

# CHAPTER I

## INTRODUCTION

### A. The Background of th Study

Speaking is one of the productive skill of four main skills of language. It is taught broadly in elementary school up to university. Speaking as a productive skill is much needed for students to be mastered because students always need language to communicate in daily 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, students would be easily express their feelings, thought and ideas in social interactions. The important 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 poloci (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.

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

As the essential subject that students need to be mastered 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 is more difficult to English non-native speaker like Indonesia 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 should 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. Material is one of many factors that effect how fast the students develop their mastery in learning. 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 audio and video form. In this research, the researcher planned to develop the worksheet especially for speaking skill.

In order to find out the problem existed in speaking material used in Senior High School, the researcher tried to get the material which was used by grade X of senior high school Teladan Medan. The English teacher used Pathway to English book published by Erlangga in teaching and learning process. The Pathway English book was based on the curriculum 2013. The content of Pathway book had been organized under five steps of scientific approach; observing, questioning, exploring, associating and communicating. In addition, the book consisted of some pictures, texts, exercises which were used by the students to facilitate the learning activities.

The first problem of the book occurred within the exercises or text of the book. Nunan (2001: 137) states that underpin the teaching program, the teacher should be in line with the goal or learning objectives of the teaching which are set out in 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 for grade X can be shown as below.



THE  
*Character Building*  
UNIVERSITY

**Table 1.1 Basic Competence for Grade X Senior High School**

KD	Materi Pokok
<p>3.2 Menganalisis fungsi sosial, stuktur teks dan unsur kebahasaan dari ungkapan selamat bersayap, sesuai dengan konteks penggunaannya.</p>	<p><b>Teks lan dan tulis untuk memuji bersayap (Extended) dan responnya.</b>            Fungsi sosial            Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p>
<p>4.2 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (Extended) dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan.</p>	<p>Ungkapan  <i>“Excellent! You really did it weel, Tina” “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you.”</i></p> <p>Unsur kebahasaan            Ucapan, tekanan kata dan intonasi</p>
<p>3.3 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada ungkapan menunjukan perhatian (Care) serta responnya, sesuai dengan konteks penggunaannya.</p>	<p><b>Teks lisan dan tulis untuk menunjukan perhatian (Care)</b>            Fungsi sosial            Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p>
<p>4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (Care) dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai dengan konteks.</p>	<p>Ungkapan            Ungkapan untuk memberi perhatian dan responnya : <i>You look pale. Are you OK? Not really. I’ve got a headache.</i></p> <p>Unsur kebahasaan            Ucapan, tekanan kata dan intonasi.</p>

From the basic competences above, the students were expected to be able to apply or use the social function, the generic structure, language features and final construct the spoken text of complimenting and make written and oral text to express and respond complementing and care. The fact was some exercises in the book did not relevant to the basic competence demands on the syllabus. It was proven by the existing speaking material in the Pathway book that used by grade X students of Senior High School Teladan Medan as below.

**Let's play rock, paper, and scissors.**

Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations. For example, the winner chooses situation 5. He/She says, "I just bought a new bag." The partner says, "Congratulations. Your new bag is gorgeous." Then develop a conversation based on that. After that, start all over again by doing the scissors, rock, and paper again, and so forth. Continue doing that with all the situations provided in the table below.

1. haircut	2. jacket	3. speech contest
4. got driver's licence	5. new bag	6. math Olympiad
7. best student	8. writing competition	9. new baby
10. new house	11. graduation	12. getting married
13. new job	14. successful business	15. new book
16. talented singer	17. best model	18. drawing competition
19. create new robots	20. best writer	21. best teacher

**Figure 1.1 The Existing Material Senior High School Teladan Medan  
Grade X**

From the data above, it was found that the exercise was not interesting enough to learn by the students because it was too general and it did not lead the students to speak up or to try their speaking ability. The material also had not facilitated the students to build the students' speaking ability. Whereas, in speaking skill the students were demanded to be able to construct spoken text, it

meant that speaking exercises should be facilitated the students in achieving the knowledge areas of speaking such as pronunciation, grammar, vocabulary, etc. It was in line with Bukart (1998) states that speaking area covers three things; mechanics (pronunciation, grammar and vocabulary), functions (transaction and interaction) and social and cultural rules and norm (turn taking, rate of speech, length of pause between speakers, relative roles of participants). But, unfortunately, the book did not provide the activities to train students' mastery in that area. To conclude, it was very important for teacher to provide exercises or worksheet that relevant to the basic competency demanded and knowledge area of speaking.

The other problem was related to the content of the speaking materials where the book had some lacks. From the existing materials, it was shown that the book did not provide the list of difficult vocabulary or task that lead the students to add their vocabulary in order to get fluency in speaking English. It was in line with the previous study by Utami (2016) who found that students' problem to perform the assignment orally is caused by the students' limited knowledge to facilitate them expressing spoken language such as vocabulary.

Scientific approach was used in the development of materials. Kemdikbud (2014) states that scientific approach refers to the investigation techniques on some phenomena to get a new knowledge or doing correction or doing integrating the previous knowledge. In applying scientific approach, students would learn English by observing, questioning, exploring, associating and communicating. It was expected to promote students to have critical, analytical, investigational, procedural and communicative competences. It was in line with the previous

study done by Wahyudin and Sukyadi (2015) who found that scientific approach itself give some positive contributions to the students' participations and critical thinking as it is depicted in the questioning and communicating stage and also seem to positively affect students' confidence in using the target language. And also the aim of the classroom procedure is to develop the students' attitude, to express their idea briefly but succinctly, and develop their language skills.

Senior High School Teladan Medan had been using Curriculum 2013 until now but just for tenth grade, and the eleventh and twelfth grade still used School-based Curriculum (KTSP). In English teaching process they had used the Scientific Approach, this school also used the book that the government provided. But, teaching speaking in Senior High School Teladan Medan especially in tenth grade had not done well.

To increase students' speaking skill ability, learning efficiency, learning interest, and to make students easier communicating using English, the researcher tried to develop the tasks or materials that were going to give to the students in worksheet form. This speaking worksheet was developed based on scientific approach. Developing the students' speaking worksheet would be varied and interesting in order to improve the students' speaking ability. In another words it would motivate and encourage them having confidence for speaking up and sharing their opinion orally.

To sum up the researcher intended to conduct the study to develop English speaking worksheet especially for the first semester of grade X students of Senior High School Teladan Medan Which was the content would be related to the basic

competency demanded and the students needed. The exercises of worksheet also would be classified or organized using the stages in scientific approach to help them developed their speaking ability. So, the students' speaking worksheet using Scientific Approach for grade X Senior High School Teladan Medan was developed. And it was expected that the speaking worksheet could improve the students' speaking ability.

### **B. The Problem of the Study**

Based on the background of the study, the problem of the study was formulated as "How the English speaking worksheet was developed based on Scientific Approach for grade X students of Senior High School Teladan Medan".

### **C. The Objective of the Study**

Based on the problem of the study above, the objective of this study was "To develop English speaking worksheet based on Scientific Approach for grade X students of Senior High School Teladan Medan".

### **D. The Scope of the Study**

There were many kinds of materials could be used in teaching English such as course book, worksheet, handout, etc. This study was limited only to develop speaking worksheet using Scientific Approach for students grade tenth Senior High School Teladan Medan. In order to help the students in achieving the learning objectives, the content of the worksheet based on competency demanded in curriculum and creating the worksheet based on students' need in learning



speaking. The investigation of the students' need would be helpful in the process of developing the appropriate speaking worksheet for the students.

### **E. Significance of the Study**

The significances of the study was classified into two-theoretically and practically. Theoretically, this study was expected to give further information how to develop English speaking worksheet for grade X Senior High School.

Meanwhile, the practical significance of the study was expected to:

1. For the students; through this study, students hopefully can increase their horizon about the topics discussed in this study and increase their speaking ability.
2. For the English teacher; This study not only provided worksheet material but also encourage the teachers to develop learning materials which were appropriate to students. The worksheet materials were expected can improve the learning process.
3. For other researcher; this study can give them some data, sources or reference about developing speaking worksheet materials based on students' needs using Scientific Approach.