

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is a means of communication for people all over the world. They express their ideas, opinions, feelings, and thoughts through language. They need to communicate with each other to do or achieve what they want or need. English is one of the languages used by people in the world to communicate. As an international language, English plays an important role in communication. English, as a second language for most people in the world, has increasingly become the international language for business and commerce, science and technology, and international relations and diplomacy. Therefore; English is very important to be learned by students, especially to face the global era.

Language has evolved into an essential component that pupils must acquire in school. English has long been a part of the Indonesian curriculum, beginning in primary school. Junior high pupils must achieve the functional level of communicating

vocally and in writing in order to solve everyday life challenges, seniors, on the other hand, are expected to achieve the informative level since they are prepared to continue their study through college. Due to the fact that English is a foreign language in Indonesia, the level of epistemic literacy is thought to be too high for high school students to acquire. To be fluent in English, students must master the four core language abilities of hearing, reading, writing, and speaking.

Speaking is an important part of learning a foreign language. Students should be proficient in the following aspects of public speaking: vocabulary, pronunciation, grammar, and fluency. Speaking is one of two kinds of productive skills besides writing. Nunan stated that speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning.¹

In Indonesia, English is regarded as a foreign language. The fact that English is taught in a formal setting in Indonesia demonstrates this. In order to acquire four specific language

¹ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 48.

skills—speaking, writing, listening, and reading—English is taught as a required subject in junior high school, high school, and even higher education. The outcomes of teaching English in Indonesia still fall far short of expectations. As a matter of fact, we can see many alumni and, surprisingly, English understudies who actually can't impart and utilize their language well. Thusly, English is generally excellent to be given to understudies since the beginning. because they still have good thinking and perception skills.

In this case happened a year ago when the researcher conducted Field Work Practice (PLP) at MTs Negeri 1 Serang, students were less interested in speaking English. This happened because they did not know what to say. They found it difficult to put words together and were sometimes afraid of making mistakes and sometimes they were embarrassed to speak to their deskmates. As a result, they looked nervous when expressing their thoughts. In addition, according to Fajariyah, there are five causes of students' low speaking ability. For example, students rarely answer questions verbally. They also speak a lot with

pauses. and have difficulty finding the right words in sentences and phrases. Then, she added, there are other factors that cause students' low speaking ability. For example, students learn through worksheets that contain various types of assignments. This happens because the teacher asks students to do practice questions during the learning process and only relies on the assignments on the worksheet. If there is a dialogue, the teacher simply asks students to do it and read it in front of the class. This technique cannot improve students' speaking ability.

Prior to this study, there may have been limitations in the teaching methods used in the classroom, which were not interactive enough or did not facilitate the development of students' speaking skills effectively. This study attempted to address these issues by implementing dialogue activities. There may be a lack of previous studies that specifically examine the effects of dialogue activities on students' speaking skills in the same context. This study attempts to fill this gap by providing empirical evidence on the effectiveness of the dialogue method. Students have varying levels of speaking ability. This study may

face challenges in accommodating these variations and ensuring that all students benefit from dialogue activities. This study may only measure certain aspects of speaking ability, such as fluency, without considering other aspects such as pronunciation, vocabulary, or grammar. This may be a gap in the overall understanding of students' speaking ability.

Based on the results of observations, researchers found in SMP Miftahul Ulum the weaknesses of lack of vocabulary, reluctance or fear of speaking English and students' English language skills are less noticed, one of which is students' speaking skills. They are required to practice speaking in English during the English teaching and learning process. Based on the research background above, as a researcher, I provide contributions and innovations in my research, namely the application of the dialogue method, the 3-phase learning method and recommendations for teaching practice. So the researcher is interested in conducting research related to teaching speaking with the title "Improving Students' Speaking Skills Through Dialogue in Class VIII of SMP Miftahul Ulum".

B. Statements of the Problem

The problems of the study with the term, “ Improving Students’ Speaking Ability Through Dialogue,” are limited to some aspects of this research.

Based on the difficulties raised, the researcher concentrates the research on increasing student capacity through dialogue of eighth grade SMP Mifathul Ulum, Serang in the academic year 2023/2024 as follows:

1. How is the improvement students speaking ability in the eighth grades of junior high school at Miftahul Ulum?
2. How is the effectiveness of English dialogue in teaching student speaking ability?

C. The Aims of The Study

Based on the problem statements above, the aims of the study are:

1. To know the improvement of students’ speaking ability in the eighth grades of junior high school at Miftahul Ulum
2. To find out how effective english dialogue in teaching speaking ability to junior high school students.

D. Assumption and Hypotheses

1. Assumption

This study assumes that the use of the dialogue method can improve students' speaking ability. It is expected that students who are involved in dialogue activities will be more active and motivated to speak English. Assumptions about Students: Students have sufficient background in English and are able to participate in dialogue activities. Students have an interest and desire to improve their speaking ability. Assumptions about the Method: The dialogue method is considered effective in the context of language learning, and can help students overcome speaking barriers.

2. Hypotheses

Null Hypothesis (H0):

There is no significant difference in students' speaking ability before and after the implementation of the dialogue method. (H0: $\mu_1 = \mu_2$)

Alternative Hypothesis (H1):

There is a significant difference in students' speaking ability before and after the implementation of the dialogue method. (H1: $\mu_1 \neq \mu_2$)

E. Clarification of Terms

It is important for the research for the researcher to clarify the terms used in this paper as follows:

1. Dialogue Activities:

Dialogue activity is a learning method in which students engage in conversation or dialogue aimed at improving their speaking skills in English. Dialogue activities can involve different types of dialogue, such as mini-dialogues, short dialogues, or picture-based dialogues.

2. Speaking fluency:

Speaking fluency is a person's ability to speak the target language fluently, without being hampered by difficulty finding words or experiencing excessive pauses when speaking. Increased speaking fluency indicates that a person can express thoughts and ideas fluently and effectively.

3. Pre-test and Post-test:

The pre-test is carried out before the treatment or intervention is given in research, while the post-test is a test carried out after the treatment or intervention is given. Pre-test

and post-test are used to compare students' abilities before and after treatment to see changes or improvements that occur.

F. Previous Study

In this study, the researcher found several topics that both explain improving the students' speaking ability with different purposes and methods. In this section, the author takes several previous studies as references to review this research: First, research by Ratna Kurnia Dewi (2017), entitled *Improving Students' Speaking Skill Through Dialogue* that the use of dialogue techniques in learning speaking has succeeded in improving students' speaking skills at SMPN 3 Kragilan, Serang. The research results showed a significant increase in students' speaking abilities after implementing dialogue activities in learning. By using a dialogue approach, students become more active, confident and enthusiastic in participating in the teaching and learning process. They also show improvements in the use of appropriate vocabulary, correct grammar, and the ability to communicate more fluently. From the data analyzed in research conducted by Ratna Kurnia Dewi, there was a significant increase

in students' speaking abilities after implementing dialogue techniques. The trial results showed that the average pre-test score before the research was 4.5, while after the research, the score increased to 7.2 in the final post-test. This shows that the use of dialogue techniques in speaking learning is effective in improving students' speaking abilities². Research conducted by Ratna Kurnia Dewi uses dialogue techniques in learning to improve students' speaking skills. The results show a significant increase in students' speaking skills after applying dialogue techniques, focusing on aspects such as the use of appropriate vocabulary, correct grammar, and fluency of communication. while this researcher used the dialogue method, but focused more on quantitative analysis of pre-test and post-test scores to measure the improvement of students' speaking ability. This study provides more detailed data on the average scores before and after the intervention, as well as statistical analysis that supports the effectiveness of the dialogue method.

² Ratna Kurnia Dewi, *Improving The Students Speaking Skill Through Dialogue* (Surakarta: Sebelas Maret University, 2011), 96.

Second, research by Nasrullah (2019) entitled *Improving Speaking Skill Through Whole Brain Teaching (WBT) as Strategy at The Tenth Grade Of SMAN 9 PINRANG*. This study aims to improve students' speaking skills through Whole Brain Teaching (WBT) as a strategy at the tenth grade of SMAN 9 Pinrang. The research was conducted using a Classroom Action Research (CAR) design with two cycles. The subjects of this study were 30 students. Data were collected through observation, field notes, and speaking tests. The results showed that the implementation of WBT significantly improved students' speaking skills. The students became more active, engaged, and confident in speaking English. Therefore, it can be concluded that WBT is an effective strategy for enhancing students' speaking skills. Recommendations for further research and suggestions for English teachers are provided based on the study's findings. The findings and discussion section of the skripsi "*Improving Speaking Skill through Whole Brain Teaching (WBT) as Strategy at the Tenth Grade of SMAN 9 Pinrang*" by Nasrullah includes an analysis of the data collected from pretests and posttests in both

the experimental and control classes. The results showed a significant improvement in students' speaking skills in the experimental class where Whole Brain Teaching was implemented compared to the control class. The discussion delves into the implications of these findings, highlighting the effectiveness of Whole Brain Teaching in enhancing students' speaking abilities and promoting active engagement in the learning process. The study emphasizes the importance of innovative teaching strategies like WBT in improving language skills and fostering a conducive learning environment for students and also to know how effective whole brain teaching in teaching speaking. It can be achieved by analyzing the data. The data were analyzed by using t-test. As the analysis of the data in the previous chapter, $2,2 > 1.669$, in significant degree of 0.05(5%). As the statistical hypotheses in chapter III, if $t\text{-test} > t\text{-table}$ in significant degree of $p.005$ (5%), it means that H_a is accepted and H_o is rejected. Whole brain teaching is effective to use in teaching speaking at the tenth grade students of SMA Negeri 9 Pinrang. The research method used by Nasrullah is quasi-

experimental design. The experimental group and control group were selected without random assignment. Both groups underwent pre-test and post-test. Only the experimental group received treatment using the WBT strategy, but the control group did not. While this study uses a pre-experimental one group design³.

Third, research from Ilham Kurnianto (2022) entitled *Improving Students' Speaking Skill Through Thematic Simulation Strategy At Sman 18 Makassar* demonstrated a significant improvement in students' speaking skills through the implementation of thematic simulation strategy. The findings revealed that after the treatment, students' speaking scores in the post-test were notably higher than in the pre-test, indicating a positive impact on their vocabulary and pronunciation skills. The results of the statistical analysis supported the hypothesis that thematic simulation strategy led to a significant enhancement in students' speaking abilities. The mean scores showed a substantial

³ Nasrullah, *Improving Speaking Skill Through Whole Brain Teaching (WBT) as Strategy at The Tenth Grade Of Sman 9 Pinrang* (Parepare: Institut Agama Islam Negeri, 2019), 78.

increase from the pre-test to the post-test, highlighting the effectiveness of this innovative approach in fostering students' speaking proficiency. The method employed in the study on improving students' speaking skills through thematic simulation strategy at SMAN 18 Makassar involved a pre-experimental design with a one-group pre-test and post-test approach. The data collected through pre-test and post-test assessments showed a notable increase in students' speaking scores after the implementation of the thematic simulation strategy. Specific findings from the data analysis include: first, The mean score of students increased from 41.25 in the pre-test to 80.62 in the post-test, indicating a substantial improvement in speaking skills. second, Students demonstrated enhanced vocabulary and pronunciation skills as reflected in their post-test scores. third, The statistical analysis supported the acceptance of the hypothesis that thematic simulation strategy positively impacted students' speaking proficiency. fourth, Students exhibited increased fluency and confidence in speaking activities after the treatment with thematic simulation strategy. fifth, The post-test results showed

that all students scored higher than in the pre-test, underscoring the effectiveness of the thematic simulation approach in enhancing speaking skills. The difference with this study shows that there is a significant increase in students' speaking ability after being given treatment using the dialogue method. The average pre-test score of students before treatment was 59.23, which is included in the low category, while after treatment, the average score increased significantly.

Of all the studies above that used dialogue activities, the differences can be seen in the objective of each study, such as the first study aims to find out about students' speaking abilities through dialogue activities in speaking learning, the second research is to find out the influence of the concept of speaking learning. Development of the use of this dialogue in vocabulary learning, these three studies aim to determine the effect of using this dialogue in increasing their knowledge and understanding of the material being tested, the next study aims to find out whether the use of this dialogue can affect students' reading ability or not, so this final research this research aims to find out whether the

use of this concept is able to change students' grammatical abilities because basically this concept contains images and colors that can attract students' attention, not only this image it also contains information according to the researcher's needs.

G. Organizing of Writing

Cover, title page, supervisor's permission, leverage page, motto, abstract, preface, table of contents, list of tables (if any), list of figures (if any), list of appendices, and transliteration guides are all included at the start of a research report.

Chapter I about Introduction of the problem which consists of background of the study, statements of the problem, the aims of the study, assumption and hypothesis, classification of term, previous study, and the organization of writing.

Chapter II Theoretical research results. This chapter aims to introduce the theoretical framework of reference theory as a basis for thinking and research. There are there subs; The first is speaking, consists definition of speaking, speaking ability, types of speaking, elements of speaking. The second concept of dialogue; consists definition of dialogue, the criteria of good

dialogue, dialogue in language learning, kinds of dialogue. The third conceptual framework.

Chapter III Research method. This chapter discusses how to conduct research which includes: research method and type place and time of research, population and sample, instrument, data collection and data analysing.

Chapter IV Finding and Discussion, this chapter explains the description of data and the analysis of data.

Chapter V contains the last paper, which is the last chapter in a series of discussions from Chapter 1 to Chapter 4. This chapter aims to make it easier for readers to understand the essence of the research which includes conclusions and suggestion.

The last part of this research report includes a bibliography, attachments, curriculum vitae, research permit, and statement of authenticity of work.