

CHAPTER I

INTRODUCTION

A. Background of the Research

English nowadays serves as lingua franca in many parts of this world. Harmer states that lingua franca is a language that is used between two people or group for communication. The language is used as second language for one or both of people (Harmer, 2001). It shows that English has power as language for communication. In Indonesia, English is taught as the first foreign language in the formal schools. English is taught from elementary level as a local content, up to the secondary level as a compulsory subject.

English is taught as a local content and compulsory subject, an English teacher should take a look at the current curriculum that is used in her or his school. Nowadays, the curriculum that is used in schools is KTSP (*Kurikulum Tingkat Satuan Pendidikan*). It means that teachers should use or develop material based on the standard of competence and basic competence appropriate in certain level. KTSP states that the goal of ELT is to achieve communicative competence. There are some components in the communicative competence which involves grammatical, discourse, strategic, and sociolinguistic competence (Brown, 2000). As a result, English teacher must integrate all of the components in their teaching materials.

There are four skills in a teaching language, including in the teaching of English. They are writing, speaking, listening, and reading. Ideally, all of the

skills have to be taught as an integration (Brown, 2001). However, during the observation at MTsN Model Kebumen 1, started from June 11 to 16, 2011, the researcher observed that the English teacher tended to focus on writing and reading as skills that are tested in the national examination.

However, according to Brown (2000:5) language is used for communication. It is an evidence that speaking is important. Ideally, the teacher should also focus on speaking during teaching and learning process. However, during the observation the researcher found the fact that the teacher lacks competence in speaking, so that he rarely engaged the students in speaking activity. Besides, the teacher stated that he has difficulties to find appropriate resources for developing media to enhance the student's competence in speaking. Moreover, sometimes the teacher has difficulties to develop the material that meet the standard of competence and basic competence in the current curriculum.

All of the problems are found in the school. The resercher choose MTsN Model Kebumen 1 because the school is the first international standard Madrasah in Kebumen. However, there are some significant problems found there including those related to developing material. Actually, some of the teachers already developed some materials but the result showed that their own materials are not effective. They used pictures as media but the pictures are less interesting. The pictures were simple, uncoloured, and unvaried pictures. Because pictures are easy to develop and potential media to teach speaking, this research aims to design and develop learning kits of picture-based media to solve media scarcity in the school.

By developing learning kits, this research also aims to show the school teachers how pictures, authentic texts, video, and the like can be very interesting as learning material. In addition, pictures are cheap and easy to find. Coloured pictures, in particular, are usually appealing to students.

B. Identification of the Problem

Based on the background of the study, the researcher identified some main problems in correlation with language learning materials. Those problems are related to learning materials' resources and learning materials development. The first problem is the resource for developing media. Some of the teachers in that school stated that they have difficulties to get the resources for developing material. Some of them only used their textbook and almost never used media. They stated that they did not have any resources that can help them to develop English materials. However, Richard and Schmidt, (2002) state that there are many English materials. Moreover, the materials are easy to access. Both the teachers and the students can find many textbooks in the bookstore or CD programs. In addition, they can access learning materials from many internet resources.

The second problem is the availability of media learning materials which follow the current teaching approach that is communicative language teaching—learners-centeredness (Brown: 2001). In this approach, it is very important that media should meet the students' needs and help them to produce the target language. Meanwhile, the media should also enhance students' creation and

innovation when they use the media. By using the media, the students should also have authority to work in a group, or do a task individually.

The third problem is speaking skill. Nowadays, English is one of the subjects in the national examination. It requires students to pass this subject. However, speaking is not part of the skills being examined. As a result, some of teachers do not care with the teaching of speaking. They only focus on writing and reading skills. It shows the gap between the skills. This contradicts to Brown (2001) who argues that in the communicative class the students should use the language productively.

The last problem is the teacher's competence. During the observation, the researcher found that the teacher lacks competence in speaking. It influences the environment of the teaching and learning process in that class. Although some of students spoke in English, sometimes the teacher responded in Bahasa Indonesia.

C. Delimitation of the Problem

As stated before, there are some problems found in this research during observation. However, the researcher limits the problems into two parts: they are the media that is appropriate with Standard of Competence and Basic Competence (SK&KD) and the media that promotes learner-centeredness. The media should meet the competences based on SK&KD, especially in speaking skill. It means that the media should be appropriate for the students at certain level, based on the needs analysis and the students' interest. Moreover, the media should not only meet the SK&KD but should also promote learner-centeredness. The media should give opportunities for students to speak and produce the language. It

means the students not only repeat their teacher's statement or practicing certain dialogue, but also become active.

There are some ways to solve the problems of this study. They are picture series, cue cards, macromedia flash, flashcard, video, games, and so forth. Due time and financial controll, this study focuses on developing learning kits. These learning materials are for the first semester of eight grade of junior high school students.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem, the problems of this research is formulated as follows:

1. How can learning kits be developed for the teaching speaking at grade VIII of MTsN Model Kebumen 1?
2. How effective is learning kits for the teaching speaking at grade VIII of MTsN Model Kebumen 1?

E. Objective of the Research

The objectives of this research are as follows:

1. To describe steps in developing learning kits in the teaching
2. To find out the effectiveness of the developed learning kits for the teaching speaking.

F. Significance of the Research

This study is expected to give some contributions to the English teaching and learning in the following ways:

1. For English teachers

This research can encourage them to design learning materials by incorporating pictures with technology or at least use the developed learning materials in their classrooms.

2. For Students

The research can encourage their motivation and interest in learning English as a foreign language and make them more active in speaking English if used in the classroom.

3. For the researcher

The research can develop the researcher's ability in developing English materials by utilizing pictures and technology to improve the quality of English learning.