

CHAPTER I

INTRODUCTION

A. The Background of the Study

English subject in senior high school covers four skills that have to be mastered by students in accordance with the goal of learning English in senior high school. Those skills are listening and reading as the receptive skills and speaking and writing as productive skills. Listening and reading are grouped under the term receptive skill because learners use these skills for receiving information while speaking and writing used for producing and conveying information.

Speaking as a productive skill is much needed for students to master because student will always need language to communicate in everyday activity. 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. The importance of having a good skill in speaking is also in line with the purpose of English learning in senior high school where based on education ministry policy (permendikbud) no 59 year 2014 about the 2013 curriculum, the purpose of English learning in senior high school is to develop students' communicative competence in spoken and written language of interpersonal, transactional, and functional texts.

As the essential subject that students need to master and considering 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. It's also in line with Nunan (2003:48) who states that speaking in a new language is harder than reading, writing, or listening.

In order to overcome the problem above, teachers can provide an appropriate speaking material because material is a tool that used by both teacher and learner to stimulate and guide the process of teaching and learning. Tomlinson (2013:2) states that 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 the 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 student in mastering the speaking skill.

There are many types of material that can be used by teachers in teaching and learning process. They can be in printed form such as textbook, workbook, worksheet, etc or in the audio and video form. In this study, the researcher planned to develop the workbook especially for speaking skill. 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.

In order to find out the problem existing in the speaking material used in senior high school, the researcher tried to get the material which used by the eleventh grade students of SMA Swasta Panca Budi Medan on April 2017. The English teacher there used a book named **Pathway to English** published by Erlangga in teaching and learning process.

The Pathway to English book is based on the curriculum 2013. The contents of Pathway to English textbook that used by students there are organized under the five steps of teaching and learning process based on scientific approach; observing, questioning, exploring, associating, and communicating. In addition, the book consists of some pictures, texts and exercises which used by the students to facilitate the learning activity.

The first problem of the book occurs within the exercises or tasks of the book. Nunan (2001: 137) states that to underpin the teaching program, the task should in line with the goal or learning objectives of our teaching which are set out in the syllabus or curriculum guidelines. In this case, the content of the material or the exercises should facilitate the learners to achieve the learning goal which presented in the basic competence. The basic competence for grade eleven can be shown as below:

3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can)

4.1 Menyusun teks interaksitransaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

From the basic competences above, the students are expected to be able to apply or use the social function, the structure, language features and finally construct the spoken text to express and respond to suggestion and offer. The fact is some exercises of the book do not relevant to the basic competence demands in the syllabus. It is proven by the data taken from the textbook “**Pathway to English**” at pages 14 as below:

Answer the following questions.

- 1) What should the people of Jakarta do to avoid gutters and drainages becoming clogged?
- 2) How many canals were built by the former governor?
- 3) Why did the former governor build the elevated road to Soekarno-Hatta International Airport?
- 4) Where can we see garbage piled up in Jakarta?

Getting the gist and main ideas. Answer the following questions.

- 1) What is the text telling us about?
- 2) What is the main idea of the first paragraph?
- 3) What is the purpose of the writer sending this letter to the Jakarta Post?

From the data above, it's found that the exercises focus on catching the meaning of text or reading comprehension.

In speaking skill, the students are demanded to be able to constructing spoken text, it means that the speaking material, in this case the exercises, should able to facilitate the students in achieving the knowledge areas of speaking such as pronunciation, grammar, vocabulary, etc. It's in line with Burkart (1998) who states that speaking area covers three things; mechanics (pronunciation, grammar,

and vocabulary), functions (transaction and interaction) and social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants). But unfortunately, the book doesn't provide the activities to train students' mastery in that area. To conclude, it's very important for teachers to provide exercises or workbook that relevant to the basic competency demands and knowledge area of speaking.

The other problem is related to the content of the speaking materials where the book has some lacks. From the existing material, it is shown that the book doesn't provide the list of difficult vocabulary or tasks 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. It's in line with the previous study done by Utami (2016) who 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.

Scientific approach was used in the development of the material. Kemdikbud (2014) states that scientific approach refers to the investigation techniques on some phenomena to get a new knowledge or doing correction and integrating the previous knowledge. In applying scientific approach, students will learn English by observing, questioning, exploring, associating, and communicating. The processes of observing, questioning, exploring, associating and communicating

are expected to promote students to have critical, analytical, investigational, procedural and communicative competences. It's in line with the previous study done by Wahyudin and Sukyadi (2015) who found that scientific approach itself gives some positive contributions to the students' participation, and critical thinking as it is depicted in the questioning stage and communicating stage and also seem to positively affect students' confidence in using the target language.

To sum up, the researcher intended to conduct the study to develop English speaking materials especially the workbook for the first semester of the eleventh grade students of SMAS Panca Budi Medan which the content of the workbook will be related to the basic competency demands and the students need. The exercises of the workbook were also classified or categorized under the term in scientific approach stages to help them develop their English Speaking skill.

B. The Problem of the Study

Based on the background of the study above, the writer makes the problem of the study as below:

“ How is the appropriate English speaking workbook developed based on scientific approach for grade eleven students of SMA Swasta Panca Budi Medan?”

C. The Objective of the Study

The main objective of the study is to answer the problem of the study. The objective of this research is to develop the appropriate speaking workbook based

on scientific approach for the eleventh grade students in SMA Swasta Panca Budi Medan.

D. The Scope of the Study

There are many kinds of material that can be used in teaching English such as course book, workbook, handout, etc. This study mainly focuses on developing the speaking workbook based on scientific approach for the grade eleven students in SMA Swasta Panca Budi Medan. In order to help the students in achieving their learning objectives, the content of the workbook is based on the basic competency demands in the curriculum and creating the workbook based on the students need in learning speaking. The investigation of the students' need will be helpful in the process of developing the appropriate speaking workbook for the students.

E. The Significance of the Study

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

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

Second, practically, the results of this research may also contribute to 1) students who learn English at SMAS Panca Budi Medan and 2) teacher/lecturer –

as a source of information and references in order to enrich their knowledge about topics discussed.



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