

CHAPTER I INTRODUCTION

A. Research Background

Speaking is one of the basic English skills that must be mastered by students. Speaking is the main way to interact with others in social communication. Oral communication can occur anywhere and become part of our daily activities as our spoken language. In English language, speaking is one of the important lessons to develop in communication. Speaking is designed to emphasize students to have the courage to appear in public and be able to express their opinions in English. By studying speaking, the teacher can measure students communication and courage in speaking skills to communicate and immerse then oneself in the subject matter, which, in turn, makes it personality meaningful¹. In the development of this eara ability to speak in English is very important for students. Speaking is one of the priorities in learning compared to other skills for students, because every speaking skill becomes an assessment and benchmark at, least for ordinary people. Speaking ability is considered as the most challenging in terms of the processing and complexity required in learning.²

Speaking skills are one of the skills that must be learned because direct language skills as a means verbal communications with auditory system equipped with prosody and requires feedback or return directly. Good speaking skills are the act of generating words that can be understood by listeners. A good speaker is clear and informative. In doing a good speaking, a speaker should consider several components of speaking. These components refer to some aspect influencing how well people speak English³. Allah SWT created humans and taught them how to speak, as explained in the Qur'an, Surah Ar Rahman, verses 3–4.

¹ Kim Golombisky, Integrating Public Speaking into the Advertising Curriculum, *Journal of Advertising Education Archive*, vol 20, no 2, 2016.

² Celce & Olstain, *Discourse and Context in Language Teaching*, Cambridge University Press, 2000.

³ Sri Rahmadhani S, Interactive Drama Technique to Improve Students, Speaking Skill. *Englis Education*. Vol 5. No 2. 2017.

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“Created man (3) taught him eloquence (4)”

This verse 3 refers to verse 1, which creates Ar-Rahman, the nature of Allah, who is most compassionate. This means that we were created because of God's love for His servants. This is the nature of our lives. We have to be happy. Except if you disobey religious orders and violate what is clearly prohibited. This affection can turn into a curse and regret. After we were created, verse 4 explains that we were taught by God to be able to speak. Some commentators are even good at speaking. More than possible. As interpreted by the Indonesian Ministry of Religion and Tafsir Rahmat. It is also stated in the Tafsir Rahmat that this ability to speak is a blessing from Allah.

In speakings there are two different variations, namely monologue and dialogue skills which are different in their use. In speaking there are several variations in speaking ability which are applied in learning to speak in English for students. According to Brown state that active speaking includes two skills, namely monologue and dialogue speaking skills. The first is monologue skills, monologue is a speaking skill that is carried out in one direction by oneself, a play scene with a single actor who carries a conversation alone⁴. The second is skills in dialogue. Dialogue is an exchange of information between at least two interlocutors whose roles are constantly changing during interaction. The speaker becomes in listener and vice versa where when one is speaking the other must listen, understand, and prepare a response or reaction at the same time.⁵

⁴ Ali Mustadi, Implementasi Learning Cycles Model “Three Muranoi’s Interactions Enhancements” pada Mata Kuliah Bahasa Inggris, *Jurnal Penelitian Ilmu Pendidikan*, vol.7, no. 1,p 13, 2014.

⁵ Yasmina, *Zur Forderung der Sprechfertigkeit bei den DaF-Lernenden in Algerien durch den Einsatz von Kurzfilmen im Unterricht*. <https://www.inst.at/trans/23/zur-foerderung-der-sprechfertigkeit-bei-den-daf-lernenden-in-algerien-durch-den-einsatz-von-kurzfilmen-im-unterricht/> (accessed on Wednesday 30 november 2022)

Dialogue and monologue are speaking skills in English that often learned by students. Even since elementary school students have been taught these abilities. Although not many students master dialogue and monologue skills in English. Based on the perceptions of several students of the English Education Department in IAIN Kudus, they revealed that they still find it difficult to follow dialogue and monologue lessons, which are one of the courses in English study program at IAIN Kudus. One of factors that becomes the problem for students in dialogues and monologues is the lack of self-confidence from students themselves. One of the reasons that triggers a lack of self-confidence is that students feel they do not have enough vocabulary that they have mastered.⁶

Learning in the classroom is not supposed to always run optimally, there must be some problems and obstacles experienced by students when learning English, especially in speaking skill that apply monologues and dialogues in speaking class. The writer found several previous studies that resembled this study, one of which was a study by Akhmad Hujazy⁷, *The investigation on students' speech acts monologue and dialogue in the English speaking class (a discourse analysis)*. In this research, he concluded that there were several challenges and obstacles faced by students, lack of vocabulary and self-confidence were the biggest challenge and obstacles in students dialogue and monologue abilities in the English speaking class. In this study, the writer wanted to find out more about the constraints faced by students in dialogue and monologue in English speaking class. Because of those reasons, the writer conducted research on the Basic Spoken English Class of English Education Department students at IAIN Kudus. The writer focused on students' constraints in learning dialogue and monologue. On this occasion, the writer conducted research with the title **“Students Dialogue and Monologue Constraints in Basic Spoken English Class”**.

⁶ Students 4, interview by writer, January 20, 2023, interview 4, transcrip.

⁷ Ahmad Hujazy, *The Investigation On Students Speech Acts Monologue and Dialogue in the English Speaking Class (A Discourse Analysis)*, Syarif Hidayatullah State Islamic University Jakarta, 2018

B. Research Focus and Scope

In this research, the writer focused on the students' constraints when carrying out dialogues and monologues in Basic Spoken English classes and how students overcome these constraints. The subjects of this research were English Education Department students from first-semester class B at IAIN Kudus. There are 38 students.

C. Research Question

The writer arranges this research with the following research problem formulation as follows:

1. What are the students' dialogue constraints in Basic Spoken English Class?
2. What are the students' monologue constraints in Basic Spoken English Class?
3. How do the students solve their dialogue and monologue constraints in Basic Spoken English Class?

D. Research Objective

Based on the question above, there are the objectives of this research:

1. Identifying students' dialogue constraints in Basic Spoken English Class;
2. identifying students' monologue constraints in Basic Spoken English Class;
3. Explaining how students solve their dialogue and monologue constraints in Basic Spoken English Class;

E. Research Significances

With this research, it is hoped that it can provide more informations and contribute to teaching English, especially in monologue and dialogue in the Basic Spoken English class as follows:

1. Theoretically, it can share additional information and knowledge in monologue and dialogue learning in speaking.
2. Practically
 - a. For teacher or Lecturers

Hopefully this research can help teachers or lecturers in realizing and understanding students

constraints in speaking English, especially in dialogue and monologue. Therefore, teacher or lecturers can help students overcome their constraints.

b. For students

This research can help students understand their constraints in speaking English and find out how they can solve these constraints.

c. For writers

The writer hopes that this research can provide new knowledge for writers regarding students constraints in speaking English, especially in dialogue and monologue which useful for the writer himself who will later become the next new generation of English teachers.

d. For Others

The writer hopes that this research can be useful for readers by providing information related to students constraints in speaking English. Besides that, this research can help as a reference guide for future researchers who will further examine students constraints in speaking English.

F. Definition of Key Terms

The writer use the following terms to make it easier for readers to understand terms whose meaning is not yet known in the thesis.

1. Speaking

Intransitive to talk to somebody about something; to have a conversation with somebody.⁸

2. Dialogue

A formal discussion between two groups or countries, especially when they are trying to solve a problem, end a disagreement, etc.⁹

⁸ Oxford Advanced Learner's Dictionary, Definition of *speak*, retrieved December 19, 2023, from <https://www.oxfordlearnersdictionaries.com/definition/english/speak>.

⁹ Oxford Advanced Learner's Dictionary, Definition of *dialogue noun*, retrieved December 19, 2023, from <https://www.oxfordlearnersdictionaries.com/definition/english/dialogue>.

3. Monologue

A long speech by one person during a conversation that stops other people from speaking or expressing an opinion.¹⁰

4. Constraints

A thing that limits or restricts something, or your freedom to do something.¹¹

G. Organization of Thesis

To achieve a systematic discussion in this research, it is necessary to have an overview brief about systematics of writing, so it goes according to the formulation of the problem that has been proposed. The systematics of writing be presented in this study, namely as follows:

1. The Complementary Page

This initial page contains the cover , approval sheet, statement of works originality, abstract, motto, dedication page, transliteration, acknowledgements, preface, and table of contents.

2. The Body Page

This page contains of five chapters includes:

a. Chapter I

Introduction includes backgroud constains about the explanation of the problems that will be researched, as well as the reasons underlying the research againts an object. Especially related to the problems faced by students in learning monologue and dialogue in the professional speaking class. The research focus contains about this topic research. Formulation of the problem contains the problem statement, which will be answered through the research process. The research objective is an overview of the direction in which the

¹⁰ Oxford Advanced Learner's Dictionary, Definition of *monologue* noun, retrieved December 19, 2023, from <https://www.oxfordlearnersdictionaries.com/definition/english/monologue>.

¹¹Oxford Advanced Learner's Dictionary, Definition of *constraints* noun,, retrieved December 19, 2023, from https://www.oxfordlearnersdictionaries.com/definition/american_english/constraint.

research is headed. While there are benefits of research, explain the contributions made after doing it study.

b. Chapter II

Review of Related Literature consists of description of the theories relevant with a research focus, on students constraints in dialogue and monologue as well as students in solving these problems. The results of previous studies is compering the result of research that have been conducted by the writer, with previous research that have similarities in research topics. Framework thinking includes elaboration related to data findings in research.

c. Chapter III

Research Methodology included the type and research approach undertaken by the writer, related to students constraints in dialogue and monologue in Professional Speaking Class. Setting research describes the time and location to do the research. Data collection techniques describe methods, in search data used by the writer. There is data validity test serves to explain about data testing, in order to reach the truth.

d. Chapter IV

Research Finding and Discussion in this chapter constains descriptions of students constraints in dialogue and monologue then describe how students solve with dialogue and monologue in Professional Speaking Class at IAIN Kudus by using data analysis and discusion.

e. Chapter V

Conclusions and Recomendation consists of the conclusion of all explanations that have beeb presented, and suggestions that associated with the overall explanation.

3. The Closing Page

The supporting part of the thesis consists of a list bibliography, writer educational history, and attachments.