

CHAPTER I

INTRODUCTION

This chapter presents a comprehensive summary of the research conducted in the field. The components of this study encompass the Background of Study, Research Questions, Research Purposes, Research Significances, Research Scope and Theoretical Framework. This chapter also presents a review of prior research that is relevant to the current investigation.

A. Background

Speaking is one of the skills among all four linguistic skills to communicate with other people. Speaking plays a significant part in how emotions or thoughts are expressed orally. The capacity to talk fluently and attractively is a sign that someone is excellent at communicating verbally (Hornby, 1998). Individual oral activities should be the main emphasis of language learning activities in the speaking class.

According to Harmer (1990), the purpose of speaking instruction is to prepare students for conversation. Conversation is the most basic kind of oral communication (Celce & Murcia, 2001). We get social support via talking to people. Whether chat with friends, coworkers, and family members to share information, get advice, or just to vent, doing so will help to put things in perspective, which will help to develop speaking skill.

The teacher may also have previous teaching experience. Experience is a crucial factor that a teacher must have in deciding teaching strategies, which influences a student's quality. Teachers need to know what to teach their students. Rao (2018, p.289) assert, "a teacher must select appropriate strategies and method to meet their objectives, and goals." The teaching strategies should be engaging and able to hold students' interest. Strategies should help students be able to communicate effectively and efficiently, especially while teaching speaking.

In English language learning, there are some anxiety factors in speaking which cause students to be reluctant and anxious to speak English in classroom.

Namely lack of confidence, pronunciation factor, and fear of negative evaluation. Besides, the teachers also had problems in teaching speaking. They more often teach the theory rather than practice. Although the teaching of speaking can be integrated into other skills like reading and writing, teachers think that time is insufficient to do that, and priority is given to other skills rather than speaking since they are included in the exam and speaking not.

Furthermore, according to Al Hosni (2014), students unable to speak English because of lack of vocabulary, student also afraid of making mistake in speaking English in front of their friends. Some students feel difficult to communicate in English whether with the teacher or even the classmate. The students feel nervous and afraid to speak in the wrong form. Many of them struggle with English conversation, and it is necessary to identify the appropriate teaching strategy to overcome their speaking difficulties in the classroom.

One of the teaching and learning activities to solve of the students' problem in speaking is by using English conversation. Al-Abri (2008) argued that a lack of oral activities is a strong cause of students' speaking difficulties, and thus he recommended to include some oral activities as well as songs, rhymes, simple stories, and more conversational language to enable the students to have more fun and enjoy learning to improve their speaking skills. The process involved in fluent discourse must be addressed to enhance speaking skills.

Regarding these problems, the writer is looking for practical solutions that can be used to enhance students' speaking fluency. Previous research by Rahmat, Wibowo at al (2020), concluded that English conversation club are effective in increasing students confident in English, as well as improve their speaking ability. In addition, Suparman (2017), examined at students' abilities and perceptions of communicating in English through conversation. Ariesa, Sudarsono, and Luwandi (2021), on the other hand, explored the teachers' experience in teaching speaking in SMAN 10 Pontianak and examined the strategies to teaching speaking using STAD.

Based on the problems above, the writer is interested to do this research at MTs Miftahul Falah Bandung due to strategy is used by teachers in teaching English

conversation in this school. As a result, it is appropriate with this research which investigate the speaking issue. This study determines the teachers' experience using English conversation in teaching speaking. The English teacher and eight grade students were chosen as participants in this study. The Focus of this study is to investigate the teachers' experience in teaching conversation and the students' speaking abilities. English conversation was chosen as a study topic since the communication is very important in this era. Students are required to be able to speak English as a tool of communicate (Brown, 2001). Therefore, this research addresses the research questions as follow:

B. Research Questions

Based on the background above, there are problem of this research:

1. How does teacher's prior experience using English conversation influence their instructional practices and strategies in teaching speaking?
2. How was the strategy used by the teacher in teaching English conversation improve the students' speaking skills?
3. How are the students' responses toward the strategy used by the teacher in teaching speaking using English conversation?

C. Research Purposes

1. To find out teacher's prior experience using English conversation influence their instructional practices and strategies in teaching speaking.
2. To find out the strategy used by the teacher in teaching English conversation improve the students' speaking skills.
3. To identify the students' responses toward the strategy used by teacher in teaching speaking using English conversation.

D. Research Significances

Theoretically, this research can aid in developing a thorough knowledge of teachers' experiences using English conversation in teaching speaking.

Furthermore, this study will explore students' responses toward teachers' strategy in teaching English conversation. Practically, the study emphasizes the following:

1. Teacher

This research can be used as a reference in applying a strategy to improve students' speaking skills.

2. Student

This study may be used as a reference to help them enhance their speaking skills.

3. Researcher

This research will provide light on crucial educational process elements that other studies could not address.

E. Research Scope

This study focuses on exploring teachers' experience in using English conversation so that it can show their opinion on teaching speaking. Furthermore, this study will reveal whether or not students are able to communicate effectively. In this study, the population is second grade students at MTs Miftahul Falah in the academic year 2023-2024. The researcher will analyse the data and interview the teacher with specific experience using English conversation in teaching speaking. The writer then observes the class. As a result, this study is conducted at MTs Miftahul Falah, Bandung.

F. Theoretical Framework

This study evaluates teachers' experience in teaching speaking. Furthermore, this study is intended to explore teachers' strategies in teaching speaking using English conversation. Therefore, it leads the discussion of ideas and perceives the link among them as the conceptual framework. Those ideas are teachers' experience, Teaching speaking, and strategies in teaching English conversation.

Teacher experience is probably the key factor in making the great class. As teachers gain experience, their students are more likely to do better on other

measures of success (Kini & Podolsky, 2016). A teacher with experience will be better able to determine each student's personality and decide whether instructional strategies or activities are best for them.

Furthermore, teaching as process was to give information to the learners. According to Nunan (2003), teaching speaking is the teachers teach the students how to make the English speech sound, word, phrase, stress intonation pattern, and rhythm. Appropriate strategies and techniques must be used when teaching speaking. Brown (2001) defines teaching methods as a set of general class specifications and a step-by-step approach to achieving linguistic goals.

Teachers used various teaching strategies in the teaching and learning process. Teaching strategies were important because they determine teachers' success in reaching teaching objectives. Brown (2006) defines strategies as "attacks" used by humans in a specific situation, which differ from person to person. The strategies employed by the teacher should be interesting and capable of collecting the attention of the students. Strategies for teaching speaking, in particular, should enable students to communicate efficiently and effectively.

The goal of speaking is to prepare students to communicate with others. Conversation can help students improve their speaking skills. The learners must be able to communicate in the target language. Conversation is a joint activity in which two or more participants communicate interactively using linguistic forms and nonverbal signals (Brennan, 2010).

Additionally, this study provides the teachers' strategies in teaching English conversation. There were some strategies that can be used by English teacher in teaching speaking especially conversation, such as pair work, role play, drilling, and group discussion. Making strategies is dependent on the materials and the state of the class. Every strategy has a role for both teachers and students, as well as principles. The most important strategy is to get the students involved in the class.

In conclusion, this research utilizes certain idea to examine the teacher's experience in teaching English conversation. As a result, the narrative analysis will be used. While, this research also explores the teacher's strategies in teaching

English conversation. It is about the activities or implementation in the teaching learning process. It could be the methods the teachers used to present the materials.

G. Previous Study

According to the title, there is previous research that the researcher found. The first study was conducted by Ariesa, Sudarsono, and Luwandi in 2021. The research explored the teachers' experience in teaching speaking and examined the strategies to teaching speaking using STAD. It was conducted at high school in Pontianak, Kalimantan Island, Indonesia. The participant of this study was an English teacher, who has been teaching for ten years. The data were collected through interview, audio-visual materials, and document review to know the score of students before and after using STAD. The results showed that the implementation of the STAD technique had a significant impact on the speaking learning achievement of the students. Specifically, it was observed that 9 out of the total 36 students shown an improvement in their scores by 4%. Several internal elements played a role in the students' achievement, specifically, the students' active participation, effective motivation strategies, and enhanced student abilities. Furthermore, the results indicated that some students were unable to achieve the desired learning outcomes through the implementation of the Student Teams Achievement Division (STAD) instructional approach. This research is faced with various challenges, specifically time management, class management, and inadequate speaking skills.

The second research was carried out by Raihan, Fitriani and Chairina (2018). This study investigated the drawback of role play steps implemented by the teacher while teaching speaking. It was conducted at SMP Teuku Nyak Arif Fatih Bilingual School. The research used qualitative research methods, and the data were collected by interview and observation. By employing the role play methodology suggested by Huang (2008), the result showed that there were five steps of role play technique that the teacher applied in teaching speaking. There were Decide on the teaching materials, select the situation and create the dialogue, teach the dialogue for role play, have students practice the role play, comprehension. Furthermore, the research findings indicate that the teacher made modifications to two stages of the

role play process, while one stage was omitted during the implementation of the role play technique for teaching speaking. In summary, there were two steps that were not directly associated with the theoretical framework.

The third was conducted by Suparman (2017). The research examined at students' abilities and perceptions of communicating in English through conversation. This study is a preliminary experiment pre-test and post-test. The sample was taken by using cluster random sampling technique. It was conducted at MTs Negeri Masbagik. The study's goal is to investigate the effectiveness of English conversation in improving students' speaking skills. The result showed the mean score of the pre-test was 7.21 while the mean of the post-test was 9.25. The result of hypothesis testing by using Paired-Sample t-test was $t(27) = 11.68$ at $p = .000$. It was lower than .05. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that the English conversation was significantly effective in improving students' speaking skill.

The fourth research was carried out by Wibowo, Haryani, and Rafsanjani (2020). This study explored the students' perception toward English Conversation Club. It was conducted at Ivet University. The participants of this study were students who join the English Conversation Club in Maritime Faculty. This research used qualitative approach, and the data were collected by questionnaire. The result showed the total number of respondents, 55 individuals (55%) expressed strongly agree, while 23 individuals (23%) indicated agree. No respondents selected the options of disagree or strongly disagree. Based on the findings of this study, it can be concluded that participation in speaking clubs gives positive outcomes in terms of enhancing students' confidence in English and fostering improvement in their oral communication skills. Most of the students had positive responses about the implementation of the English Conversation Club in learning speaking.

The other relevant study was conducted by Saragih at al (2019). This study is aimed at findings the strategies that used by English teachers in teaching conversation material at high school level in Medan. The participants of this study were five English teachers at senior high school in Medan. This research used qualitative approach, and the data were collected by observation and interview. The

results showed that the strategies of instruction employed by English teachers for teaching conversational subjects at the high school level in Medan encompassed role play, pair work, drilling, and group discussion. The utilisation of group discussion strategy was employed by the first and second English teachers. This approach was chosen due to its ability to enhance the enjoyment and relaxation of the teaching-learning process, as well as foster active participation among students in oral communication. The third teacher employed the method of role play in order to provide students with a direct opportunity to enhance their speaking skills in front of the entire class. The fourth teacher employed a drilling approach as a means to enhance the students' pronunciation skills. The last teacher employed the pair work technique, since it has been observed to enhance student engagement and provide them with a platform to actively participate in English communication within a paired setting. Students have the potential to enhance their confidence levels when engaging in oral presentations with other students, hence fostering increased participation in the classroom.

Previous research indicates that English Conversation is frequently utilised as a method for instructing English to EFL students with the aim of enhancing their speaking abilities. Furthermore, it is important to consider both the benefits and drawbacks of this phenomenon. Nevertheless, there is a lack of scholarly investigation about teacher's prior experience in teaching speaking using English conversation at MTs Miftahul Falah Bandung. The objective of this study was to investigate the influence of a teacher's prior experience and the instructional strategy employed in teaching English conversation on the development of speaking skills.