

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of the skills in language learning that has to be fulfilled. Speaking is a skill which holds oral communication that involves meaning derivation between two persons or more, as the speaker and the listener. Both are talking about the contents that are related to their needs, situation, and purposes. The spoken contents or ideas contain information that we are expected to hold in memory, and all at once to give feedback to the interlocutor. According to Chaney and Burke (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of the context. The skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages. Relates to the definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds.

Unfortunately, many students still find it difficult to speak English. Actually there are some factors that influence, such as the students are not interested and motivated in learning English, lack of vocabulary, not confident to speak English directly with their English teacher and their classmates, they are afraid of making mistakes in speaking English, and they rarely practiced speaking English. It means that they need more chances to practice it.

Speaking as a productive skill is much needed for students to master because students will always need language to communicate. It is also supported by the

role of English as an international language which underlines the importance of English speaking ability. By having a good ability in speaking English, students will easily express their feeling, thought and ideas in social interaction.

As the essential subject that students need to master and consider that English is not the first or second language in Indonesia which means students are not accustomed to use this language in their daily life communication, teachers need to pay more attention to teach speaking because learning this language will be more difficult to English non-native speaker like Indonesian students. Nunan (2003:48) states that speaking in a new language is harder than reading, writing, or listening.

In order to overcome the phenomenon above, teachers can provide an appropriate speaking material because material is a tool used by both teacher and learner to stimulate and guide the process of teaching and learning. Tomlinson (2011) explains material is anything which can be used to facilitate the learning of a language. Material is also one of many factors that affect how fast the students develop their mastery in learning.

Based on the statement above, learning material is the core of teaching and learning process which consumed by students in the learning mastery. Teacher also needs to find an appropriate material in language learning which also integrated with the syllabus to support the students in mastering the speaking skill.

There are many types of material which can be used by teacher in teaching and learning process. They can be in printed form such as textbook, workbook, worksheet, etc or in the audio and video form. Based on curriculum currently applied In Indonesia is the curriculum 2013 which refers to the concept of

constructivism with the approach of Student Centered Learning (SCL). SCL learning system requires students to be more active and can build their own understanding through what they have done. Learners can be active if during learning activities there are learning resources that can support the learning process such as, compilation of worksheet, students workbook.

Tomlinson (1998: xvii) defines workbook as a book which contains extra practice activities for learners to work on it in their own time. So, by using the workbook learners can write the answers in it because the workbook itself usually has questions with space for answers where students can enter the answer beside the questions and exercises. Besides, workbook is given as a measurement how far the students have understood toward the lesson.

In addition, Pasaribu (2019:2) states that workbook is the most practice used in every teaching and learning in classroom than a handbook because the workbook saves the time. The clear instructions and systematic questions will make fast students response. Besides, workbook provides material for individual instruction. Workbook itself is a collection of several worksheets which are made into one book. So, one way to involve students in learning English actively is by using workbook, the students' activity can be increased. The requirements of appropriate workbook are suggested by Badan Standar Nasional Pendidikan (BSNP) with four criteria such as the appropriateness of the content, presentation, language and graphics of the workbook.

In observing the existing workbook of the seventh grade students in SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan still need to be considered whether the workbook has a good quality that refers to statement of BSNP above.

In fact, the workbook has some drawbacks. The basic competences in every unit are not arranged structurally based on syllabus. It can be seen from the table of contents page x in unit 1 about personal identity that it discusses KD 3.1; 3.2; 3.4; 4.1; 4.2; 4.4; 4.5; 4.8; 4.13. while in unit 2, it discusses KD 3.7; 3.9; 3.10; 3.11; 4.8; 4.10; 4.12; 4.13; 4.14. It means that the basic competences of the workbook are not still in good arrangement. Here, students are expected to be able to learn based on syllabus in order to get learning objective structurally.

In addition, the workbook doesn't provide the list of difficult vocabularies that lead students to add their vocabulary easily meanwhile the vocabulary itself will be needed by students in order to get the fluency in speaking English. Utami (2016) found that the students' problem to perform assignment orally is caused by the students' limited knowledge to facilitate them expressing spoken language such as vocabulary. It's also in line with the research done by Afisa (2015) who found that the students' difficulties in speaking cover four things; vocabulary mastery, words pronunciation, words arrangement related to the grammar and being afraid of making mistake.

Furthermore, the workbook has too many pictures and less instructions and activities. Almost all pages contain of pictures. Dimopoulos, et al. (2003) says science material uses more pictures than English material because using many pictures in order to make students are used to contents and codes of partial scientific technology and tend to create the high of students' interest in using visual while English material is considered to help students' understanding about material, because in English material is based on texts. So, the workbook should

have more instruction and activities and illustrations or pictures should be balance with the contents of the material.

Effort to overcome the situations above, inquiry-based learning is the learning that can be applied in student's workbook. Inquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and his or her knowledge about the subject. Inquirer will identify and research issues and questions to develop knowledge or solutions. As Liewellyn (2005:24) defines that inquiry as learners' active exploration by using their critical, logical, and creative thinking skills to propose questions of the topic they engaged. This approach is considered applicable and useful in increasing students' speaking skill in all subject of speaking competence and make students active during the learning process where students feel enjoy so they will be motivated to do activity on the workbook.

To sum up, the researcher intends to conduct the study to develop students' workbook of speaking skill for the first semester of the seventh grade students of SMP Swasta Islam Terpadu Hikmatul Fadhilah Medan which the contents of the workbook will be related to the basic competency demands and the students need. The exercises of the workbook are also classified or categorized under the term in inquiry-based learning stages to help them develop their English speaking competence.

B. The Problems of the Study

There are three problems of the study below:

1. How is the workbook which is used for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan?
2. What relevant workbook is needed for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan?
3. How is students' workbook of speaking skill based on inquiry-based learning for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan developed?

C. The Objectives of the Study

There are three objectives of this study below:

1. To investigate how the workbook for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan
2. To know relevant workbook is needed for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan.
3. To develop a students' workbook for speaking skill based on Inquiry-based Learning for grade seven of SMP Swasta Islam Terpadu Hikmatul Fadhillah

Medan.

D. The Scope of the Study

The scopes of the study are to investigate the workbook which is used, to know relevant workbook is needed and to develop students' workbook based on inquiry-based learning for the seventh grade students at SMP Swasta Islam Terpadu Hikmatul Fadhillah. This workbook will be constructed based on Inquiry-Based Learning. The curriculum used for this study is K13 and the skill is speaking.

E. The Significances of the Study

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

Theoretically, this study is expected to give a useful contribution in the effort develop the science, especially in the development of workbook. It is also can be used as a source of reference for future researchers.

Practically, the results of this research may also contribute to students who learn English of SMP Swasta Islam Terpadu HikmatulFadhillah Medan and teacher/lecturer as a source of information and references in order to enrich their knowledge about topic discussed.

