

CHAPTER I

INTRODUCTION

A. Background of Study

In accordance with Bailey (Bailey & Nunan, 2005), speaking is a fundamental part of communication, to be a good communicator, a speaker must use the grammar and vocabulary appropriately. In addition, the speaker must speak fluently and competently. When someone speaks, they use the language and interact to share feelings, thoughts, ideas and information. So, speaking becomes an important skill in actual speech. Moreover, speaking in different languages like English is important for foreign language learners.

As a foreign language learner, Pollard (Pollard, 2008) stated that speaking is a difficult skill because the learner must use the right grammar and vocabulary. So, teachers have the responsibility to teach speaking and prepare students to face the real world. The purpose of teaching speaking is to create effective communication. In achieving these goals, teachers as a facilitator in the classroom must find appropriate teaching techniques. According to Harmer (Harmer, 2007), the teacher's role in speaking must be a facilitator and feedback that can facilitate students in the learning process

and practice of English. Furthermore, if the right technique has been found, it will be easier to achieve effective learning goals.

Teacher techniques in speaking help students to overcome speaking problem. Some of the speaking problems on students are poor reading habits, unequal participation and practice of English both inside and outside the classroom, boredom and confusion in the application of grammar rules (Baron, 2020). One of the problems in speaking is boredom (Thornbury, 2007). With the existence of these problems, teachers should look for teaching techniques of speaking that is not boring. There are some techniques used by English teacher especially in speaking skill. Teacher uses some technique in speaking activity such as: (1) discussion, (2) information gap, (3) debates, (4) simulation and role play, (5) problem solving and others stated by Pollard (Pollard, 2008). With these speaking teaching techniques, it will make learners practice speaking easily and get a new learning ambiance so they don't get bored.

According to Liu (Liu et al., 2020) in December 2019 the corona virus (COVID-19) infected people in Wuhan China. Since COVID-19 first appeared in China, the virus has evolved over four months and quickly spread to other countries around the world as a global threat, some researchers say they cannot predict when the virus will end. Chhabra in Mulyani (Mulyani et al., 2021) noted that corona virus has affected all human life aspects, such as economics, business, to education field, as a consequence, schools close and teachers and other staff work from home (WFH) and students learn from home (distance learning). Therefore, learning conditions to be much different when compared to studying directly at school. With the movement of the learning system from offline to online, teacher teaching techniques definitely change and teacher perhaps automatically have to look for new learning techniques that are appropriate during online learning. As Tomei (Tomei, 2010) stated that online learning is a kind of distance learning. Distance learning is a learning system in which educators and students are in different locations (not face to face) so an interactive telecommunication system is needed to connect both of them.

Nowadays, there are many applications that support online learning such as whatsapp, telegram, google meet, google classroom and zoom applications (Silmi, 2017). From these applications, zoom meeting is the choice of teachers in implementing online-based learning. Zoom Meet is a

face-to-face conferencing platform where teachers and students can interact in person as if they were in direct. The zoom meeting application can be used in any institution such as: schools, colleges, offices and course institutions (Archibald et al., 2019).

Course institution is one of the non-formal educations that aim to develop an education, especially mastering lessons, for example, English courses. As discussed in Ahmad (Ahmad, 2016), English courses have the aim of providing the best training so that learners can master subjects such as English, and they can apply it in their schools or workplaces. Non-formal education, especially English courses, is a perfection of formal education because it provides learning opportunities for students who need more education as conducted at the LB LIA Serang course institute. According to LB LIA's website (lbli.com and lia.co.id), LB LIA course institute is one of the famous English learning places in Banten. Established on September 7th 1959, LIA started out with the name "Lembaga Indonesia Amerika". LB LIA course institute is a good place to be observed as the reason is that LB LIA has a good variety of teaching programs and techniques especially in speaking, as mentioned on LIA's website, LIA implements fun learning in which there are a lot of interesting and fun programs for students.

Based on these conditions, the writer is being interest in conducting a study entitled: "*An Investigation of Speaking Teaching Technique through*

The Media of Zoom Meeting Application (A Case Study at LB LIA Course Institute Serang Banten)". From the title, the problem that the writer found was about what techniques teachers use in teaching speaking, especially in a pandemic using the Zoom Meeting Application. The difference and novelty that is more prominent from the writer's research with previous research (existing research) is in the teaching media, because they mostly don't use media and do it directly while the writer use the zoom application and do it online (indirectly). Also, the reason why the writer chose the course institute, especially the LB LIA course institute as the writer's research place is because LIA has many programs and techniques in teaching especially speaking, which is in the future those teaching techniques can inspire teachers in the world of education, both for teachers and tutors of course institutions.

B. Identification of Problem

According to interview with English teachers, the researcher gets some information about the problems of teaching speaking in online class especially in zoom meeting application as follow:

1. Technical issues, for instance the signal also internet. The teachers and several students have unstable internet connection
2. Lack of motivation and dislike of learning speaking
3. The use of zoom meeting application in speaking class

4. The teacher's efforts to teach speaking with zoom meeting application

C. Limitation of Study

In this study, the researcher focuses on the teachers' technique in teaching speaking through zoom meeting application.

D. Research Questions

According to background of study, the researcher formulates two problems as follows:

1. What are speaking teaching techniques used by teacher and how are their implementations of those through zoom meeting application at LB LIA Course Institute?
2. What are the problems and solutions found by teacher LB LIA Course Institute in zoom meeting application?

E. Objectives of Study

The objectives of the study are listed below:

1. To investigate speaking teaching techniques and find out how the implementations used by teacher through zoom meeting application at LB LIA Course Institute.
2. To find out the problems and solutions faced by teacher at LB LIA Course Institute in zoom meeting application.

F. Significant of Study

This study has description about teachers' techniques in teaching speaking through zoom meeting application. So, the results of this study provide a contribution, especially for English teachers, for students, for campuses and for future researchers.

1. For English teacher, the results of this study can be used as feedback for teachers whether the teacher has applied the right teaching techniques in teaching speaking or not and also teachers can improve their speaking teaching techniques, especially in online class.
2. For students, the results of this study are expected to make students enjoy the learning process with interesting techniques used by teachers.
3. For researchers, this study can be an experience and will provide a lot of knowledge about speaking teaching techniques in online classes and also it can be a reference for the next study.
4. For campus or institution, the results of this study can enrich the reference books in the library and become a useful source.

G. Previous Study

The first previous study is "*Teacher's Techniques in Teaching Speaking Skill for Eight Grade Students at SMPN 7 Jambi City*" by Dini Eka

Andestina (Andestina, 2019). The purpose of this study was to determine the techniques used by English teachers in teaching speaking to class VIII students of SMPN 7 Jambi City. This research design is descriptive qualitative by collecting data through interviews, observation and documentation. Data collection was carried out by observing researchers making field notes of a teacher which includes; teacher styles in teaching English and how teachers apply these techniques in the teaching and learning process. The data collection technique used triangulation consisting of interviews, observation and documentation. The subjects of this study were English teachers and eighth grade students. Researchers found that teachers used two techniques, namely role playing and small group discussions in teaching speaking.

The second previous study is “*The Technique of Teaching Speaking at SMA Negeri I Nganjuk*” by Siti Nur Kholifah (Nurkholifah, 2010). This study aims to describe learning speaking skills at SMA Negeri I Nganjuk. It focuses on describing the application of techniques using simulation, debate and discussion in teaching speaking skills. This research is a descriptive qualitative research. The participants of this study were the teachers and students at SMA Negeri I Nganjuk. The instruments used to collect data were observation, field notes, and interviews. Researchers analyzed the data and then presented them descriptively. The results of this study are as

follows: role playing activities, debate and discussion are some of the speaking learning techniques at SMA Negeri I Nganjuk.

The third previous study is “*The Impact of Storytelling Techniques through Virtual Instruction on English Students’ Speaking Ability*” by Farzanah Khodabandeh (Khodabandeh, 2018). This study aims to examine the effect of storytelling through the use of Telegram application on oral language of EFL. The participants of this study were the thirty English students aged 18 to the 21. This study is a quasi-experimental research. The instruments used to collect data were questionnaires and interview (pretest – posttest). The results of the comparison of the first and the second interview confirmed the positive effect of storytelling and answering the questions on the Telegram.

The fourth previous study is “*The Effect of Storytelling via Telegram on Iranian EFL Learners’ Speaking Complexity*” by Mehdi Abbasi and Fatemeh Behjat (Abbasi & Behjat, 2018). This study aims to know the effect of storytelling via telegram on Iranian EFL learners’ speaking complexity. The participants of this study were 50 EFL learners in language institute. This study is an experimental research. The instruments used to collect data were OPT, pretest and posttest and short stories. The results of independent sample t-test between the posttest scores of the two groups revealed a significant difference between the scores of the experimental

group and those of the control group. It was also found that there was a significant difference between the experimental and control group regarding their speaking complexity.

The fifth previous study is “*Enhancing English Vocabulary Using CLT Method Toward SLB D Students via Zoom Application as Interactive Learning Media*” by Anggraheni (Anggraheni et al., 2020). This study aims to know w-how is the implementation of the CLT method towards English vocabulary. The research objects are special needs students of English Club SLB-D YPAC Semarang. Researchers apply the Communicative Language Teaching method to the students via zoom application. The research objects are six students, applying six materials on seven meetings. The research method used in the research is a descriptive qualitative method. There are four stages of techniques that are used, those are the observation, planning, action, and reflection stages. The results of the study are the students can practice English actively, and gaining new vocabularies during the learning process.

From those of previous study above, the similarities of the first, second, third and fourth previous study with the writer’s study is talking about speaking teaching techniques also the similarity of the fifth previous study with the writer’s study is talking about zoom meeting application. The difference from the first and second previous studies is: the focus on the 1st

previous study is to know the speaking teaching technique in the 8th grade of junior high school, the focus on the 2nd previous study is to know the speaking teaching technique in the 11th grade of high school while the focus of the writer's study is knowing the speaking teaching techniques in the course institute. Also in the writer's study used media whereas in the previous study 1 & 2 did not use media. The difference from the third and fourth previous studies is: the 3rd and 4th previous studies used the telegram application as the media, while in the writer's study the writer used the zoom application as the media. The difference from the fifth previous study is: the fifth previous study focused on vocabulary while the writer's study focused on speaking teaching techniques.

H. Organization of Writing

This paper is arranged into five chapters, every chapter has some points to explain the chapter.

Chapter I is introduction, this chapter consists of the background of study, identification of problem, limitation of study, statement of the problem, objective of study, significant of study, previous study and the organization of writing.

Chapter II is theoretical framework, this chapter consists of the theories from some experts such as definition of speaking, elements of speaking, functions of speaking, definition of technique, types of speaking teaching techniques, definition online learning, types of online learning platform, characteristics of online learning, history of zoom meeting application, advantages and disadvantages of zoom meeting application and steps for using zoom meeting application in online learning.

Chapter III is research methodology, this chapter consists of the research method, the site and time of study, participants and sample, data collecting and data analysis.

Chapter IV is finding and discussion, this chapter consists of explanation of the data description and the analysis of data.

Chapter V is closing, this chapter consists of conclusions and suggestions.