

## **CHAPTER I**

### **INTRODUCTION**

The research paper's initial presentation is highlighted in this chapter. To do this, the chapter looks at a number of topics, such as the context of the study, the rationale behind the topic selection, research questions, the study's purpose, and how it was conducted. This chapter discusses the crucial topics of key word definition, previous research, and the aim of this thesis arrangement.

#### **A. Background of Study**

One of the key factors in today's students' proficiency in the English language is the teaching of English speaking. The main goal of teaching English is to help pupils become more proficient in the English language. Aspects of English competencies including writing, reading, speaking, and listening are covered in grammatical studies. Due to the fact that these skills are essential for everyone, including students, they are now considered to be the fundamentals of science in English.

In order for individuals to comprehend the rules of English communication, it is important that speakers of English talk clearly and use language that is simple to understand. According to the rules of communication, those who communicate must be aware that what they are saying may be understood by others. The researcher also makes an effort to examine the impact of the pupils' linguistic exercises. They have the ability to able to express themselves effectively and in good language. Nevertheless, there are some issues in educational English communication that need to be resolved. The issue is that

there has to be greater focus on encouraging students to adopt effective teaching and learning strategies to improve their language skills.

However, the speaker occasionally found it challenging to elaborate on what they sincerely wanted to say, according to Brown, who claims that speaking depends on the complicated nature of the knowledge that needs to be communicated (Brown, 1994, p. 14). It suggested that speaking is a common activity that involves most individuals in order to share ideas and receive information as well as to clarify what someone is trying to say.

The researcher also quoted al Qur'anic verse that corresponds to Brown's statement above about the difficulty of clarifying what they want to say, namely in Surah An-Nisa verse 63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرَضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

The phrase "Qaulan Baligha" (which translates to "clear and effective speech") appears in the stanza. We may learn from the passage that it is advised to speak clearly and simply when we express anything in accordance with how this is understood to be said. If it relates to this research, specifically being capable to interact with someone in English, it is because this is directly tied to the capacity to communicate effectively. Because English is a global language of communication, being able to communicate in it is crucial for interpersonal interactions. In the modern world, a lot of individuals use language to describe who they are in addition to their national identification, culture, and other traits.

In Indonesia, there is still no 'real' English-speaking community. Many of

the individuals who are proficient in English live in metropolitan areas, often in Java's capital cities or larger cities. It is a far-fetched and utopian assumption to think that English would soon lose its position as a Foreign Language and advance in terms of usage as a language of communication (Jaliyya&Idrus, 2017, p. 220). The nervousness of using English to achieve communication objectives, such as presentation or public speaking, is at an all-time level and has become an expectation for the students because English discourse is rarely utilized in everyday life.

One of the disciplines that students study is English. In addition to being taught in regular schools, it is also taught in an institution of a religious nature, the Islamic Boarding School. Islamic Boarding School offers English instruction both in and outside of the classroom. In the classroom, students are led by an English teacher who also lives in the dorms with the students. Students should be able to speak English since they will be living together in a dormitory at an Islamic boarding school where they will come from various educational backgrounds and utilize it as a communication tool. In this situation, teachers as educators should take into account a variety of tactics that will be used to teach speaking at the Islamic Boarding School.

In such situation, junior high school level pupils at Islamic boarding schools are the first students to acquire English after finishing elementary school. Since speaking English is covered in lessons as part of the English curriculum, they ought to be able to do so. Students who have completed junior high school need to be able to communicate thoughts, views, or in answer to a query in simple

English, according to the KTSP curriculum (Putra, 2016, p. 3). After finishing their education, students are expected to mature into competent adults who can compete with other students for success in a variety of subject areas, particularly in learning English.

Regarding the previous concept, students in junior high school find it difficult to master the skill of English speaking due to the time allotted for the subject in their school. In other words, they don't talk properly as they grow. According to the phenomenon, many parents opt to enroll their kids in boarding junior high schools like the Islamic Boarding School. Since English is a required language in boarding school, there are a few Islamic Junior High Schools that offer boarding as a program to create a good environment for learning the language. As a result, the students who reside there will concentrate on improving their English skills, particularly speaking. Because they genuinely employ spoken communication in their daily activities while boarding.

Short conversations are a good approach to practice speaking skills, which is one thing that supports speaking skills. A quick exchange of words can help to support speaking abilities. Students' motivation will rise as they practice brief conversations in front of the class. Short discussion themes can be suggested by the instructor, or the teacher may invite the students to pick their own subjects and partners. Even though the goal of this activity is to help students speak more fluently in front of the class, it also means that students should enjoy and enjoy themselves while participating in it. In order to be prepared for conversation activities, students should practice saying and creating phrases and sentences.

This assertion makes the point that by conducting brief conversations, it is possible to precisely regulate the learner's limited freedom of expression.

According to observations made while teaching in the seventh grade at the Islamic Boarding School of Al Anshari BatuTungku, Tanah Laut, the average students are still less able to interact in speaking English who can speak English fluently cannot even speak English to communicate with all people because there isn't any controlled conversation. This is demonstrated when the teacher instructs each student to introduce themselves in front of the class, and they are much speechless and confused. Additionally, teaching speaking is a challenge for the English teachers at the Islamic boarding junior high school. For instance, the pupils' lack of English proficiency, the media they employed, and their manner. The teachers who were interviewed by the researcher claimed that the challenges they confront are caused by themselves, the kids, and media that is not given by the schools.

## **B. Definition of Key Terms**

### **1. Speaking**

According to Brown (2004, p. 140), speaking is a participatory process of creating meaning that involves producing, receiving, and processing information. Additionally, the capacity for sentence composition is crucial because oral communication occurs when someone decides to carry out a valid action of a fundamentally social nature.

### **2. Short Conversation**

A dialogue typically lasts 10 lines, although in this case the author only suggests

five to eight utterances. The kids' limited vocabulary is the root of the problem. The shortest conversations tend to be very straightforward; they often involve a lot of talking in between the "hello" and "goodbye" phases (Sacks, 1974, p. 42).

### 3. Boarding School

A school where students reside in dorm-style housing as opposed to their houses. This study explores an Islamic boarding school that offers instruction with an Islamic focus in line with Islamic beliefs while also emphasizing other subjects, like English.

#### **C. Research Questions**

1. How does English teacher use short conversation in teaching and learning speaking with short conversation at Boarding School?
2. What are the difficulties faced by English teacher in teaching and learning speaking with short conversation at Boarding School?

#### **D. Objectives of Study**

1. To explain the procedure of teaching and learning speaking by using short conversation at Boarding School.
2. To find out the teacher's difficulties in teaching and learning speaking with short conversation at Boarding School.

#### **E. Significance of Study**

The findings of this research should be useful, both practically and conceptually, for the following:

##### 1. Teachers

In theory, teachers can incorporate several ideas into students' learning

approach boundaries while they are studying English as a foreign language, particularly when it comes to reading ability. In order to comprehend pupils more effectively, teacher educators might put into practice ideas and comprehensions connected to learning methodologies.

## 2. Students

In theory, students comprehend several speaking skill learning strategies to hasten and improve their comprehension. Practically speaking, students may use the principles they learn to interpret English to attain satisfying results.

## 3. Future Research

In theory, it serves as a comparison or input for various speaking skill acquisition methodologies. Researchers in the future might theoretically use a number of techniques to learn and grow, as well as analyze, evaluate, and look at other elements of the different methods of learning.

## **F. Previous Study**

According to Lalu Suparman's research, English conversation is effective in enhancing students' speaking abilities (Suparman, 2017). The pupils tried every conversational technique to hone their speaking abilities. Pre-experimental design is utilized in this study to collect data for pre- and post-tests. The conclusion that data were collected and calculated using descriptive statistics is important.

Asvinia Fauziyah's thesis, "The Implementation Of English Conversation At Islamic Boarding School (Al Mawaddah 2)," might be used as a reference for earlier research. This study employs qualitative research

methodologies and use qualitative data gathering methods including interviews and documentation. The development, execution, and assessment of the English discussion curriculum at Al Mawaddah 2 Islamic boarding school are the main subjects of this study.

The study, "Public Speaking" Program At Daar El Qolam Islamic Boarding School, was carried out by Rosiana. Using observation, interviews, and document analysis, data from the research were acquired and employed in the case study methodology. The research focuses on pupils in class XI. This research intends to describe how the public speaking curriculum at the Islamic boarding school Daar ElQolam is being implemented and to get feedback on it from students, teachers, and English teachers.

The third study, An Analysis Of Students' Speaking Skill In Daily Activity At Darul Azhar Islamic Boarding School, was carried out by Mayang Sari as a consideration. The investigation of students' speaking abilities during routine school activities at Darul Azhar Islamic Boarding School is included in this study. Methods of qualitative research were applied in this study. Out of a total of 20 eighth graders, the researcher selected 10 for the study. Researchers employed observation, interviews, and documentation to gather data. Researchers divided data analysis into three key phases: data reduction, data display, and conclusion-making. Based on the data analysis, the researcher concluded that the students' speaking abilities were average and that they were generally unmotivated to use English in interviews for a variety of reasons, including the following: lack of vocabulary, lack of self-



assurance, lack of drive, fear of making errors, reliance on mother language, inability to express themselves, anxiety, concern that their listeners won't understand them, and embarrassment at speaking.

The purpose of a research by Sofyan H. and Ferry Rita (Sofyan & Ferry, 2021) is to ascertain if teaching eighth-graders at SMPN 1 Palasa how to have brief conversations improves their speaking skills. This study used a quasi-experimental research design. The author's research tools included pre- and post-tests. The overall post-test score is 75.56. And 61.45. The children responded well when dialogues were utilized to teach speaking. We can infer that conversational teaching can improve the fluency of English language speakers.

Teachers must help the students' speaking abilities in discussion class. The instructors who led a conversational topic were foreigners who spoke only in complete English while instructing and engaging students. Based on Budianto's research, Hadi and Zulaiha looked into the opinions of foreign instructors about the topic of teaching dialogue. The findings of this study revealed that foreign teachers had a number of issues with the students' comprehension, engagement, and instructional materials.

The strategies used by the teachers were using digital tools, gestures, language simplifying, early materials preparation, and discussion with senior EFL teachers (Budianto, Hadi, & Zulaiha, 2022, p. 142).

The study was carried out by Firda Maharani and published in her journal with the title "The Implementation of English Speaking Activities on

Students At Modern Al-Furqon Islamic Boarding School, Panaragan, Tulang Bawang Bara". The investigation's goal was to discover more about and provide an explanation for how speaking exercises helped students learn English more effectively. The study employed descriptive qualitative research and included a sample of 15 students. Researchers employed notes from field interviews, documentation, and questionnaire to gather data.

The purpose of the study, which was published by Wirda Maulia in her journal under the title "The Influences of Conversation Program at Madrasah Aliyah Babul Huda Tualang Cut in improving The Students' Speaking Skill," was to ascertain how the conversation program at the Babul Huda Islamic Boarding School affected students' speaking abilities. In order to gather data for this study, observational methods, questionnaires, and interviews were used. All of MA Babul Huda's female students made up the study's population. Based on the collected data, the study's conclusion is that the discussion program enhances students' speaking abilities.

The employment of English Conversation Gambits in a State Senior High School in Bandung Regency is the subject of a 2018 thesis by Diki Salman Alqo. Bandung. University of Indonesia's S2 thesis. The study's findings in relation to the experimental and control groups. The results demonstrated that by maximizing the usage of English Conversation Gambits during the framework's language concentration phase, the strategy increased students' speaking competency. The method's use encouraged students to complete the assignment in the target language, which enhanced their

speaking ability. Through task completion, it enabled students to experiment with and explore the usage of the target language. Additionally, the linguistic expressions of the pupils were made simpler and more natural by the English Conversation Gambits materials. While this was going on, the study's qualitative data analyses of classroom observations, questionnaires, and interviews showed that majority of the students under consideration had favorable sentiments regarding the application of the approach. The strategy was proven to be helpful in promoting the communication skills of learners of the language of target in a large class with heterogeneous competency, despite several problems and limits that were observed. The research's methodology is comparable to the classroom teaching and learning process in that it employs a qualitative descriptive approach. And Eric Keller's Gambits are the tactics that are employed. The differences in this study are the researcher choose teaching speaking skill conversation during teaching and learning English class while the previous researcher choose Task Based Learning in EFL Speaking Classroom.

#### **G. Organization of Thesis**

The viewer's knowledge of the entire study project is aided by this section. The following explanation explains how this is broken up into five chapters.

The backdrop of the study, definitions of important terminology, the research question, the purpose of the study, its significance, prior research, and the structuring of the thesis are all included in the first chapter.

The theoretical review and framework are in the second chapter. The hypothesis that explains why the study question under consideration exists is described in this chapter along with certain resources relating to brief conversations.

The third chapter is on research methods. Researchers describe the study design, research environment, participants, method of data collecting, and method of data analysis in this chapter.

The fourth is finding and discussion. In the conclusion, the researcher presents and analyses the findings from the interview. The researcher provides the information pertaining to the hypothesis from chapter two in the discussion.

The fifth and final chapter, which concludes the research, delivers the findings.