CHAPTER I
INTRODUCTION

1.1 Background Of the Research

Speaking is a language meaning-making process in which information is created, received, and processed interactively. Speaking is a useful ability that uses sound production and reception to communicate an idea or objective. It is important for students to speak in order to develop students' communication skills because speaking is an interesting topic to discuss (Iman, 2017). It is crucial for a listener to actively participate in a conversation because it indicates that they have understood what the speaker is saying (Santhanasamy & Yunus, 2022). As a result, on the off chance that a audience comprehends what a speaker are saying, a discussion has as of now started. Talking does more for one than just form linguistically sound sentences. Instep, it includes a wide extend of social interactions, pragmatics, mechanics, and functions (Kürüm, 2016). When learning speaking Students' often face many problems that make it difficult for students to communicate with others.

English has a very important role in the era of globalization. English is an international language whose use is important in global interactions. English acts as a global or world language because English is studied and used as a means of communication in various countries, either as a first language, a second language or as a foreign language. In Indonesia, English is the first foreign language studied as a compulsory subject from elementary school to university. A child's speaking ability will not develop by itself, but requires an appropriate way so that the child is able to interact with his environment. With this interaction, your speaking ability will improve. A person's speaking ability is closely related to the development of the vocabulary they acquire. The more vocabulary they acquire, the better they will be at speaking. According to Tarigan, speaking is the ability to pronounce articulatory sounds in words to express, state and convey thoughts, ideas and feelings.

Cooperative learning refers to a teaching method in which students work together in small groups to help each other learn academic content. In one form or another, cooperative learning has been used and studied in every major

subject, with students from education to tertiary institutions, and in all types of schools. Cooperative learning is used to some degree by hunting thousands of teacher research on achievement out-comes of cooperative learning in elementary and secondary schools, and on the evidence supporting various theories to account for effects of cooperative learning on achievement. It builds on previous reviews by Rohrbeck, Ginsburg-Block, Fantuzzo, & Miller, (2003), Roseth, Johnson, & Johnson (2007), Sharan (2002), Slavin (2010, 2013), and Webb (2008).In earlier work, Slavin (1995, 2010, 2013)

Identified motivationalist social cohesion, cognitive-developmental and cognitive-elaboration as the four major theoretical perspectives on the achievement effects of cooperative learning. The motivationalist perspective presumes that task motivation is the single most impactful part of the learning process, asserting that the other processes such as planning and helping are driven by individuals' motivated self interest. Motivationalist-oriented scholars focus more on the reward or goal structure under which students operate. By contrast, the social cohesion perspective (also called social interdependence theory) suggests that the effects of cooperative learning are largely dependent on the cohesiveness of the group. This perspective holds that students help each other learn because they care about the group and its members and come to derive self-identity benefits from group membership (Johnson & Johnson, 2008, 1999).

Within this perspective there is a special case, task specialization methods, in which students take responsibility for unique portions of a team assignment (Aronson, Blaney, Stephan, Sikes, & Snapp, 1978; Sharan & Sharan, 1992). The two cognitive perspectives focus on the interactions among groups of students, holding that in themselves, these interactions lead to better learning and thus better achievement. Within the general cognitive heading, developmentalists attribute these effects to processes outlined by scholars such as Piaget and Vygot sky. Work from the cognitive elaboration perspective asserts that learners must engage in some manner of cognitive restructuring (elaboration) of new materials in order to learn them. Cooperativ learning is said to facilitate that process.

1.2 Identification of the Problem

The challenges faced in English language education at Islamic Centre Cirebon schools are multifaceted and deeply rooted in traditional pedagogical approaches. Primarily, the teacher-centered methodology dominates classroom dynamics, creating a passive learning environment where students are relegated to the role of listeners rather than active participants. This approach stifles opportunities for students to practice speaking, which is critical for developing oral proficiency. For instance, students often report anxiety when asked to speak English spontaneously, as they are accustomed to rote memorization of grammar rules and textbook dialogues rather than engaging in authentic conversations. This fear of making mistakes further discourages them from participating, perpetuating a cycle of silence and hesitancy in language use.

Moreover, the lack of interactive activities exacerbates the problem. Classroom interactions are typically limited to one-way communication, where teachers deliver lectures and students respond only when prompted. A study by Heriansyah (2012) on Indonesian EFL learners revealed that 68% of students felt their speaking skills stagnated due to insufficient practice opportunities in class. Similarly, in Islamic Centre Cirebon schools, the absence of collaborative tasks—such as pair work, role-plays, or debates—fails to simulate real-world communication scenarios, leaving students unprepared for practical language use.

Another critical issue lies in the mismatch between classroom instruction and the demands of the local workforce. Cirebon, as a growing economic hub with tourism and international trade, requires professionals who can communicate effectively in English. However, graduates from these schools often struggle to articulate ideas clearly during job interviews or workplace interactions. Employers in the region have noted gaps in employees' ability to handle basic conversational tasks, such as negotiating with foreign clients or delivering presentations, underscoring the inadequacy of current teaching methods (Pratama et al., 2022).

EFL teachers in these schools face systemic challenges in adopting innovative pedagogies like Contextual Teaching and Learning (CTL). Many educators lack training in student-centered approaches, relying instead on conventional techniques that prioritize written exams over oral competency. For

example, lessons frequently focus on grammar drills and vocabulary memorization, neglecting the application of language in meaningful contexts. Additionally, limited access to teaching resources—such as audio-visual aids, authentic materials, or technology—hampers efforts to create immersive learning environments. A survey by Razi et al. (2021) found that 72% of Indonesian English teachers felt unprepared to implement CTL due to insufficient institutional support and curricular flexibility.

The CTL framework, while theoretically robust, encounters practical barriers in implementation. Although the model emphasizes activating prior knowledge and connecting lessons to real-life situations (Al-Tabany, 2017), teachers often struggle to design activities that align with students' daily experiences. For instance, a lesson on "describing hobbies" might remain abstract if not linked to local cultural practices, such as traditional games or community events. Furthermore, the absence of a "learning community" component—where students collaborate and share insights—limits peer-to-peer learning, which is vital for building confidence and fluency.

The overemphasis on accuracy at the expense of fluency and pronunciation further compounds the issue. Students are frequently corrected for minor grammatical errors during speaking exercises, which discourages experimentation and risk-taking. Thornbury (2005) argues that this hyper-focus on correctness creates "communicative paralysis," where learners prioritize avoiding mistakes over expressing ideas. In contrast, effective oral communication requires a balance: while accuracy ensures clarity, fluency and pronunciation enable smooth and comprehensible interactions. For example, a student might grammatically correctly structure a sentence but render it unintelligible due to poor stress or intonation, as observed in Carter and Nunan's (2004) analysis of learner speech.

In conclusion, the problems in Islamic Centre Cirebon's English classes are systemic and multidimensional. The teacher-centered approach, lack of interactive pedagogy, misalignment with workforce needs, and imbalanced focus on language components collectively hinder students' speaking proficiency. Addressing these issues requires a shift toward CTL-driven strategies that prioritize active participation, contextual relevance, and holistic language development.

1.3 Limitation of the Problem

The researcher's focus in this research is on the approach of using teachers' comparative methods in teaching students to get used to pronouncing vocabulary in English. The research was conducted in of MTS ISLAMIC CENTER Cirebon with the 2023-2024 academic year as the research subject.

1.4 Research Questions

1. How are the result of the speaking skill of students who are treated through presentation dialogue?
2. How are the result of the speaking skills of students who are treated through the printed book media?
3. Is there a significant effect in improving students' speaking skills?

1.5 Aims of the Research

Based on the research questions mentioned above, the aims of this research are:

1. This research is one way to find out speaking skills and attitudes of grade 1 students at junior high school level, especially MTS ISLAMIC CENTER VOCATIONAL SCHOOL.
2. This research is one way to find out speaking skills of students who are treated through the printed book media.
3. This research aims to determine whether there is a significant effect of the guided conversation method in improving students' speaking skills.

1.6 Significance of the Research

1. It is hoped that the results of this research will be useful and can bring benefits students to improve their vocabulary mastery easily, and for teachers given additional information about methods in teaching English and becoming aalternative teaching, especially for teaching
2. This research can be used as a reference in improving teaching and learning Speaking learning process.

3. As reference material in the teaching and learning process, especially in facilitating student conversations.

1.7 Definition of Key terms

1.7.1   Contextual Teaching and Learning Approach

Learning so far has focused more on cognitive aspects to abstract academic concepts, and students are not yet able to connect what which is learned by its use in real life in society. Learning that So far, it has been accepted by students to emphasize the level of memorization of a series of topics or subject matter, but not followed by a deep understanding or understanding of what is has been studied. These are all the impacts of learning that have occurred so far from the learning process carried out which places more emphasis on mastering concepts alone. One of these strategies that is in line with what is expected in the KTSP is contextual learning strategies, or better known as CTL (Contextual Teaching and Learning). A contextual approach or strategy is a learning concept that helps teachersrelate the material taught to students' real-world situations and encourage students make connections between the knowledge they have and its application in life them as members of the family and community. In this way learning will be more meaningful for students.

In the word "Contextual" means doing the activity based on context. If it is combined with the next word "teaching and learning", it gives an additional meaning. Finally, it means one of strategies which are used inside class. CTL is the strategy which involves a student fully to find out by themselves a material to be related with their daily experience. To equip the student a flexible manner, it could be transferred from one context into another context. So that, this strategy is very proper to be used moreover for beginner learner as like X grade student who doesn't know.

Contextual learning or Contextual Teaching and Learning (CTL) is a concept learning that helps teachers link the material they teach with world situations real students, and encourages students to make connections between the knowledge they have and its application in their daily lives.

Contextual learning is one approach to learning from the many existing approaches.

Contextual learning (CTL) is considered very important for two reasons, namely: First, determination program content, learning materials, learning strategies, learning resources and techniques/forms the assessment must be informed by the chosen approach. Second, one of the references for determining the entire learning management stage is the chosen approach.

Oral communication can be maintained by having three components. The first one is fluency which is the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing hesitation markers. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation (Richards, 2006). The second component is accuracy. It refers to the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication.

According Thornbury (2005), speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation. The third component is pronunciation. It is "the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation" (Carter & Nunan, 2004:56).

Without a good pronunciation ,listeners cannot understand what another person says and this will make the communication process more difficult. Therefore, pronunciation has a central role in both academic and social fields in the way that students can be able to participate and integrate successfully in their community. In conclusion, fluency, accuracy, and pronunciation are three important and complementary components in the development of students' speaking skill.

Contextual Teaching and Learning (CTL) is a learning concept that helps teachers teach between the material they teach and students' real-

world situations, and encourages students to make connections between the knowledge they have and its application in their daily lives.

Contextual learning is one approach to learning from the many existing approaches. Contextual learning (CTL) is considered very important for two reasons, namely: First, determining program content, learning materials, learning strategies, learning resources and techniques/forms of assessment must be inspired by the chosen approach. Second, one of the references for determining the overall stages of learning management is the approach chosen. Students' knowledge is obtained through their own efforts to construct what they have just learned. This is in accordance with Nurhadi's opinion that students' knowledge and skills are obtained from students' efforts to construct their own knowledge and new skills when they study. So with contextual learning, students will be able to understand the knowledge or skills from the experience they gain when they learn directly from what can be related to real life. In line with the thoughts and tendencies of today's experts who view that students will learn better and more meaningfully if they "experience" themselves what they are learning, not just know it. By using a contextual approach, it is hoped that learning material can be easily understood and comprehended by students and can increase student motivation and learning achievement, because students directly experience for themselves what they are learning.

1.7.2 Speaking Skill

Learning speaking skills is an effort to teach students. Implicit in this understanding are the activities of selecting, determining, developing methods to achieve the desired learning outcomes based on existing conditions. In the educational process, students are required to be able to speak skillfully. They must be able to express the knowledge they have orally during the teaching and learning process. They must also have the courage to appear and ask questions to explore and obtain information, especially in seminars, discussions and meetings, they are required to be skilled at arguing and explaining.

The ability to speak is possessed by all humans. But skills Not everyone can speak in front of people. The speaker must develop techniques for preparation, for structuring structure of the conversation, to transmit

energy and enthusiasm, as well as to capture and respond to the listener's interest. The basis of a conversation is effective is competent preparation.In this day and age everyone required to be skilled in speaking (Bill Scott, 1987:5).

Speaking ability is the ability to express opinions or thoughts and feelings to a person or group verbally, either in person face to face or at a distance. Moris in Novia (2002:54) states that speaking is a natural means of communication between members society to express thoughts and as a form of behavior social behavior. Meanwhile, Wilkin in Maulida (2001:14) states that The goal of teaching English today is to speak. Speaking is the way to express feeling, idea and opinion. We are a social person who need others a lot. Obviously, in this era we cannot just "Clamming" against anything that has correlation about social life. We should interact in a good way to be accepted by people and environment .Through speaking, we can also build good communication to get good response as well. Because we are what comes out of our mouths.

Speaking skills requires a minimum understanding of the speaker in forming a sentence. In the context of communication, the speaker acts as a sender, while the recipient is the recipient of the news. The process of learning to speak will It becomes easy if students are actively involved in communicating. Evaluation Speaking skills are performed differently at each level. For example, at elementary school level, the ability to tell stories, give speeches, etc others can be used as a form of evaluation. (Iskandarwassid, 2006:239) Based on the description above, it can be concluded that Ability Speaking is a skill in expressing an opinion, thought and the feeling of communicating with others about English.

In the Big Indonesian Dictionary (1997), speaking is (1) saying, speaking, speaking, (2) expressing opinions (with written words, etc.). Speak is one component of conveying messages and mandates verbally. Speaker encodes and has a language code to convey messages and messages. This message and message will be received by the listener who decodes the codessent and provide interpretation. This process applies reciprocal feedback between speaker and listener who will always change

roles from speaker to role from the role of listener, and from the role of listener to the role of speaker.

According to Djargo Tarigan, et al (1998, 12-13), speaking is a skillconvey messages through spoken language to others. Talking is synonymous with oral use of language. Oral use of language can be influenced by various factors. The factors that influence speaking directly are things as follows: (1) pronunciation, (2) intonation, (3) word choice, (4) word and sentence structure,(5) systematics of the conversation, (6) content of the conversation, (7) how to start and endconversation, as well as (8) appearance (gestures), self-control. Speaking skills also apply media to expand students' knowledge and insight in various areas of life. With good speaking skills, students can obtain information about what, who, where, when, why, and how regarding various things they encounter, both in the school environment and in society. Speaking skills can be developed with various topics. Speaking skills can be seen as a medium for conveying something. Therefore, students who have poor knowledge and experience will certainly not have much to say. Therefore, to develop speaking skills students need to be stimulated with various topics that enable them to speak.

With speaking skills we control the communication process. Speaking skills are an effective process. With speaking skills we can convey various kinds of information (facts, events, thoughts, ideas, responses, and so on). We can express wishes and desires, as well as express various kinds of feelings. Conveying various things using speaking skills takes place in various communication events. Every communication participant with speaking skills certainly involves the speaker and listener in an active and creative interaction. Apart from that, the way you speak is closely related to a person's character or personality (Mahadin, 2020).

Speaking skills are the result of a learning process. Every language user who is physically and psychologically normal can certainly speak. However, someone who can speak does not necessarily have speaking skills. Speaking skills are essentially the ability to have and organize ideas logically and systematically, to put them into linguistic code according to the rules of the language used and the appropriate communication context, and to speak them fluently and clearly. Speaking skills need to be mastered

by students in the teaching and learning process at school. Speaking skills as a medium to develop and broaden horizons. Speaking skills, which are classified as productive language skills, are essentially not just a medium for conveying various kinds of information and for expressing oneself.

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