

CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching becomes a difficult activity for the teacher because of the different characteristics of the students. They have their ways of learning English with different intelligences. Instead of competing, students mostly choose to collaborate with their friends. It is also difficult to get their attention and make sure that the teacher gets their attention in the classroom learning. Kurniawati K.L. (2023) states that teaching means the activity planned by the teacher to teach the material to the students. In teaching and learning, the teacher plays an important role in teaching the students. Teaching skills become specific skills related to aspects of the learning process.

Mastering English speaking skills is essential for students to face the challenges presented by the era of globalization. At the junior high school level, students often experience difficulties in speaking due to lack of confidence, limited vocabulary, and challenges with correct pronunciation. This situation requires creative teaching techniques, strategies, models or methods to increase students' interest and their ability to speak English. One of the techniques commonly used to develop speaking skills is the dialogue technique, which allows students to engage in conversation simulations in certain contexts.

Teaching English as a foreign language to Junior High School students requires a lot of thought when choosing the right teaching techniques. Murcia, M.C.

(1994) stated that a teaching technique refers to the relationship between the teacher and the students, which is probably the crucial factor in the teaching and learning process, which is why it is necessary to use an appropriate teaching technique. Melani. Y., et.al. (2024) state that the English language consists of four language skills. Speaking is one of the four language skills that need to be developed when teaching English. There are many teaching techniques that English teachers can use to teach speaking. This means that the teacher must choose the appropriate techniques for their students.

One of the important skills in learning English is speaking, because this skill allows students to communicate effectively in various contexts. However, many students at Islamic Junior High School 3 Padang Pariaman face challenges in improving their speaking skills. These challenges are often associated with lack of self-confidence, limited vocabulary, and limited opportunities to practice in real-life situations. This problem is in line with Nunan's (1999) observation, which shows that speaking is the most difficult skill for students to achieve because of its instant nature and the complexity of using correct grammar, pronunciation, and vocabulary simultaneously.

However, the students and the teacher had problems during the teaching of speaking. In Indonesia as a foreign language, the students did not seem confident enough to speak and lacked vocabulary. They also wanted to talk more in groups than individually. They found it difficult to pronounce the correct pronunciation of some English words and apply good accents and intonation. They also had problems with word structure. Then they seemed to be afraid to communicate because they

usually felt insecure about their English skills. Teaching speaking requires more time to practice, but because of the large number of students in the class, teachers have to find good techniques. Therefore, in applying techniques in teaching, teachers must be able to attract students' attention with the teaching techniques or strategies that are used as well as possible so that students become happier and more active in the learning process, especially in terms of speaking skills.

Fatihah et.al (2023) stated that one effective way to enhance English speaking skills is through the use of English dialogue. Despite the lack of words, this technique can encourage them to speak their minds, and over time their words will increase. Employing dialogue techniques in speaking exercises can significantly boost students' confidence in public speaking, enhance their knowledge, and promote active participation. Many students feel apprehensive and nervous when engaging in dialogues in front of the class, but by incorporating dialogue techniques, their self-assurance can be improved. This method also helps broaden their perspectives and facilitates the generation of new ideas and topics for discussion. Ultimately, utilizing dialogue techniques serves as an alternative means to enhance speaking skills.

In addition, many classes are primarily influenced by conventional teaching techniques or strategies, including rote memorization and teacher-centered methods, which result in minimal student engagement. According to Harmer (2007), developing speaking skills requires an interactive approach that inspires students and creates a supportive educational atmosphere. One effective technique is using dialogue, because dialogue encourages students to practice speaking by

imitating authentic conversations. However, for this dialogue technique to produce positive results, educators must be willing to innovate and adapt it to suit students' interests, language proficiency, and cultural context.

The ability to speak English is one of the important skills that students must have at Islamic Junior High School 3 Padang Pariaman. However, the results of observations made during practical field experience show that the speaking abilities of seventh-grade students are still low. One of the key factors that influences students' speaking abilities is the teaching techniques used by the teacher. Based on the results of an interview conducted online with one of the English teachers who teaches in seventh grade, there is a technique mentioned, namely dialogue, where the teacher has tried to direct students to practice speaking through dialogue, but there are still many students who cannot practice their speaking skills well through dialogue. It can be assumed that the teacher's techniques as described have not been successful or implemented. Therefore, teachers must modify it to suit the competencies desired by students. Basically, this research seeks to investigate teachers' efforts to modify dialogue techniques in the classroom.

Innovation in English learning, especially in speaking learning, is an important key in increasing students' motivation, ability, and involvement in communicating in English. Learning to speak is often a challenge for students because of limitations such as limited vocabulary, low self-confidence in students, and students do not have enough opportunities to practice speaking. By implementing innovation, such as the use of interesting dialogue techniques in learning, the use of digital media, the use of digital technology in learning, and various other innovations carried out

by teachers, teachers can create a more interesting and enjoyable learning atmosphere, and students can be more motivated and more actively involved in the speaking learning process. Innovation allows the creation of a dynamic learning environment, and provides opportunities for students to get the opportunity to practice more and explore their abilities in communication skills in a more meaningful and enjoyable way. Innovation not only helps students be more active in speaking English, but can also increase motivation in each student in developing speaking skills gradually and make students more confident in speaking English.

As has been discussed regarding the importance of innovation in English learning in terms of speaking skills, the importance of teachers innovating in English learning, especially in terms of speaking skills is to increase the effectiveness and attractiveness of the learning process so that students can be more motivated to participate more actively in learning. Teachers innovate in speaking learning by using dialogue techniques, this is because dialogue is one technique that can be said to be effective in training students' communication skills directly. Dialogue techniques can allow students to continue to practice speaking English well in situations that resemble real interactions, so that students can be helped in developing their abilities such as how to construct sentences, how to understand conversation patterns in dialogue, and improve pronunciation and intonation in each student's speaking ability. With the innovation carried out by teachers, teachers can create dialogue techniques that are relevant to what is in life or what is around students, adjust the level of difficulty to students' abilities, or integrate technology and media to make learning more interesting and interactive. In addition, teachers

can combine methods or strategies such as providing examples of dialogue, encouraging group discussions, or asking each student to write their own dialogue so that students are more involved in the activity during learning. Thus, the innovations made by teachers can not only help students to be more confident in speaking English, but also encourage students to think critically, work together in groups, and adapt to various communication situations.

Indications of innovation carried out by teachers who teach English in grade seven at Islamic Junior High School 3 Padang Pariaman, especially in speaking learning using dialogue techniques can be seen from the use of dialogue techniques that are adjusted to the context of students' lives. For example, when teachers choose examples of dialogues that are relevant to life or what is around students. Teachers not only provide examples of dialogues, but also invite students to collaborate in creating dialogues together, then practice them in front of the class. In addition, teachers also integrate the use of visual media such as videos to stimulate new ideas and vocabulary for students before practicing dialogue. Other innovations implemented by teachers such as dividing each student into one group to be able to interact and collaborate in dialogues that allow students to be more active in developing what they want to write in the dialogue and can increase students' self-confidence. Teachers also provide evaluations after the dialogue session and provide constructive feedback, as well as provide opportunities for students to address their shortcomings in terms of pronunciation or use of sentences in dialogue. This shows that teachers who teach English in the seventh grade at Islamic Junior High School 3 Padang Pariaman do not only rely on traditional

teaching methods or ways, but also strive to create more interesting and effective learning experiences through innovative dialogue technique.

Apart from being caused by certain factors, students' speaking abilities can also be influenced by teaching techniques used by teachers. Such as using dialogue techniques, not all students can and are capable of practicing their speaking skills through dialogue. The teacher should give the interesting activity to improve students speaking skills. One of the various activities is using dialogue techniques. Dialogue gives opportunity for students to express their ideas and it can also practice their critical thinking. According to William, these are the advantages of using dialogue in teaching speaking: students target of communication skill can be developed, dialogue is a technique which is the closest to the reality, it practices students natural and spontaneous in speaking, students have interest in learning because the exercises are realistic and meaningful, communicative ability of students can be practiced regularly, and the last in classroom, students have chance to practice communication by their own self (William Littlewood, 1981). So in teaching speaking the teacher should make the students more interest in speaking, because speaking is one of the skills that should be mastery by every student in school.

Therefore, based on the phenomenon & the problems discussed from those discussed in this background, the researchers is interested to analyze teacher's innovation entitled **“ANALYSIS OF TEACHERS' INNOVATION ON DIALOGUE TECHNIQUE IN TEACHING SPEAKING AT ISLAMIC JUNIOR HIGH SCHOOL 3 PADANG PARIAMAN”**.

B. Identification of Problem

From the research background above, there are several problems related to the teacher's techniques in teaching English, especially in teaching speaking:

1. This research was motivated by the students' low speaking ability.
2. This research focuses on the importance of innovation applied by teachers in teaching speaking skills, especially through dialogue techniques to increase student motivation, self-confidence, and involvement in the English learning process.
3. The challenges faced in learning to speak are the lack of opportunities for students to practice, which can be overcome by innovation in teaching techniques that are more interactive and relevant to life or what is around students.

C. Limitation of the problem

This research was conducted to analyze and investigate more deeply how teachers use, innovate, and modify dialogue techniques for teaching speaking so that students can increase their confidence in practicing and improving their English speaking skills. Based on these problems, this research will explore the speaking skills of seventh grade students in the classroom context, without considering external factors that might influence students' speaking skills, such as the home environment, educational background, or previous learning experiences. This research will be limited to English teachers who teach at Islamic Junior High School 3 Padang Pariaman. The number and characteristics of teachers involved will be determined to ensure that the data collected is relevant and representative.

D. Formulation of the problem

Based on the background, identification of the problem, and research focus above, the problem of the research can be formulated in the following questions :

1. What innovation did the teacher implement to modify the dialogue technique in teaching speaking to seventh-grade students at Islamic Junior High School 3 Padang Pariaman?
2. What are students respond to the dialogue technique used by the teacher when teaching speaking at Islamic Junior High School 3 Padang Pariaman?

E. Purpose of The Research

The purpose of this research is :

1. To find out teacher's innovation in teaching speaking especially those related to dialogue technique to seventh-grade students at Islamic Junior High School 3 Padang Pariaman.
2. To find out the students' responses to the dialogue technique used by the teacher when teaching speaking at Islamic Junior High School 3 Padang Pariaman.

F. Significance of The Research

Theoretically, this research will refine existing theories regarding techniques in teaching English such as dialogue techniques for certain purposes in Islamic Junior High Schools. Apart from that, it can be useful as a reference for teachers in using dialogue techniques in teaching speaking to Islamic Junior High School students.

Practically, the results of this study also help to better understand the speaking teaching process and choose effective techniques according to students' needs. It also allows students to practice speaking skills, and reduce fear of making mistakes and shyness when speaking.

G. Definition of Key Terms

1. Speaking: According to Thonburry (2005), oral communication or speaking is an interactive process involving two or more individuals, where both listeners and speakers must respond quickly to what they hear and actively participate.
2. Innovation: According to Rogers (2003) innovation is an idea, practice, or object that is considered new by a person or a certain group and can be used to increase effectiveness in a system. In the context of education, innovation is a process of deliberate change and is designed to increase the effectiveness of the education system in achieving better learning goals.
3. Teaching Speaking: Teaching (Brown, 2007:7) is guiding and facilitating, enabling learner to learn, setting the conditions for learning. It means that teaching speaking is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking.
4. Dialogue Technique: According to Richards, J.C and Schmidt (2018:169) dialogue is “a model conversation, used to practice speaking and to provide examples of language usage.