

CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people in order to gain information. Thus, it is necessary for every people to have a good speaking skill.

As the needs of English increase over the year, people do not only communicate with those who come from the same country, but also with those who come from different countries. In order to be able to convey meaning and talk to people around the world, they must be able to speak English since it is an international language. Due to its importance, it is very reasonable why English as a foreign language is taught as a compulsory subject from the elementary level to the university level.

In Indonesia, the teaching of English is based on the School-Based Curriculum (KTSP). In reference to this Curriculum proposed by the Department of National Education in 2006, the objective of the English teaching as a compulsory subject at the junior high school level is to enable students to communicate in both oral and written forms. As the language is a means of communication, students have to be accustomed to speak utterances orally in the classroom even in the very simplest way, such as greeting,

answering, expressing ideas, giving responses, and the like. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum.

In the teaching and learning process, there are some components to make the instruction successful. They are teacher, students, material, media, and the like. Those components are essential and should be inter-correlated.

Media as one of the components in teaching and learning process are used by teacher as a source to explain the materials to students. Since the existence of technology has given us a big influence in the educational field, there are many schools adopting technology as the sources in the teaching and learning process. In fact, technology has affected positively to the language teaching, especially in attracting the students' motivation in learning a language.

One of the educational technologies that is easy to be applied as teaching aids is multimedia teaching aids. Multimedia teaching aids refer to any technological sources that bring information from the source of message to the destination. Teaching language, however, needs an advance media that have big contribution to the aim of the teaching and learning process. Multimedia teaching aids have a great potential in supporting the English teaching and learning process run well.

In reference to the observation conducted by the researcher, many students of SMP N 6 Yogyakarta still get difficulties in speaking English because of some causes. One of the causes is the ineffective media,

particularly during the English speaking teaching and learning process. It could affect the students' competence to speak in English. Consequently, it is difficult to make a conducive speaking class and need higher effort to improve the students' willingness in learning English speaking.

With regard to this condition, the researcher is interested in conducting an action research on improving the quality of teaching and learning process, especially in speaking class. In this action research, the researcher works in team involving the English teacher and students.

B. Identification of the Problem

There are some factors which determine the success of teaching and learning of speaking. The researcher interviewed the teacher and the students. The researcher also observed the English teaching and learning process at SMP N 6 Yogyakarta. Based on the interview and observation, the researcher found some problems. They are as follows.

The first problem is related to the teacher. The English teacher did not use interesting media to conduct the teaching and learning process. She did not optimize any teaching aids as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting.

The second problem is related to the students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the structures or patterns

that differ from those of their mother tongue. As a matter of fact, the students have a minimum chance in practicing English in the daily context. They neither practice nor communicate in English. Even, they tend to speak in Indonesian instead of English. Therefore, they are reluctant to speak in English.

The third problem is media. In SMP N 6 Yogyakarta, the media for teaching and learning process were available, whereas the English teacher of SMP N 6 Yogyakarta still got difficulties in applying those media in the teaching and learning process. In the teaching and learning process, the English teacher always used textbook and students' worksheet as the main media instead of using another interesting media. This condition made the students easily got bored to join the lesson.

The last problem comes from the activities during the speaking teaching and learning process. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities. In the classroom, the process of teaching and learning tends to be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting. It affects the students' motivation in learning English. Besides that, the activities implemented by the teacher are sometimes not interactive. The teacher mostly

uses individual performance so that the interaction among the students is quite minimal.

In reference to the above discussion, there are some problems concerned with the quality of speaking teaching and learning in SMP N 6 Yogyakarta. The crucial problems are the lack of students' motivation in joining English teaching and learning, ineffective teaching methods, and limited media. Those problems are believed to provide a big impact on the quality of English speaking teaching and learning process.

C. Limitation of the Problem

With regard to the identification of the problem, it is impossible for the researcher to solve all problems influencing the quality of students' speaking teaching and learning process. This research is focused on improving the quality of students' speaking teaching and learning process through the use of multimedia teaching aids.

The limitation was based on the facts that the researcher got during the observation. In fact, SMP N 6 Yogyakarta has technological tools but the English teacher could not optimize those facilities. Using media in the teaching and learning process need a lot of preparation, meanwhile the English did not have a willingness to use it. Therefore, the researcher focused on using media, namely, multimedia teaching aids, to improve their quality of speaking teaching and learning process.

D. The Formulation of the Problem

In reference to the background, identification, and limitation of the problem above, the problem is “how to improve the quality of speaking teaching and learning process of the eight grade students of SMP N 6 Yogyakarta in the academic year of 2011/2012 through the use of multimedia teaching aids? “

E. The Objective of the Study

This study is aimed to improve the quality of speaking teaching and learning process by using multimedia teaching aids at the grade eight class of SMP N 6 Yogyakarta in the academic years of 2011/2012.

F. Significance of the Study

The results of this study offer theoretical and practical significance. Theoretically, this study can add the current theory dealing with the implementation of multimedia teaching aids to improve the quality of speaking teaching and learning process. The findings of the study may give information about the usefulness of applying multimedia teaching aids in the teaching English speaking to improve the quality of teaching and learning of speaking generally, and the students’ speaking ability particularly.

Practically, this study offers benefits to some parties. The results of the study gives new experience and knowledge for English teacher to use media which can enhance the quality of the teaching and learning process, especially

in speaking class. This study also can be used as a type of input to students of SMP N 6 Yogyakarta because it motivates and encourages them to be involved more actively in the English speaking teaching and learning process . Finally, the findings of this study can be used as a reference for further research of relevant topics.