

CHAPTER I

INTRODUCTION

A. Background of the Study

English is considered as a world language. It functions as a bridge to across culture, religion, language, nationality and the lack of understanding between one and the other languages. This special characteristic of English makes the language having special place to be learnt in the world included in Indonesia education world.

English language's position in Indonesia is as a foreign language. It is included in Indonesian curriculum considering the importance of the English language nowadays. Even it becomes a compulsory subject to be taught from elementary school to university. In Indonesian curriculum there are four major skills which have to be taught in the English teaching and learning process. Those are listening, speaking, reading and writing.

In the process of teaching and learning those English skills, there are many difficulties faced by learners. They are required to learn the language from the beginning. They must learn to write, read, listen and speak the language and master the four English major skills to achieve the teaching purposes. From those four skills, speaking mastery becomes the most often problem found in the field. There are many factors that make speaking difficult for foreign learners. According to Brown (2001: 270) there are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms,

performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction. Besides the students' lack of vocabulary, their less confidence to speak and judgment of English as a difficult subject make speaking as the difficult language skills.

The discussion of speaking difficulties is still going on among experts and researchers for many years. Oral skills have not always figured so centrally in second and foreign language pedagogy (Lazaraton: 2001, 103). It had less attention by the practitioners in the field. Even, in Indonesia, English instruction is focused on reading and listening as the preparation for final examination. In fact, the ability to speak is the same with knowing the language itself since oral communication is the most basic means of human communication (Lazaraton: 2001, 103). This may be one of the reasons why there are so many researches interested to hold researches which focus on improving the students' speaking skill. Hoeriyah (2004, 2) is one of the researchers who are interested to conduct research of speaking. Her research focuses on improving the speaking learning process. It is mentioned in her thesis that the students' speaking skills do not get adequate attention in the English learning process (Hoeriyah: 2004, 2). This statement becomes the basic reason for her to accomplish the research. She found some communicative actions which can be used to improve the process. But, she also revealed that there were still many problems in the field that are not solved yet.

Based on that research, the researcher was interested to hold an interview with the English teacher and the students and observed the English teaching and learning process in SMA N 1 Imogiri. On 3rd August 2009 she interviewed the English teacher and the students in that school. The teacher said that from those four basic skills, speaking was the most difficult skill to be mastered by the students. They were able to write, read and listen but if the teacher asked them to speak, the students preferred keeping silent. The teacher also uttered that there were some factors that influenced students' learning speaking development. Less motivation of learning English, self confidence, psychological condition and limited support facilities became the causal factors.

The students, in fact, had the same vision as the teacher that speaking was the most difficult language skill on learning English. According to the students, some factors which made learning English speaking difficult were boring explanation, their thought of English as a difficult subject, monotonous and uninteresting English speaking teaching and learning process, and also students' lack of confidence to speak English.

The result of interview was the same with the reality in the field. In the observation of teaching and learning process, the researcher found that the English teaching and learning process in SMA N Wukirsari was lack of media, silent and seemed monotonous. The media which were used by the teacher was text-book and the activities were not attracting students to follow the lesson. In fact, to reach the English teaching, especially in teaching speaking skills purposes the

class must be interesting, attractive, contextual, and it will be better to use various media to support the teaching and learning process.

The lack of media on the speaking teaching and learning process in SMA N 1 Imogiri is so regretted because nowadays, technology has become part of human life, the roles of technology are able to be felt in every single aspect of human life and, positively, in the teaching-learning process. Teaching media can be everything including electronic things which encompass broad areas of specialty, such as audio systems, digital computers, communication systems, instrumentation, and automatics controls (Bogart *et al.* 2001). Electronic media which can be used as the facilities in teaching-learning process include video, television, diagrams, radio and the newer learning technologies (products) such as computer, compact disk, digital videodisks (DVDs), satellite communication and the internet (Smalldino *et al.* 2005).

The use of electronic media can be very helpful for teacher to transfer the materials and help the students to understand the materials easily. Unfortunately, English teacher doesn't use these strengths to support the speaking teaching and learning process. Whereas, the school has complete technology facilities, there is a laptop for each subject, LCD in some classrooms, projectors, internet connections and computers laboratory which are rarely used in the teaching and learning process.

Analyzing the problems above, the researcher concluded that those problems are interrelated. She then decided to do an action research in which she

invited the school principal, the English teacher of class XI-A2, and the students of the class XI-A2 to work together to identify and overcome the existing problems in the speaking English teaching-learning process in class XI-A2 at SMA N 1 Imogiri by using electronic media. However, the principle trusted the entire processes of the research to the researcher and the English teacher. Then, the researcher, the English teacher and the students will work collaboratively to identify and overcome the existing problems. With the problem being overcome, the students are expected to be able to develop their speaking skill.

B. Identification of the Problem

To identify the existing problems in the field, the researcher observed the teaching and learning process and interviews with the related parties on February 23rd 2009. Based on the observation and interviews, she obtained some information about the problems in the speaking English teaching and learning processes in the class. Those existing problems are described as follows.

The first classification is related to the teacher. It is linked to how he is preparing, presenting and evaluating his teaching. In the preparation, he doesn't consider the students' differences in learning. As stated by Harmer (2002), there are a number approaches to describe the differences between learners including learners' aptitude, characteristics, styles, language levels, individual variations and multiple intelligences. There are LCDs and computers at SMA N 1 Imogiri which can be used as potential media in teaching, especially for teaching

speaking; unfortunately the teacher hardly uses the media. In the teaching she mostly uses LKS, text books and long explanation. According to the students, the teacher often repeats materials to be taught. He also more concerns in reading and writing. The portion of listening and, particularly, speaking are less than the other skills. Besides, sometimes he forgets to evaluate the teaching at the end of the teaching. As the result, the materials he uses in the teaching are too difficult, monotonous, and uninteresting for the students.

The second classification is in connection with the students. They, generally, have less motivation in learning English. Most of the students beef about how difficult English study is to the researcher. They have the same stereotype who thinks English is a difficult study and learn. Actually, there are a few of students who want to learn and practice their English, but they are not brave enough to find partners and practice speaking English. This is perhaps related to the fact that they have inadequate mastery of vocabularies, grammar and pronunciation. This restrictiveness reduces their motivation to learn English.

The third classification is related to the learning tasks and activities. Writing and reading tasks and activities are more emphasized in the learning process. The activities which are used for both skills are difficult and not interesting. The activities mostly used LKS and course books in process. The portion of listening and particularly speaking activities are less than writing and reading. The common activity in speaking is the teacher asks the students to

memorize dialogue and practice in front of the class. Surely, the students feel bored of those tasks and activities.

The last classification is in related to the students' speaking learning achievement. They have difficulties on choosing the appropriate expression in particular conditions, expressing their ideas because of limited vocabularies, using grammar, and developing their confidence to speak in English.

C. Limitation of the Problem

Based on the background and the identification of the problem, the problem of this research is focused on what electronic media can effectively improve students' speaking skills in Class XI-A2 at SMA N 1 Imogiri in the academic year of 2009/2010.

D. Formulation of the Problem

The formulation of this research can be formulated as follows: What electronic media can be used to improve students' speaking skills?

E. Objective of the Study

The objective of this research is to improve the students' speaking performance by using electronic media.

F. Significance of the Study

This research is expected to give some benefits:

- 1) For the students, it would be an effort to improve their speaking skill ability.
- 2) For the English teacher, it would be an ample opportunity to improve the quality of teaching speaking by using electronic media for the students.
- 3) For the school, it would function as the first step to act efforts in improving students' skills.
- 4) For the English Education Department of Yogyakarta State University, it can be used as a research reference with the similar theme or purpose.