CHAPTER I

INTRODUCTION

A.   The Background of the Study

Language is an important means of communication by which people can express their feelings, thoughts, or ideas, either spoken or written. English is one of the languages which are used broadly in many fields of profession around the world, and it requires people to master it well so that people can express their feelings, thoughts, and ideas to other people, especially in an international forum or when they work at an international company.

In learning English, there are four skills which need to be learnt. They are listening, speaking, reading and writing. Speaking as one of language skill which is being taught in school, has become the main concern for teacher. Speaking is one of the four major skills necessary for effective communication in any languages that should be developed along with the other skills, so that these integrated skills will enhance the students' ability to communicate. To achieve the goals of English Language Teaching (ELT) in Indonesia today are formulated as follows: (1) developing the student's ability to communicate in the target language orally and in writing accurately and appropriately in the four language skills in a variety of contexts for varied purposes using a range of text types and language functions; (2) equipping the students with adequate knowledge about texts, particularly social function, text structure, grammar, and vocabulary; and (3) developing acceptable behavior in personal, social, academic, and professional contexts. (Sarwanti, 2016)

The following sections show how the goals above can be achieved by implementing the scientific method in the teaching of English consisting of observing, questioning, experimenting, associating, and communicating. The discussion below shows how the steps are implemented.

Observing in the language learning process means reading and/or listening to texts. Students are exposed to models of text in order to list items they need to know in order to understand and/or produce texts or communicate ideas. The texts can be authentic and/or simplified. The items to list basically include the social function of the text, text structure, grammar, and vocabulary. Some activities conducted in this stage are for example, students listen to an audio recording, watch a video, watch the teacher (with or without other students) demonstrate a monologue or dialogue, watch other students act out a monologue or dialogue, and read texts. In this step teachers have some roles. The roles include assisting students to list items to know in order to comprehend and create the targeted texts, providing a list of items from which the students can select some, and making some items in the input (model of language) salient.

Questioning, in this second step students ask or formulate questions based on the identified items. The questions at least cover all of the achievement indicators stated in the lesson plan. In this step of learning, students are encouraged to propose temporary answers based on their knowledge and/or limited information they have. Examples of the activities in this step include, for example with or without the teacher's guidance, students ask questions about the social function, generic structure, and linguistic features of the text being read or heard (watched) that they do not understand or want to know more, or with

guiding questions, the students formulate questions about the social function, generic structure, and linguistic features of the text being read or heard (watched). To facilitate the process of questioning the teacher should help the students ask questions with reference to the items they want to know, provide them with a number of questions the students can start with, and even provide them with a number of guiding questions – the students can just tick some of them.

In experimenting, students collect data/information to answer the questions formulated in the second step. They use one or more techniques such as observation (e.g. watching videos or listening to audio recording), interviewing resource persons, and reading books. To enable the students to collect data or information, the teachers should provide them with worksheets and learning resources. The activities in this stage are for example watching more videos, listening to more audio recordings, listening to more sample expressions, reading more texts, looking up words into the dictionary, interviewing resource people, reading books on grammar, pronunciation, vocabulary, etc assigned by the teacher, accessing website links, doing exercises, or practicing the grammar, vocabulary, or pronunciation.

In associating, students analyze data/information to answer their questions and draw conclusions. With or without teacher's support students sort out, classify, and identify patterns to answer their questions. Some activities can be alternatives, for instance identifying patterns (grammar, vocabulary, or pronunciation), formulating patterns (grammar, vocabulary, or pronunciation), finding answers for the formulated questions, or drawing conclusions to facilitate

the students in analyzing data/information the teachers should help students see patterns to answer questions, and also help them draw conclusions.

In the communicating step students communicate their answers or conclusions to the class in writing and/or orally. Their answers (conclusions) represent a new knowledge they 'construct' or learn. At the end of this step the students are expected to have learned the necessary knowledge (especially about the social function of the text, structure of the text, grammar, and vocabulary) in order to comprehend and create texts. In this step, students present their answers (conclusions) to the class, to the other groups, display their answers (conclusions) or exchange their findings (answers/conclusions) to the other groups. In this step teachers should play some roles, for example providing feedback – correction, and enriching the knowledge that the students 'construct'.

Scientific Approach does not only emphasize learning outcomes as the end result, but also the learning process as the important consideration. Therefore, this approach highlights the quest of knowledge rather than the knowledge itself. The students need to be actively involved in the learning process to present the information which is acquired not only from the teachers but also from various resources. According to Regulation of Ministry of National Education No. 65 (in Ratnaningsih, 2017) that Scientific Approach in 2013 curriculum trains the students to: (1) be the center of learning, (2) involve the cognitive processes which is potential in stimulating intellectual development, specifically the high level of student; thinking skill, (3) give opportunities to the student to assimilate and accommodate concepts, laws and principles, (4) find knowledge through scientific process and use it in learning process, (5) learn from various sources, (6)

promote acculturation and empowerment of students as lifelong learners, (7) apply values by giving exemplary things, build willingness, and develop creativity of the students in the learning process, (8) implement the principles in which everyone is teacher, everyone is student and everywhere is class.

However, the process of teaching learning of English as a foreign language is very complex since there are many components involved. Those components are students, teachers, materials, methods, and media. In the English teaching learning of speaking skill, all language components should be presented well and interestingly because they will support the effectiveness of the teaching learning process of speaking in the classroom.

The first component is students. The success of the teaching of English language skills, especially speaking, can be achieved when the students are able to function in a truly communicative teaching that is, in a spontaneous transaction involving one or more other persons. The facts, however, are often in contrast with the ideal ones. Some aspects in the process of learning speaking in the classroom influence students. The students' motivation in learning speaking influences their behaviour in the learning process in the classroom. Those who have more desires or curiosity tend to be active in the classroom speaking activities but those who do no not will tend to be passive and disturb the others.

The second component is teachers. The teachers have an important role in the English teaching-learning process. The teacher believes that the emphasis of the English teaching learning process at the first grade of vocational high school is on the reading comprehension, writing skill, and listening skill in order to help the

students pass the National Examination, whereas the speaking skill will never affect their result. Finally, the teachers' focus their teaching on grammar and vocabulary by asking the students to do write exercises, for example making sentences or completing vocabulary tasks.

Moreover, the materials are also an important part in teaching speaking. The selection of the materials must involve all materials that that students need. Unfortunately, material used in teaching-learning process for vocational high school (SMK) is usually the same with material for senior high school students. It means that SMK students do not have specific book of English whereas they have different needs specifically with senior high school student. The textbook sometimes do not provide the relevant speaking learning material. Hence, in terms of content, the topics and the used were still irrelevant to the basic competence that the students are expected to be mastering.

Furthermore, the teaching method is being the focus to teachers' ways in delivering materials. It affects the teaching learning process and its result. In some school there are still teachers who tend to use lecture-method without any various methods added. The activity in the classroom finally turns out become monotonous. The students will get bored easily so it will be difficult to make them involved in the classroom activities.

The last component is the media usage which thus will the writer be focusing on. There are still conventional media used in teaching learning process which are caused low enggagement to students being attracted to learn foreign language. Using media is one of the efforts to improve the students' achievement.

Teaching speaking skill needs media to make the teaching and learning process easy and interesting. Both the teacher and students need a lot of exposures to the target language and many opportunities to practice it.

Based on the interview that had been conducted during the observation to the English teacher in SMKN 10 Medan as the preliminary data for the writer found that Microsoft Power Point (PPT) is frequently used in teaching learning process. The media used has increased the information volume in teaching as well as saved a large amount of time otherwise spent in writing on the whiteboard. Eventhough the use of PPT provides greater clarity compared to whiteboard and thus will increase visuality and visualization in teaching and play a quite important role in attracting students' attention, this media has not made significant change to whole students in classroom. It can be seen from the teacher's ways to teach speaking by using the projector to show the text of Descriptive Text through PPT which barely projecting small fonts, and thus it cannot be seen properly to students who sit far from the projector. Unlikely, the topic projected in the PPT is almost the same as it is in their own textbook that students in the end prefer to pay less attention to the PPT. This will affect the students pay their attention to another things such as bothering their friends and it may caused the class becomes noisy. As it caused the teacher based on her own experiences prefers to ask students finish tasks given in the textbook rather than to engage students to learn by using the PPT. Though, it has been confirmed by the teacher that the prescribed textbook alone cannot guarantee the required language learning. The teacher also feel that they should involve the students with the world

outside and encourage the creativity of the learner thorough exposure to the media.

However, as it is expected that the teaching and learning process should be based on the following principles recommended by Curriculum 2013 (in Sarwanti, 2016): (1) students are facilitated to learn; (2) learning process applies the scientific approach; (3) learning is competency-based; (4) learning is integrated; and (5) students learn from varied learning sources.

Therefore, in presenting the materials, a teacher needs media in the teaching learning process. The interactive and innovative media will give more stimulus or motivation to the students to learn and encourage them to be involved actively in the activities. The media, if used in the educational setting will complement the teaching-learning process. It will make the English teaching better and more effective, and will also enhance the students' ability to understand and experiment with the language. In fact, media can act as a facilitator in the teaching-learning process. It has immense potential as an instructional tool. Media language is true to life and is an important source to get information about the society and culture of target language. This can provide good opportunities for language teachers and learners and provides necessary input in language classes and enhances the linguistic and communicative competence of the learners.

According to Naz and Akbar, media becomes powerful and effective to achieve specific classroom objectives as follows: (1) It helps students in greater acquisition of knowledge and ensures longer retention of the gained knowledge. This is mainly because it provides interactive learning environment due to which

learning experiences becomes more meaningful and satisfying, (2) It easily motivates the learners because it enhances a multisensory interest and thereby learning becomes more immediate and productive, (3) It give classroom instructions a more scientific base and enables teachers to transfer the knowledge in an organized way and more systematically, (4) It are appropriate teaching tools which helps teachers to draw and fix the attention of students towards teaching. Attention and concentration makes students learn better and improves classroom discipline, (5) It enhances comprehension skills and the clarity of communication can be greatly enhanced by using them, (6) It helps in stirring the imaginational, thinking process and the reasoning power of the students, (7) It helps the teachers to save their time and energy. Since these effective materials can clarify the concepts easily, lots of time and energy can be saved by it, (8) It also serve as ideal tools to review the learning outcome and to evaluate the completeness of certain learning, (9) They open out greater scope for interactive learning and offers opportunities of individual learning.

Therefore, it is not surprising that many teachers feel strongly about the role of media in an educational setting. Media can be in the form of anything from a simple object to a high technology like a computer unit. In the global era, selection and use of media should consider the development of science and technology by heeding the values to nurture the character of students. As it also becomes one of the government's effort that the 2013 curriculum is implemented to answer the challenges of the advancing technology and rapid globalization. In this case, English interactive multimedia can help the teacher in presenting the materials. The writer concludes that the media used by the teacher should be

developed to interactive multimedia which will fulfill the students' needs of speaking skill.

According to Dereshiwsky (in Tambunan and Napitupulu, 2016), interactive related to two-way communication or more of the components of communication. Added by Deliyannis (in Tambunan and Napitupulu) that component of communication in interactive multimedia (computer-based) is the relationship between human beings (as users/users of products) and computer (software/applications/products) in a particular file format, usually in the form of a compact disk. Thus the product application is expected to have a two-way relationship/interrelationship between software/applications to the user. Interactivity in multimedia by Morris (in Tambunan and Napitupulu) is restricted by (1) The user which involved to interact with an application program, (2) The interactive information applications intended is the users can get only the information they want without having to come up with these all.

In oxford dictionary, Multimedia is an adjective, means (in computing) using sound, pictures, and film in addition to text on a screen. Mayer and Moreno (2013) also defined multimedia learning as learning from words and pictures, and we define multimedia instruction as presenting words and pictures that are intended to foster learning. The words can be printed (e.g. on screen-text) or spoken (e.g. narration). The pictures can be static (e.g. illustration, graphs, charts, photos or maps) or dynamic (e.g. animation, video, or interactive illustrations). Therefore, students can comprehend and understand the materials easily because the English interactive multimedia can provide video, animation, graphics and audio. By using video and audio, they can listen to the dialogues directly. It makes

the students can improve their listening, speaking and pronunciation. Graphics and animation can be used to catch the students' attention.

The courseware is designed in self-study format with the intention that the students can study outside school hours without teacher help. Therefore, the media will be developed to meet the requirements of self-instructional materials mentioned by Dickinson (1991:80), namely:(1)a clear statement of objectives; (2) meaningful language input, (3) exercise materials and activities, (3) flexibility of materials, (4) learning instructions, (5) language learning advice, (6) feedback and tests; (7) advice about record keeping, (8) reference materials, (9) indexing, (10) motivational factors, and (11) advise about progression.

Previous researches have been conducted by some experts. Firstly, Ampa et. al. (2013) in his research titled 'The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills' was aimed to investigate the effectiveness of the multimedia learning materials for teaching speaking. The paper which was published in International Journal of English Language Education reports that the results of the implementation were significantly effective. Similarly, Ratnawati and Faridah (2017) have conducted a research of engaging multimedia into speaking class practice. In the paper titled 'Engaging Multimedia into Speaking Class Practices: Toward Student's Achievement and Motivation' was published in Journal of Linguistic and English Teaching. The result toward students' achievement and motivation by pre and post-tests in performance based tests greatly showed the effectiveness of multimedia effects during the class. It means that the result of this research agreed that multimedia

has good effects for teaching speaking in the scope of students' interests, feedbacks, and cognitive aspects.

Moreover, Muslem and Abbas (2016) in their paper titled 'The Effects of Immersive Multimedia Learning with Peer Support on English Oral Skills (Speaking and Reading)' was published in ICTTE FKIP UNS (Universitas Negeri Sebelas Maret). They have investigated the effects of multimedia supported immersive learning with and without peer-support to improve students' performances in term of oral production skills for reading and speaking. It has shown that students' achievement using the immersive multimedia learning with peer support group became significantly better performance in all measures of oral production.

Furthermore, Zaim (2016) in his paper titled 'The Power of Multimedia to Enhance Learners' Language Skills in Multilingual Class' was proceeding in the Fourth International Seminar on English Language and Teaching (ISELT-4). The result is that learners can now interact with textual, aural, and visual media in a wide range of format. With multimedia, teachers can expose not only aural processing opportunities, but multi modal, simultaneous sight, sound, and test. He found that multimedia can enhance the students' ability to communicate orally and in written form with the language being learned. The last researcher is Pun (2013) has conducted a research with a title "The Use of Multimedia Technology in English Language Teaching: A Global Perspective". His paper was aimed to analyze the use of technology to English language teaching in the non-native speaking countries and to bring out the problems faced by both teachers and learners of English. He found that the usage of multimedia technology in language

teaching is to promote students' motivation and learning interest in the English language especially to the non-native English speaking context. In conclusion, he confirmed that the utilization of multimedia technology can fully improve the students' thinking and practical language skills.

Using multimedia is one of the efforts to improve the students' achievement. Teaching the speaking skill needs multimedia to make the teaching and learning process easy and interesting. Both the teacher and students need a lot of exposures to the target language and many opportunities to practice it. Language is a means of communication; students have to be accustomed to producing English orally in the classroom even in a very simple way, such as answering routines. Hence, the teacher should help the students to build their confidence in practicing speaking and they can learn about the language, even individually at home. In this case, the teacher can use the development of Information and Communication Technology (ICT), such as interactive multimedia, for teaching and learning activities.

Ampa et. al. (2013) clarified that the innovation of learning paradigm and the movements are caused by the rapid progress of technology. Therefore, the needs towards the multimedia learning materials really exist, due to the condition of technology which is much more developing. In the field of education in Indonesia, for examples, the students from Elementary School, Junior High School, Senior High School, are encouraged to know technology earlier. The use of computer as interactive multimedia in teaching speaking can motivate the students to learn English easily and interestingly. Consequently, it can improve

the students' achievement. Thus, it is obvious that the interactive multimedia as a media to help students learn English at school should be developed.

B.   The Problem of the Study

Based on the background of the study above, the problem in the study is formulated as "How is the interactive multimedia developed for teaching speaking descriptive text to grade X students of culinary program?"

C.   The Objective of the Study

In line with the problem of the study, the objective of the study is "To develop an interactive multimedia for teaching speaking descriptive text to grade X students of culinary program."

D.   The Scope of the Study

The scope of the study is developing interactive multimedia based on the students' need. This media is intended to apply in SMKN 10 Medan. This media focus on speaking skill especially descriptive text. The scope of the study is limited on developing interactive multimedia to teach speaking for tenth grade students of culinary study program in first semester of academic year 2018/2019.

E.   The Significance of the Study

The result of this study is expected to give contribution as follows.

1.   For the researcher

The result of this study is expected to give her more knowledge and experience in developing effective media for teaching and learning English, especially for speaking.

2.   For the students of SMKN 10 Medan

The result of this study is expected to develop their speaking activities with the strategy that will improve their speaking skill so they will be more motivated in learning English.

3.   For the teachers of SMK Negeri 10 Medan

The result of this study is expected to provide them alternative media to teach English, especially in speaking skill. It is also expected to inspire and motivate the teachers to be more creative and innovative in developing interesting and effective media to teach English.

4.   For the other researchers

This result of this study is expected to be a reference in creating other strategy in other similar strategies of English especially in the field of media development.