

CHAPTER I

INTRODUCTION

This chapter will present an introduction containing research context, research focus, research objective, significances of the study, scope and limitation and definition of key terms.

A. Research context

In language teaching, there are four skills, listening, speaking, reading and writing. Language is the most important aspect in human interaction. Language is a way to communicate between a people to another people. They can express something by language. Therefore language is important for daily life. English is a foreign language. It is taught to the student from the elementary school up university. The function of language is to be able to communicate with others, so speaking is very important for our lives, with speaking we can convey what we want to convey. In teacher education plays an important role in improving students speaking. This is done making dialoge in pairs so that speaking is improved.

David Nunan stated that the mastering art of speaking is a single the most important aspect of learning a second or foreign language, and success is measured terms of the ability to carry out a conversation in a language.¹ So, when

¹ . David Nunan, *Language Teaching Methodology, a text book for teacher* (New York : Prentice Hall international, 1991), page.39.

people learn English and are considered capable of those who can master the art of language, their intelligence in English can be seen from how he speaks English clearly and with quality.

Dialogue is a means of satisfying the reader's demand for concreteness. In speaking of imagery, we observed that most readers want to know how things look, smell, taste, sound, and feel.²

Dialogue is a communicating activity conducted by two or more people. Dialogue can be done well and is direction if there are topics or ideas in conversation. In the dialogue there are the subjects. The dialogue contains a question and answer about a particular topic. Questions and answers are submitted in turns. The topic in dialogue is in the form of light issues in everyday life. The dialogue topic is a theme in the conversation. Here, the researcher finds that the English teacher at specialization class of Nurul Islam Bataal Barat Ganding Sumenep often applying dialogue techniques in a way the teacher makes a basic dialogue, then forms students, then students must discuss and practice dialogue by developing basic dialogue and using expressions that are in line with the theme of dialogue, the English teacher apply this technique in every learning process and researchers want to focus on the role of teachers in applying dialogue techniques in develop speaking. The researcher choose this title because he wanted to find out more about the role of a teacher in teaching speaking by using dialogue as a learning resource to train or improve students speaking, especially in specialization classes in the Islamic school of Nurul Islamic Bataal Barat Ganding Sumenep. The English teacher said:

² william kenney, *how to analyze fiction* (newyork: monarch press, 1966), page. 82

"Actually there are many strategies that I use in teaching but, the strategy that I often use and in my opinion is very helpful for the smooth speaking of students is by making a simple dialogue and forming a partner to discuss and apply the dialogue orally".³

There is previous study that related with this research. The research is conducted by Rahmawati" *The Use of Dialogue Memorization Technique on Students' Speaking Skill at the First Grade in MA Al-Amin Pamekasan*". She founds that students at Al-Amin Pamekasan had difficulties in learning to speak, so there the teacher used dialogue techniques to improve students' speaking skills. there students are asked to memorize the dialogue given by the teacher and then practice.

The result of the study, dialogue memorization technique has been used on student speaking skill at the first grade in MA AL-Amin Pamekasan. From the observation and interview that the researcher done, the researcher can conclude that dialogue memorization technique can be continued by some teacher to teach speaking skill. it encourages the students to speak more and try to give a good idea of their speech.⁴

Based on the information and phenomenon above the researcher interest to doing research about **"The Role of Teacher in Teaching Speaking Through Dialogue at Specialization Class of Nurul Islam Bataal Barat Ganding Sumenep."**

B. Research focuses

³ Uun, *The English Teacher of nurul islam school, chat by whatshapp* (07 march 2019).

⁴ Rahmawati, *the use dialog memorization technique on students speaking skill at the first grade in Al-Amin Pamekasan* (stain pamekasan:2014), page 44

Research Focuses are so important to be provided because it will give information to the reader what will be discussed in this study. Research Focuses refer to research problem it is an Educational issue, concern, or controversies that the researcher investigates.⁵ According to Arry in Latief research focus refer to question raised in a research project which clearly reflects what kind of answer is expected to be discovered through the process of research.⁶

Based on the research context, the researcher has three research focuses, they are:

1. How does the teacher's role in teaching speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep?
2. What are the students problems in learning speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep?
3. How does the teacher overcome the problems in teaching speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep?

C. Research Objective

Muhammad Adnan Latief told book that, "Research Objective should be stated differently from research focus, as the research focus are stated as questions to be answered by the researcher".⁷ This research objective, those are :

⁵ John W. Cresswell, *Educational research: planning, conducting, and evaluating quantitative and qualitative research*(4th edition) {Boston: person education, Inc 2012), page. 66.

⁶ Muhammad Adnan Latief, *research method on language learning an introduction* (2nd edition) (malang : UM press, 2013), page. 16

⁷ Muhammad Adnan Latief, *Research Methods on Language Learning An Introduction*, (Malang : IKIP Malang, 2012) page. 27

1. To describe the role of teacher in teaching speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.
2. To identify the students problems in learning speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.
3. To identify how does the teacher overcome the problems in teaching speaking through dialogue at specialization class of Nurul Islam Bataal Barat Ganding Sumenep.

D. Significance of the study

According to Arikunto, the significance of the study is continuation of objective of the study.⁸ This part explain about the significance of the study, both theoretical significance and practical significance. In this case, the researcher hope this resulting some benefits for teaching learning process, there are :

1. Theoretical significant.

To establish the fact about using dialogue technique theory can affect student English speaking and to give information about technique are important for students, because of it can make practice and active on speaking to express their emotions and ideas in own language.

2. Practical significant.

- a. For the teacher

it is very important for the teacher because they will give many variations of technique on speaking skill.

⁸ Suharsimi Arikunto, *Research Procedure* (Jakarta Rineka Cipta, 2002), page 51.

b. For students

it is very useful that using dialogue technique is good for English literacy. So they use this chance to improve their language skill especially in speaking skill.

c. For the next researchers

it is as contribution of opinion that can be taken as references in research in the same topic or area.

E. Scope and Limitation of Study

Scope is the parameters under which the study will be operating. The problem that is focused on this research to conduct within certain parameters.⁹ Scope in this research is the role of teacher in teaching speaking through dialogue.

Limitation is matters and occurrences that arise on a study which are out of researcher's control. The researcher limit the object that will be conducted in this research the limitation is the specialization class of Nurul Islam Bataal Barat Ganding Sumenep. **IAIN MADURA**

F. Definition of Key Term

To avoid misunderstanding of the key terms used in this study, they are defined as follows :

1. The role of the teacher is a learning process in with the teacher runs the teaching learning process, in the sense of a teacher who regulates the course

⁹ Marilyn k. Simon, *disertation and scholarly research recipes for success* pdf.

of learning. From the teacher, students are taught to read, write and count. As well as from the teacher, students get new knowledge and character education.

2. Speaking is one skill in language learning that is very important to teach in the classroom
3. Dialogue is a conversation either verbally or in writing consisting of two or more people by discussing a particular theme or dialogue can also be interpreted as communication that has a high level and quality that includes the ability that to listen and also share experience with one another.
4. Specialization class is an English specialization class in which learning about English, in the specialization class the teacher emphasizes pursuing how to speak in English, the specialization class is held one week three times namely Saturday, Sunday and Thursday in formal school hours , all students who study in English specialization classes do not have coercion because only for students who have a high desire to learn English, so whatever the activities in the class they never complain even they are more enthusiastic.



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