

CHAPTER I

INTRODUCTION

A. The Background of the Study

English, as one of the subjects at school has four language skills to learn, they are reading, writing, listening and speaking. Every skill has different levels of difficulties. To master this subject, students should get the same portion of every skill in the learning process. However, most of the teachers in Senior High School only focus on reading, writing and listening skills. They emphasized these three skills, because those are the only skills which are needed by the students to pass the national examination. This fact implies to the least portion for the students not getting speaking skill sessions when they learn English in the classroom.

Speaking becomes one of the four basic language skills that should be learned by the students in any level, because it is used by someone to deliver his/her opinion, thought, feeling, etc to other in order the messages can be clearly received by the listener. Nowadays, the world requires that the goal of teaching English should improve the students communicative skills, because in that way they can express themselves and learn how to follow the social and cultural rules appropriately in every communicative circumstances. Nunan (2003:48), states that speaking skill in a new language is more difficult than other skills'. Moreover, as Indonesians who are not English speaker, the students will not feel easy to speak in English, because they are not accustomed. Besides, speaking is also natural in which the students cannot

easily revise what they have said, so tend to be afraid to speak in English. Therefore, it becomes a challenge for English teacher to teach the student to be able to use the language in real communication.

The least portion of speaking sessions in the classroom makes the students face some problems, such as the lack of vocabulary and the difficulty in expressing their feeling, since they do not know much about expression. For example, they are feel difficult to express and even to understand the transactional conversation and text in the book. The writer believes that students have problems in speaking skill because there is no specific book and appropriate materials used by their teacher to support their speaking skill improvement.

Based on the researcher's observation done toward the students at SMA NEGERI I KERAJAAN, it was found that their speaking didn't reach the competency because they simply lack of speaking materials because mostly the general English textbooks which they used only focus on the writing and reading comprehension, so that the students still get difficulties in expressing conversation. It was also difficult for them to express and even to understand the transactional conversation and text in the book.

In the fact, based on the previous observation done on the student's English textbook, the textbook that students didn't provide the relevant speaking learning material. It can be seen by student's handbook that government distributed for the school. The used in syllabus are irrelevant with the textbook, in the syllabus the

students are expected to be able to express the meaning of transactional conversation and the meaning of the text. However, in the textbook is a most story and expression.

Here is an example of the irrelevance topics in syllabus and textbook:

Unit 5, page 159: Expressing embarrassment

- It really makes me ashamed
- I was so ashamed
- I was very embarrassed
- How embarrassing
- I was so embarrassed

Unit 5, page 167: the story

A woman is sitting at home entertaining her parents who have come around to congratulate her on the birth of their first grandchild.

“So, when can we see the baby?”, asks the grandmother.

“In a little while”, replies the mother.

Some time passes. The grandparents are looking quite anxious at this point.

“So, when can we see the baby?”, asks the grandfather.

“When the baby starts crying”, replies the mother.

The grandparents turn to look at each other, a little perplexed and ask, “Why do we have to wait until she starts crying?”

The mother snaps back, “Because I put her down somewhere this morning and I can’t remember where she is!”

It is not in line with the concept of Contextual Teaching and Learning (CTL) because the topic in the book not relevant with syllabus, so that their speaking didn’t reach the competency because the students were not good in speaking English to express and even to understand the transactional conversation because in the book

most story. This approach is the most appropriate to be used as the basic of designing the speaking materials because of its foundation, and constructivism. It will make the students understand and solve the problems, express and develop their ideas.

CTL is an approach of teaching and learning that helps the teacher to relate subject materials to the real world situations and motivates the student to make connection between knowledge and its application to their daily life. According to Johnson (2005:25):

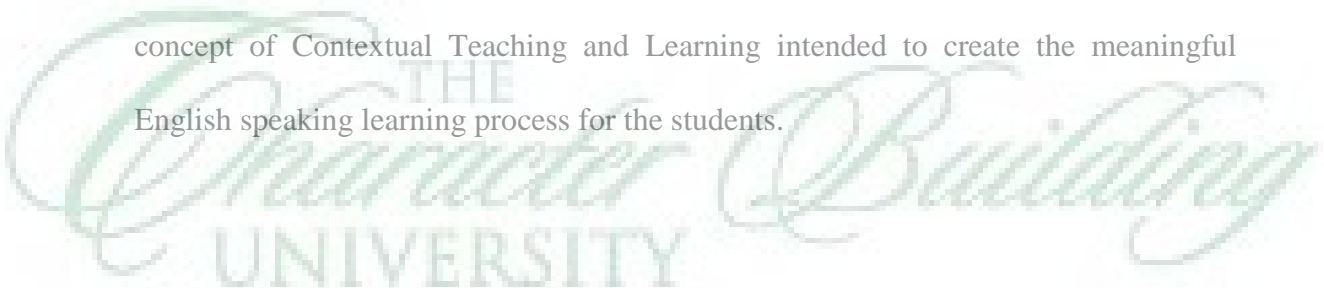
“CTL is an educational process that aims to help student see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is with the context of their personal, social and cultural circumstances. To achieve this aim, system encompass the following eight components: making meaningful connection, doing significant work, self regulating learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standarts, and using authentic asesment.”

The Contextual Teaching and Learning concept believes that students will be able to learn better if they connect the content which they are currently studying to the life context in which the content can also be applied. This approach is the most appropriate to be used as the basic of designing the speaking materials because of its foundation, and constructivism. It will make the students understand and solve the problems, express and develop their ideas.

Contextual Teaching and Learning also encourages the material developer to design the material contextually based on the students' real life, students' needs, students' previous knowledge and students' meaningful learning experience. By looking at the importance of the concept, Contextual Teaching and Learning was considered as the aspect in designing a set of instructional English speaking materials in this study. As stated by Tomlinson (2008:5), helping learners to participate in meaningful communication in which they are using languages to achieve intended outcomes is essential to the development of their communicative competence.

Dini (2015) find the benefits of Contextual Teaching and Learning on her study, namely teachers could teach some expressions in English used in daily life. The teachers could gain students' interest and attention by giving good examples in the learning process by using attractive media and exciting learning method.

Therefore, this study relates to develop English Speaking Materials based on Contextual Teaching and Learning for the second semester the eleventh grade students of SMA N 1 Kerajaan to help them improving their English skill. The concept of Contextual Teaching and Learning intended to create the meaningful English speaking learning process for the students.



B. The Identification of Problem

Based on the background of the study, there were several identifications of problem:

1. The limited amount of speaking materials. Teachers use the general English textbook which covers mainly in reading comprehension and writing skills, because speaking is not evaluated in national examination. However, English itself is not only limited to the national examination, but also for the communicative purpose. The communicative purpose of English can only be learned through learning speaking skills.
2. The limited variety of speaking activity in the classroom. The amount of speaking activities in the classroom is limited, because teachers only have few materials for speaking teaching and learning process. Teachers have to find materials for their speaking class by themselves.
3. The materials that are used by the teachers do not support the students to develop their speaking skill. The consequence is there are many students who found difficulties when they try to speak English inside or outside the classroom.

C. The Problem of the Study

Based on the background of the study above the problem is formulated as: How the English speaking materials are appropriately developed based on

contextual teaching and learning approach for the XI grade students of senior high school in SMA NEGERI 1 KERAJAAN?

D. The Objectives of the Study

The objective of study to develop appropriate English speaking materials based on contextual teaching and learning approach for the XI grade students of senior high school in SMA NEGERI I KERAJAAN.

E. The Scope of the Study

This study deals with designing supplementary speaking materials for analyzing the students' needs in learning English especially speaking skill based on Contextual Teaching and Learning for the second semester of grade XI student of SMA Negeri 1 kerajaan, because there are limited amount of speaking materials, limited amount of speaking activities and the materials that are used by the teachers do not support the students to develop their speaking skill.

F. The Significances of the Study

The study is expected to have a significant contribution theoretically and practically for:

1. High School Students

By learning through this designed material the students will realize that speaking is easy to be learned, because they are expected to have a meaningful learning experience with the concept.

2. English Teachers

The designed materials are expected to be used as a reference to teach speaking in the classroom of tenth grade students. Besides, the teachers will be able not only develop their comprehension about Contextual Teaching and Learning, but also implement this principles in the classroom learning activities. The teachers can modify and add some interesting speaking activities to improve the students' speaking skill.

3. Other researchers

The results of this research can be used as a reference for other researchers to conduct a similar study but in different focus discussion. The concept of Contextual Teaching and Learning is appropriate to develop the materials since this approach has some benefits to the students.

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