

# CHAPTER I

## INTRODUCTION

This chapter provides research background, research problem, research objective, scope and limitation, research significance, and definition of key terms.

### 1.1 Research Background

A teacher plays a crucial role in the educational process. A teacher's actions now will have far-reaching consequences for their country tomorrow. The success or failure of a student's learning journey is ultimately determined by their teacher. In this age of globalization, a teacher's credibility and the life skills they instill in their students are two of the most important factors in ensuring that students receive a quality education. In most cases, high-quality human resources are the result of well-funded educational programs (Uygun, 2013). At the same time, problems persisted in Indonesia, particularly in the areas of human resources and education (Tanang & Abu, 2014). Therefore, investing in and caring for education is the greatest way to develop high-quality human resources. Unfortunately, especially for first-year educators, teaching English is not a picnic. According to Karatas and Karaman (2013), inexperienced educators typically have teaching backgrounds of less than two years. Having completed pre-service teacher education and having worked in the field for three years, novice teachers are defined by Widiati et.al. (2018). Also, according to Kim and Roth (2011), any educator with a tenure of five years or less is considered a novice. In light of the foregoing, we can say that first-year teachers are those who are immersed in the

school culture for the first time, who have a tenure of one to five years in the classroom, and who teach pupils for the very first time.

According to Brown (1994) and Burns and Joyce (1997), as cited in Nuraini (2016), the making, receiving, and changing of linguistic information is all part of the communicative process of building connotative meaning. Just because someone says something doesn't mean they can not understand what they are saying. So, when it comes to honing your public speaking abilities, you gotta be dead serious and authentic. Native speakers of a language should be familiar with their own language pattern in order to communicate effectively. When it comes to teaching speaking, many educators pay little attention to the issues that arise. When they are learning English, teachers seldom use a variety of methods. A few of them persist in employing antiquated practices, such as relying solely on textbooks for English instruction or adhering to a teacher-centered model in which the instructor serves as the sole focal point for the acquisition of correct pronunciation, fluency, and grammar.

Having good command of the English language, whether it be for academic or other reasons, is a goal for many students of the language. One of these goals is to become fluent speakers, or at least to be able to speak the language quickly and easily. It is common for non-native speakers to work very hard to sound as fluent as native speakers. Many English as a Foreign Language (EFL) students still struggle to speak the language fluently, despite devoting significant time and resources to mastering the language at various educational institutions. Students may pass the class, but they usually can not handle the demands placed on them

to speak fluently. The reason could be that they do not know what English language chunks are, as mentioned earlier.

## **1.2 Research Problem**

Based on the background of the study, a statement of the problem can be formulated as the following:

“What are the novice English teachers voices on the use of chunking method as a strategy for improving speaking fluency?”

## **1.3 Research Objective**

This study aims to explore and describe the perceptions, experiences, and challenges faced by novice English teachers regarding their use of the chunking method to enhance students’ speaking fluency.

## **1.4 Scope and Limitation**

The scope of this research will focus on the perceptions and experiences of novice English teachers regarding their use of the chunking method to enhance students’ speaking fluency. The researcher’s limitation is the collected data is subjective, derived from the teachers’ viewpoints, and does not directly measure the impact of chunking on students or the overall effectiveness of the method.

## **1.5 Research Significance**

This study is guided to present theoretical and practical benefits.

### **1. Theoretical Benefits**

By focusing on “novice” teachers, the study adds to the theoretical understanding of the unique challenges, decision-making processes, and professional development needs of new educators. It can illuminate how

novice teachers integrate new methodologies into their emerging pedagogical repertoire, specifically concerning speaking instruction.

## 2. Practical Benefits

The findings can validate the experiences of other novice teachers, showing them how their peers perceive and utilize the chunking method. This can reduce feelings of isolation and provide practical ideas for incorporating chunking into their lessons effectively.

### 1.6 Definitions of Key Terms

The researcher explicates certain of key terms use in the study, in order to evade misunderstanding on those terms, here is the slate of definition that researcher has been carried on.

#### 1. Chunking Method

A language teaching technique that involves breaking down longer sentences or texts into smaller, meaningful, and naturally occurring units or “chunk” (e.g., common phrases, collocations, fixes expressions, multiwords units). The primary goal of this method, in the context of speaking, is to train learners to process and produce language in these coherent units rather than word-by-word, thereby improving naturalness, rhythm, and the overall flow of speech.

#### 2. Novice Teachers

According to Farrell (2012), the term "novice teacher" lacks a precise definition. However, he goes on to define it as a teacher who is responsible for instructing students for the first time without specifying how long they will remain in this role.

English language teachers who are relatively new to the teaching profession, typically possessing 1 to 5 years of professional teaching experience after obtaining their teaching qualifications. These teachers are often still in the process of developing their pedagogical skills, classroom management strategies, and practical application of various teaching methodologies.

### 3. Speaking Fluency

The concept of automaticity and typical conversational speed was demonstrated by Hartmann and Stork (1976). Native speakers speak more quickly and fluently because they use the language naturally. While defining fluency, Hartman and Stork failed to take into account the possibility that some rapid speakers do not actually qualify as fluent. One of the components of fluent speech is automaticity, which was also mentioned by Brumfit (1984) and Schmidt (1992). Salmani (2008) found that, in a natural way, everyone uses filled and unfilled pauses when speaking. It happens for a variety of reasons, including avoiding misunderstandings, gaining perspective, drawing attention to yourself or your point, or expressing disagreement. So, it is safe to say that a lack of fluency is not necessarily indicated by reasonable pauses in speech.

### 4. Teachers' Voices

In this study, "voices" denote the subjective perceptions, opinions, beliefs, experiences, and challenges expressed by the novice English teachers regarding their understanding, implementation, and evaluation of

the chunking method for enhancing students' speaking fluency. These insight are primarily gathered through qualitative data collection methods (e.g., interviews, focus group discussion).

#### 5. Qualitative Research

The primary goal of qualitative research is to gain an understanding of people's real-life meaning-making, perceptual, and perspective-forming processes in their native environments. When analyzing data, qualitative researchers often deal with text; data can be transcribed in its entirety or focused on specific sections. But picking and choosing which data points to examine can lead to data fragmentation and miss important details in the participants' descriptions or observations.

