CHAPTER I

INTRODUCTION

A. Background of the Study

As a foreign language (FL) in the world, English is very important to learn because nowadays it used for communicating in science, commerce, advertising, accounting, diplomacy and transmitting advanced technology. Richards (2008: 6) said that the notion of English as an international language has also prompted a revision of the notion of communicative competence to include the notion of intercultural competence. However, learning English speaking skill is very challenging for students in FL context, because they have many opportunities to use the target language outside the classroom. To develop their speaking competence, the tasks given to them must be suitable to what they need.

English teaching and learning have the goal of focusing on students so that they are able to use English for communication and as a tool for furthering their studies (Oradee: 2012). Among the macro skills of language, it has been widely recognized that speaking, particularly in a second or foreign language, is the most difficult language skill to assess. Dakowska as quoted by Kusnierek (2015) claims that speaking is now the most emphasized skill in the field of foreign language teaching, but unfortunately, it is also recognized as the most difficult one to develop in classroom conditions.

Alharbi (2015) has argued that the teaching/learning process is like a triangle inside a circle. Teachers, students and the curriculum form the triangle and their interactions occur within the educational system: the circle. The

weakness of one component among these will dramatically affect the entire teaching/learning process.

However, to reach the competence, the students face some problems. The current materials used in speaking are not sufficient enough to meet the students' demands in term of tasks or assessments. The materials have limited various activities for the students to practice the target language. The students need speaking materials which contain more interesting and challenging tasks which are able to stimulate them to practice speaking more.

To make students easier communicating by using English, the government should fulfill what their needs in speaking skill which is related to the topic of daily life especially in term of tasks. The authentic tasks given to students will give opportunities to them for developing their speaking skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Meanwhile, tasks are able to engage the student's potential cognitively and effectively. Many theories which refer to the authentic tasks, Mueller as quoted by Suyoko, (2014) states that authentic tasks are an assignment given to the students designed to assess their ability to apply standard driven knowledge and skills to real world challenges.

Developing the authentic task should be varied and interesting in order to avoid students' frustration; in other words it will suggest them to have a motivation and confidence for sharing their opinion orally. Quoting Pashaie (2014) tasks can be considered as painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library

book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination and helping someone across a road.

In the tasks development, there are six components as proposed by Nunan (2004) that should be put as considerations. They are goal, input, procedure, setting, learners' role, and teachers' role. Recently, some syllabus designers have suggested that syllabus content might be specified in terms of learning tasks and activities. They justify this suggestion on the ground that communication is a process rather than a set of products.

Based on the writer's analysis of syllabus and students worksheet in senior high school, speaking competence actually asks the students to be brave to express their opinion. In teaching and learning process, teachers usually focus on other competences like writing, reading, and listening. It makes students lack of speaking competence and will have an impact to their confidence when they want to explore their English in public. Graham-Marr as quoted by Murad (2009) mentioned many reasons for focusing on listening and speaking when teaching English as a foreign language, not least of which is the fact that we as humans have been learning languages through our ears and mouth for thousands of years, far longer we as humans have been able to read. Although not a set curriculum in most schools, speaking skills have been found to be a fundamental skill necessary for a child success in life. Another effect which makes students' speaking skill is difficult to assess because the task given in worksheet was not authentically applied by teachers. Teacher is only asked them doing the activities for speaking

competence and then they have to build their opinion in writing without exploring it in the classroom. The lack of authenticity of tasks given tremendously affects students' speaking skill which is essential for language proficiency. This implies that teachers need to use assessment tasks that are as authentic as possible in a classroom setting. This means: a) using authentic language in speaking activities; b) setting real- world tasks; c) giving students' opportunities to use language in situations based on everyday life. By presenting the authentic task in teaching and learning process of speaking competences students will not find the difficulties for applying their English when travelling, studying abroad, or using the language in other contexts outside the classroom.

Otherwise, to improve the authentic task it must be relevant to the materials in students' worksheet. However, a material taught by teacher to support the speaking skill improvement was not fulfilling to their target language in the worksheet. Choosing the suitable material to the task tends to be ignored by teacher, for example how to make an apologizing, greeting, cancelling an appointment, accepting and declining an invitation. The teachers seldom motivate the students to be active to create their new knowledge about these materials orally as a product of speaking competence. Besides developing speaking skill by giving them a chance to perform the product they will enable the students to practice their ability about how to be a leader in front of the audiences. As a result, they conduct a constant investigation of what may help their students to increase their level of oral proficiency because of learning the language in class

frequently and speaks at the moment it should be through active classroom tasks and extensive learning activities.

B. The Problem of Study

Based on the identifications of the background of the study above, the problems are constructed as follows:

1. What are the speaking target needs of students grade XI of Madrasah Aliyah Negeri (MAN) Pematangsiantar?

2. What are the learning needs of students grade XI of Madrasah Aliyah Negeri (MAN) Pematangsiantar?

3. What authentic tasks are suitable for improving students' speaking skill?

C. The Objective of Study

The objectives of the study are:

1. To describe the speaking target needs of students grade XI of Madrasah Aliyah Negeri (MAN) Pematangsiantar.

2. To describe the learning needs of students grade XI of Madrasah Aliyah Negeri (MAN) Pematangsiantar.

3. To develop role play task in speaking learning materials which suitable for students' worksheet.

4. The Scope of Study

The scope of study is developing authentic speaking tasks in students' worksheet by applying role play. It will be conducted in second grade of senior high school. And the skill that will be concerned is speaking competence.

5. The Significance of Study

Through conducting the research was expected giving significance for:

- The students :

  The researcher intends to develop students' speaking skill by giving the authentic tasks in their worksheet.

- The teachers :

  This study will be beneficial for the teacher to give new knowledge about how to create an authentic task which is relevant to their speaking competence based on Kurikulum Tingkat Satuan Pendidikan (KTSP). Practically, teacher will design the teaching and learning process more interesting in order to make the students easy to understand in learning English especially for speaking context.