strategies in teaching speaking fluency of short dialogue at MTS Yasiba Bogor.

D. Significance of Research

This study is expected to be a source of knowledge regarding the theory of teachers' strategies in teaching speaking fluency of short dialogue, particularly for teachers who need to teach speaking in a number of ways.

Theoretically, the outcomes of this study should provide a concise summary of the strategies employed by English teachers to educate students speaking fluency of short dialogue. As a result, for future researchers interested in this topic, this research should provide useful information and references. In practice, this research

is critical for teachers in developing suitable and diverse teaching strategies for speaking fluency of short dialogue.

E. Research Scope

While there has been a variety of research on teachers' strategies for teaching speaking of short dialogue, there have been few studies on teachers' strategies for teaching students speaking fluency of short dialogue; this study focuses on one English skill, namely speaking. Thus, the purpose of this research is to elucidate the teacher's technique for teaching students speaking fluency of short dialogue.

The scope of the study is limited to recruiting one English teacher volunteer and six students in the 8th grade of MTS Yasiba Bogor.

F. Conceptual Framework

Teaching is defined as the process of imparting knowledge to students. When conducting a teaching activity, the teacher is conveying knowledge, a message, or a skill to the student, and an interaction process occurs between the teacher and the students. Many experts have defined the term "teaching" in various ways. According to Feiman et al., cited in Ball and Forzani (2009), teaching is defined as assisting individuals in learning "worthwhile things," which, as they point out, adds an explicitly moral dimension. Furthermore, Cohen, as cited in Ball and Forzani (2009), emphasized that teaching, defined as assisting others in learning to do specific things, is a daily activity in which many people engage on a regular basis.

Thornbury (2005) defines speaking as interactive, requiring the ability to collaborate in the management of speaking turns. A ccording to Thornbury (2005), speaking is a skill that must be learned and practiced independently of the grammatical curriculum. According to Kayi (2006), speaking is a productive skill in the oral form. Like the other skills, speaking more difficult than it appears at first and includes more than merely pronouncing words.

As for Nunan (2003) in Kayi (2006:1), teaching speaking means that the teacher instructs the listener to (1) construct the English speech sound and sound design, (2) use word and sentence, emphasis intonation practice and the rhythm of the second language, (3) determine proper words and sentences according to the suitable social setting, audience, situation and subject matter, (4) manage their ideas

in a consequential and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language fast and confidently with few unnatural pauses, which is named as fluency.

In the classroom, many speaking teaching strategies are employed in a variety of circumstances. Simulation, communication games, drilling, and conversation are some ways for teaching speaking. Simulations are activities in which students act out various social situations and roles (Harmer, 2001; Thornbury, 2005). As Solcova (2011) states, students develop their fluency best when they are engaged in tasks where all of their attention is focused on producing something rather than the language itself. A ccording to Thornbury (2005), drilling is an approach for improving pronunciation by imitating and repeating words, phrases, and entire utterances. It encourages students to pay attention to new materials, reinforces words, phrases, or utterances in their brains, transfers new objects from working memory to long-term memory, and gives a method for establishing articulatory control over language (Thornbury, 2005).

G. Previous Studies

Growing base investigations regarding the same issue with this research. Several previous studies have been completed and used to compare and contrast with this present study.

First, according to Pakula's (2019) research, several instructional implications and research ideas are presented based on theoretical and research reviews. The educational consequences include the teaching of fluency and formulaic sequences, spoken grammar, and linguistic, sociolinguistic, and pragmatic competencies. Pair and group work, communicative exercises with chances for meaning negotiation, and creative spoken creation are all examples of sociocultural theory in the classroom. It is recommended that teachers use their pedagogical content knowledge (PCK) to combine theory with classroom applications. Suggestions for additional research are presented.

Second, according to the previous study, Gea et al. (2021) focuses on explaining the teacher's strategy in teaching speaking skills to students at SMP Dharma Pancasila Medan. The research is being conducted to determine what the

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teacher uses to teach speaking skills to special class students at Smp Dharma Pancasila Medan, as well as the methods employed by the teacher and the issues and solutions encountered in the implementation of teaching and learning. This study use qualitative technique. Teachers from SMP Dharma Pancasila Medan participated in the study. Data was gathered through a questionnaire administered by an English teacher. The results revealed that the teacher's method was just a question-and-answer strategy.

Third, the research by Sanjay and Narayana (2020) showed several methods for encouraging students to participate in more public speaking activities. Many of these strategies are positively employed by participants, however there are some limitations in our academic system. For example, the teachers typically stick to the topics from the course book because they have to follow the curriculum. Furthermore, if the government supported, more native speakers would attend our colleges. The precise seating arrangements and group sizes are two further constraints that teachers encounter. Some strategies are not used in the way the researcher describes them, but this does not indicate that teachers failed in that regard. Dörnyei, for example, believes that regulations should be clearly established, negotiated with the teacher, and displayed in the classroom so that they are always visible. Those who do not obey them should likewise face consequences (including the teacher). The majority of participants do not employ this method, but they do perceive and respond to undesirable behavior.

Fourth, according to Sari and Zainil's (2020) study on teachers' strategies in teaching speaking English, the teacher used discussion, simulation, and communication games. The influence of the teacher's speaking strategies is to make students more involved in their learning, causing learners to think more positively, and enhancing the learner's motivation. Among the three teacher strategies, practically all students prefer communication games to teach speaking because they believe communication games can improve their speaking ability, increase their drive to talk, and make the teaching-learning process more enjoyable.

Fifth, Wahyuni (2013) investigated direct and indirect teacher methods in speaking instruction. This study demonstrates that students employ a variety of

strategies throughout the six strategy groups, lending support to the metacognitive approach. It also suggests that speaking skill and gender have a strong influence on effective strategies. This study also found that students apply strategies confidently, deliberately, continually, or with effort due to the success of the approaches or their use. Substances are created for Indonesian EFL educators, curriculum developers, and students..

Sixth ,Klaudia Paulikova (2018) This activity was discovered to improve fluency and complexity of speech when performing in a foreign language. Because the learners were forced to respond under time constraints, students had less time to consider the appropriate use of grammar or vocabulary, resulting in a spontaneous stream of speech creation. The practice increased the learner's confidence in public speaking because each correctly answered question pushed the learner ahead to achieve more.

The current study then attempts to assess teachers' strategies for increasing students' speaking fluency. This study employs qualitative research and a case study qualitative design. An English teacher and 23 students are observed by the researcher. The preceding research was conducted on teachers' techniques, but the objects were different. Previous study has concentrated on teachers' strategies for teaching speaking. Meanwhile, the current researcher is concentrating on teachers' strategies for increasing students' speaking fluency of short dialogues.