

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Research Background**

English is a foreign language that is widely studied almost all over the world. English is a language that must be studied in the Indonesian education curriculum. This is because English is an international language and has a significant influence on communication around the world, they find it difficult to speak in real time situation when it is demanded. There are many reason to overcome this. According Shen (2019), “Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. With English language skills In a good way, an individual can have the opportunity to get a job or enter a university. In addition, English is also one of the compulsory subjects that students need to face in order for them to graduate. Everyone should obtain a good quality education in order to compete in the world of work. With In other words, through education, one's life will be better and meaningful because educated people will be able to interact and communicate well and smoothly with other people.

Speaking, as one of the productive skills which is a process of conveying ideas that requires language as a communication tool, becomes an interesting topic to discuss in learning English. Speaking skills will show how well a person can arrange words to express thoughts or feelings so that people can understand them. Speaking itself is one aspect of language skills which is one indicator of language skills, where in language learning, verbal use, namely speaking, is one way to apply language knowledge. Barriers that make students still have poor English speaking skills, influenced by most students at school are reluctant to speak and have low English speaking skills for several reasons, teachers do not give enough time to students to practice speaking in class, and teachers also rarely use English in class, students are afraid to make mistakes, and

are hesitant in speaking to communicate their ideas, students also have limited English words (vocabulary) and do not know how to compose phrases and sentences. Meaning in conveying their ideas, seen again from teaching in subjects at school, such as teaching methods that are still not appropriate and the lack of independent practice by students.

Regarding the problem of variation above, the researcher considers that it is necessary to find alternative ways to provide suitable and interesting techniques related to students' conditions. The form of teaching variation also affects the results teaching process especially for students' speaking ability. Interactive Teaching techniques will encourage students to be more active in the learning process. Techniques used to design classrooms as well as activities involving guidance and practice to improve their speaking skills (Nguyen & Terry, 2017; Whitton, 2015). The technique used in this study is the Self-Directed Dialogue where the teacher must give students more opportunities to speak during the teaching and learning process, in the sense that the teacher also provides space for students to learn independently and are free to share the ideas they have in their minds. In the Self-Directed Dialogue, the students are asked to play role in which the situation of the conversation is built around the focal point or we can call as prop (Pratama & Rita, 2018). The English teachers have to think of the needs and interests of the learners while selecting topics for these activities. At this juncture, it is wise to quote Seamons (2020) that asserts, "While selecting the topics, the teachers have to take into consideration of the learners' needs and interests that lead the learners to work more on the given topics with interest and enthusiasm". Therefore, the teachers have to think more positively towards learner-centered methods to involve the learners by concentrating more on the activities related to speaking skills. One way to give students the opportunity to practice language is dialogue.

Dialogue can make students practice and use language according to the language of the function and situation. The function of language is

communication that requires someone to talk or communicate with other people (Rindal, 2014). Thus, dialogue can be used as a practice technique for students. There are many types of dialogue techniques that can be used by teachers in teaching speaking. One of them is self-directed dialogue technique. Where, the conversation is carried out between two students and will be controlled by the teacher who gives directions which consists of a series of commands. In self-directed dialogue, students are instructed to play a role in which the conversational situation is built around a focal point or we can call it a prop. This is certainly considered effective and more friendly to students, considering that junior high school students are the first school period in introducing English subjects and there is a need for stages and strategies that can make it easier for students to introduce English and improve their English speaking skills.

## **B. Research Questions**

Based on this background, the formulated of the problem in this study is as follows:

1. Is the Self-Directed Dialogue Technique effective to teach the Speaking Ability to the eight-grade students of SMP Negeri 2 Pontianak in the academic year of 2022/2023?
2. How effective is the Self-Directed Dialogue Technique to teach the Speaking Ability to the eight-grade students of SMP Negeri 2 Pontianak in the academic year of 2022/2023?

## **C. Research Purposes**

Based on the formulated of the problem, the purpose of this study are as follows:

1. To find out whether using the Self-Directed Dialogue Technique is effective to teach students Speaking Ability to the eight-grade students of SMP Negeri 2 Pontianak in the academic year of 2022/2023.

2. To find out the effect size from the treatment process of using the Self-Directed Dialogue Technique in teaching Speaking Ability to the eight-grade students of SMP Negeri 2 Pontianak in the academic year of 2022/2023.

#### **D. Scopes of the Research**

##### **1. Research Variables**

Variable is a term frequently used in research that define and identify while designing a research project. According to Creswell (2014), variables are best known as a criterion pra distinctive feture that the researcher deliberately research on finding the effect between one variable to another variable. Variables in the research are divided into two variables. They are Independent variable and Dependent variable which are listed as the following:

##### **a. Independent Variable**

An independent variable is the variable that is changed or controlled in a scientific esperiment to the test the effects on the dependent variable. According to Abiodun-Oyebanj (2017), Independent variable is a stimulus variable or input which is measured, manipulated, or selected. The Independent variable that used in this research is the use of Self-Directed Dialogue Technique.

##### **b. Dependent Variable**

A dependent variable is the variable that tested and measured in a scienfic eperiment. According to Abiodun-Oyebanj (2017). Dependent variable is a response variable or output which is observed and measured to determine the effect of independent variable. The dependent variable of research is Speaking Ability.

##### **2. Research Terminology**

The following definitions provided to ensure compatibility and understanding of these terms during the study.

a. Self-Directed Dialogue Technique

Self-Directed Dialogue is a teaching technique to teach English speaking skills in which students are asked to work in pairs and have conversations. Self-Directed Dialogue provides opportunities for students to use their own sentences in making dialogues, so students be more confident and feel confident to appreciate their English speaking skills.

b. Speaking Ability

Speaking ability defined as the skills, which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

c. Eight Grade Students

Eight grade students SMP Negeri 2 are Eight Grade Students of Sekolah Menengah Pertama Negeri. Located in Jalan Selayar, kecamatan Pontianak Selatan, Pontianak. In the academic year of 2022/2023.

## **E. Significance of the Research**

The significance of this research expected by the author to provide the following benefits:

### **1. Theoretical Significance**

This research is expected to be a reference for further researchers to increase the potential of teachers in designing English speaking learning techniques that are carried out during classroom learning and to increase teacher creativity in dealing with the new curriculum or K13 where teachers are required to be more creative in teaching, so with this teacher can prepare the “Self- Directed Dialogue” technique well.

### **2. Practical Significances**

With the preparation of this research, the researcher hopes that this research can make a valuable contribution to principals, teachers, and students and other researchers.

a. To the Principal

The results of this study are useful as evaluation material and increase school support for teachers in designing creative and innovative learning techniques.

b. To Teacher

As an evaluation material in improving and designing learning techniques that are supported by the correct and well-implemented application of "Self-Directed Dialogue".

c. To students

With this research, it is hoped that students can accept the English language learning system and the ability to speak in English using "Self-Directed Dialogue" which is designed by the teacher to make it easier for students to learn English. In the future, this technique continue to be monitored and evaluated so that students can easily follow lessons and maintain their achievements and potential.

d. To Other Researchers

The researcher hopes that the results of this study can be taken into consideration and inspiration for other researchers to be able to make learning techniques to improve English speaking skills.

## **F. Research Hypotheses**

In order to find the answer to the research question, the researcher needs to create the research hypotheses. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. As stated by Dayanand (2018) hypothesis is a tentative explanation that can be tested by collecting data. Thus a null hypothesis represents all other possibilities. The null hypothesis is generally symbolized as  $H_0$  and the

alternative hypothesis as  $H_a$ . The hypothesis of this reserach can be stated as follow :

1. Alternative Hypothesis  $H_a$

Self-Directed Dialogue technique is effective in teaching speaking skill to the Eight Grade Student of SMP Negeri 2 Pontianak in the Academic Year of 2022/2023.  $H_a$ : Means that there is significant effect of using Self-Directed dialogue technique in teaching speaking skill.

2. Null Hypothesis  $H_0$

Self-Directed dialogue technique is not effective in teaching speaking skill to the Eight Grade Student of SMP Negeri 2 Pontianak in the Academic Year of 2022/2023.  $H_0$ : Means that there is no significant effect of using Self-Directed Dialogue technique in teaching speaking skill.