

BAB I

INTRODUCTION

A. The Background of The Study

English as an international language becomes a reason why the people learn English language. English is very useful for many situations, for example in entertainment, technology, business and educational context. The importance of learning English becomes one of the significant reasons why English language is included as a lesson in the curriculum 2006 (*Kurikulum Tingkat Satuan Pendidikan*).

In Indonesia, English is a foreign language that is taught in every school from the elementary to the university level. Based on KTSP, students of junior high school should master four skills as stated in standard competence, namely speaking, reading, listening and writing. Speaking becomes one of the most important aspects in learning and getting information. Brown (2001) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Based on the definition, it can be said that the people can give the ideas and exchange the information with others through interactive process.

Based on curriculum 2006, the seventh grade students of Junior High School are expected to be able to express meaning in simple transactional and interpersonal conversation to interact with the immediate environment. In fact, based on the preliminary observation in seventh grade of SMP Negeri 27 Medan ,the researcher found that many students had low score in speaking skill. There are

Thirty eight students in this class, there are 40% of the students that got 1-69, 10 % of the students got 70-79, 30 % of the students got 80-89, and 20% of the students got 90-100. It indicates that most of them had low motivation to speak English and their speaking skill was also poor. It means that the students can't fulfill the curriculum expectation.

The researcher found some problems that make some students had low score in speaking skill. The first problem is related to the students. There are many students that are not confident to use English. For instance, when the teacher asks them to come forward to have a conversation with friends and act the dialogue, they refuse it. They were too shy and felt worry if their friends would laugh at them.

The second problem is related to the material, the students rarely practice speaking, because the teacher is not teach speaking in the same portion as the other language skills. There are not enough speaking materials which are ready for classroom use. Based on curriculum 2006, the students should develop the four language skills in a balance, but the materials in a course book "English on Sky" (2006) which is used in grade seven of SMP Negeri 27 Medan focus more on listening and reading. Whereas, there are some conversation texts that can be used as speaking materials but the instructions do not ask the students to do a task which can make them practice using English in speaking. Most lessons of English are carried out through teacher-centered approaches (Nunan, 2004). Where the conversations read by the teacher and followed by the students by

seeing the conversation. It does not practice by students, the students only follow the teacher by read the conversations.

The other problem is the materials in English on Sky (2006) did not completely fulfill the students' needs. The materials should use local content and familiar for students (Schoenbach, et al 2012:39). The topic should relate to their daily life to make the students easily to represent it into their daily activities.

The students need interesting activities, tasks and material to stimulate them in learning speaking. Language learning materials that can function properly are those that are presented in the form of tasks. Ellis (2003 in Nunan, 2004: 3-4) states that a task is intended to result in language use that is similar to the way language is used in the real world, in real everyday life situation. It will be more active and enjoyable if the teacher use task speaking material and activity base on task based learning. The task instructs the students to do and complete their task. Every task has a clear purpose and contains what the teacher and students must do.

Kesda (2012) found that task based learning activities supported language learning and speaking of the students in the classroom. The variet activities in speaking material for the students were helpful and encouraging. Ruso (2007) also found that task-based learning was helpful in students' motivation and learning. It was encouraged the students' practice opportunities of the target language receptivity in the lessons as a result of presenting various tasks. Based on the findings, it is important to develop a speaking material based on task-based learning. Therefore, the researcher will be focused on developing

speaking material based on task-based learning for the seventh grade students in SMP Negeri 27 Medan.

B. The Problem of the Study

Based on the background of the study, the problem of this study was formulated as the following “How were the English speaking materials developed based on task-based learning for the seventh grade students of SMP Negeri 27 Medan?”

C. The Objective of the study

The objective of the study was to develop the speaking material in transactional, interpersonal and short functional oral text based on task-based learning for the seventh grade students of SMP Negeri 27 Medan.

D. The Scope of the Study

Base on the background of the study, this research focused on the development of speaking material based on task-based learning. It was applied in the seventh grade students of SMP Negeri 27 Medan.

E. The Significances of the Study

The findings of this resesarch were useful for:

1. English teacher, this research can be used as a supplementary materials for teaching and learning process of speaking.
2. Students, the materials can be used for practice in developing their speaking ability
3. Other researchers, as a reference for conducting research in relation to materials development.