CHAPTER 1

INTRODUCTION

A. The Background of the Study

Spratt (2005) states speaking is a productive skill which involves the speaker to use speech to express meanings to other people. Speaking need to build a communication to express what we feel to other people. Furthermore, speaking is one way to communicate with ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. Kayi (2006) says that teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learners in school. Thus, it is essential that language teacher pay great attention to the teaching of speaking.

From the above theories, it shows that mastering speaking skill is very important for the students in order to make the students able to communicate in English with other people easily. But, in reality the students are not really motivated in speaking English. Some of them really want to express their ideas or feeling about the material being taught, but they do not know how to express their idea, this is due their limited vocabulary. Some of them know how to construct sentences but they are reluctant to speak. They are afraid of making mistakes in pronouncing the words or English grammar. Besides, they are afraid of being laughed at by other students.

An observation during PPL which started on 04th September - 25th November 2017 and an interview also was conducted by the researcher on 03th April 2018 to the English teacher and the 8th grade students in Junior High School 27 Medan to get the preliminary data. Some questions were given to the teacher, for instance about the English textbook's content and its organization.

Based on the teacher's responses related to the interview session, it is known that the school implemented 2013 curriculum. The text book used for the 8th grade students is given by the government entitled *Bahasa Inggris "When English Rings a Bell".* It was found that the teacher mostly dominated the teaching learning process by tutoring and the materials were just from the book. The organization of existing text book does not fulfill the principles of CLT. The proportion of teaching speaking is very limited because it is integrated with the other three language skills. Since the time for teaching speaking is very limited, English teacher are expected to be able to make use the available time more effectively and efficiently by applying a certain strategy that can involve all students more actively in joining the speaking class.

Besides interviewing the English teacher, the researcher also conducts the interview session with the students. This session was done in order to get the information from the students. The informations are about the learning content and its activities that were used in English textbook, the interest in English

subject especially in speaking learning, then how well the content and the organization of English textbook.

Based on the student's responses about the learning content and its activities that were used in English textbook are not uncommon for the students' prior knowledge. The students got difficulties in understanding what the topics are about. The topic provides some vocabularies which are uncommon for them. Thus the students became passive and could not totally practice in speaking. Besides, design and layouts of the materials are not interesting which make the students get bored. Then, the students will be interested if the speaking contents and activities in learning process more fun and easy to be understood. So, from the responses, it is really needed to develop the relevant speaking activities which also contain the real life problem so that the students can learn and have the knowledge from the problem.

Based on the observation above, there are some problems in learning English process. One of the problem is the students are not interested in the existing of speaking materials like because the acivities are too bored and the contents are uncomman for them. So, the way that can be achieved to solve the problem is the textbook itself. This is due to the fact that textbook is one of the most important as teaching instruments that can be used by the teacher to enable the students to achieve learning goals. In addition, it functions as a daily guidance or instruction for the teacher (Posner, 2005). As a result, teaching and learning process can be puposeful and meaningful.

Based on the background, in order to provide the materials which are suitable based on the students' need and to make the communicative activities in the classroom, the writer will develop speaking materials based on Communicative Language Teaching for the first semester of eighth grade students of Junior High School 27 Medan which fulfill the principles of CLT. Richards and Schmidt (2002) state Communicative Language Teaching (CLT) is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities. The researcher will try to make use of Communicative Teaching Learning (CLT) to solve the existing problem. It is because during learning process of CLT, students' are expected to communicate orally and conquer all components of communicative competence and teacher is being motivator, assessor, facilitator, and corrector during students' discussion or speaking in front of the class. In addition, the teacher also should make their lesson interesting for the students.

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B. Identification of Problem

The researcher found some problems that make some students have low skill in speaking English. 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 are too shy and worry if their friends will laugh at them.

The second is the contents and activities are uncommon for student's interest. The students need interesting activities, tasks and materials to stimulate them in learning speaking. Language learning materials that can function properly are those that are presented in the form of the tasks. It will be more active and enjoyable if the teacher use speaking materials based on communicative language teaching.

C. The Scope of the Study

Based on the background of the study, this research will focus on developing English speaking materials based on Communicative Language Teaching (CLT) which are relevant for the eighth grade students of Junior High School 27 Medan.

D. The Problems of the Study

In response to the conditions above, the problems of the study are formulated as follows:

1. What relevant English speaking materials are needed by the eighth grade students of Junior High School 27 Medan?
2. How are English speaking materials for the eighth grade students of Junior High School 27 Medan developed based on Communicative Language Teaching?

E. The Objectives of the Study

In line with the problems of the study, the objectives of the study are:

1. To investigate what relevant English speaking materials are needed by the eighth grade students of Junior High School 27 Medan.
2. To develop appropriate English speaking materials based on Communicative Language Teaching (CLT) for the eighth grade students of Junior High School 27 Medan.

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F. The Significances of the Study

This research is expected to give a valuable contribution to the following parties:

1. Theoretically, this research can be provide information and theories about developing English speaking materials to teachers.
2. Practically, the result of the research will be usefull for:
   a. To the eighth grade students of Junior High School 27 Medan, the result of the research can be used as media for learning English, especially speaking.
   b. To the English teacher of Junior High School 27 Medan, the result of the research can be an example on how to develop English teaching and learning materials, especially for speaking.
   c. To the headmaster of Junior High School 27 Medan, the result of the research can be used to give experiences in conducting research and development, especially in developing materials for the teaching and learning process of English.
   d. To other researchers, the result of the research can be a reference on how to develop the English teaching and learning materials, especially speaking.

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