

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of international languages. It has a significance role in communication. Schultz (2011:13) mentions that English is the most language spoken throughout the world. It means that English is used by people in the world to communicate. English functions both to acquire and exchange information, science and technology in learning process. For example, books as one of knowledge sources are vital for students and sometimes students need to find materials from books that are written in English as references to support their studies. Students in this era can also learn and find learning materials from online websites or even exchange information with people from all around the world through surfing the internet. This activity also requires the ability of using English. Therefore, Indonesian government has decided to include English as one of the compulsory subjects in the national curriculum from the junior high school up to university. In teaching English, there are four important skills. Those are reading, listening, writing and speaking. Listening and reading are grouped under the term of receptive skill because learners use these skills for receiving information while speaking and writing used for producing and conveying information. Speaking is one of the important receptive skills that should be mastered by the students to be able to communicate fluently by using English

In 2013 Curriculum, speaking skill is being discussed in every level of high school. It is being discussed as the focus of learning English in all topics for tenth grade students of vocational high school. Ministry of Education and Culture (2016) states that English in vocational school or *Sekolah Menengah Kejuruan* (SMK) is taught in form of genre based learning. There are several genres in text that are taught for tenth grade students of Broadcasting Study Program at vocational school, such as: descriptive, recount, procedure and narrative text. Descriptive text is a genre that will be learnt in the first semester.

Descriptive text is a type of text that functions to describe particular person, place, or thing. Based on regulation of Ministry of Education and Culture (2016:24) states that the basic competencies of learning reading descriptive text for tenth grade students will be mentioned below:

4.4 Teks deskriptif

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

To fulfill those basic competencies, there are many types of instruments that can be used by teacher in teaching speaking of descriptive text, such as: textbook, workbook, worksheet or in audio and video form. Learning instrument is a set of tool or device which can be used by teacher and students to facilitate and improve the students' knowledge and language experience. Depdikbud (2014) states that students' worksheet is one of the teaching instruments that can be used by both of teacher and students to fulfill the basic competence and the goal of learning descriptive text as stated in the syllabus.

Based on the preliminary observation, there are some problems related to the speaking worksheet of descriptive text for Broadcasting Study Program students at SMK BBC Medan. The first problem was occurred within the exercises or tasks of the worksheet. Nunan (2001: 137) states that to underpin the teaching program, the task or exercises should be in line with the goal or objectives of the teaching which are set out in the syllabus or curriculum guidelines. In this case, the content of the worksheet should facilitate the learners to achieve the learning objectives which are presented in the basic competencies.

But in reality, the exercises that are existed in the students' speaking worksheet do not fulfill the basic competencies and the objectives of learning descriptive text because the exercises just focus on one basic competence that is, catching the main idea and the meaning of the text. Meanwhile the other basic competence of learning descriptive text is analyzing the language features, text structure and social function of the text.

Then, the instructions are mostly about writing ideas/opinions and answering questions. The English teacher also admits that many students failed on achieving speaking skills. In speaking activities, there are some reasons why speaking skill is difficult for the students. First, the cause is the students are lack of motivations in learning English, another reason is caused by the students rarely practiced speaking English. Second, the worksheet is monotonous. In every speaking task, the students only have to read the given text then answer about 10-14 questions based on the text they have read. The answers of the questions can be found literally in the text. The worksheet does not guide students to build the

concept because the concept is presented directly, so the students only have to memorize it. The practice of speaking has to be interesting and not be boring so that the students can enjoy it.

To make the learning of descriptive text becomes more meaningful and can be easily accepted by the students, it needs a learning approach that is related to the major of students and curriculum concepts. Scientific approach is one of the learning approaches that have been suggested in the 2013 Curriculum as the current national educational curriculum by the Ministry of Education and Culture.

Zaim (2017) states that scientific approach is the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis. In this approach, learners learn and require experience in gaining knowledge directly by themselves. In applying scientific approach, the students will learn English by observing, questioning, exploring, associating, and communicating. These processes are expected to promote students to have critical, analytical, investigational, procedural, and communicative competencies.

Therefore, the researcher is interested to conduct the research about developing students' speaking worksheet based on scientific approach for tenth grade students of Broadcasting Study Program at SMK BBC Medan. The students' speaking worksheet of descriptive text is developed by applying the five stages of scientific approach into the learning activities. The students' speaking worksheet is also designed specifically for Broadcasting Study Program students in order to increase their abilities of using English for broadcasting needs. By

using this worksheet, students are expected to understand more about descriptive text, students can increase their speaking skill, and students can describe and improve their public speaking skills.

B. Problem of the Study

Based on the background of the study above, the researcher formulates the problem of the study as below:

“How is students’ speaking worksheet of descriptive text based on scientific approach developed for tenth grade students of Broadcasting Study Program?”

C. Objective of the Study

In line with the problem of the study above, the objective of this study is to develop students’ speaking worksheet of descriptive text based on scientific approach for tenth grade students of Broadcasting Study Program.

D. Scope of the Study

English teacher should prepare a good teaching apparatus. Teaching apparatus consists of lesson plan, teaching materials, media, worksheet, assessment, etc. This study will be focused on developing speaking worksheet as one of teaching apparatus. In language teaching, especially in English, there are four skills that should be mastered by students. This study will be focused on developing worksheet of descriptive text on speaking skill.

E. Significances of the Study

After finishing this study, this study is expected to provide information which may have theoretical as well as practical value for English teachers.

1. Theoretical Significance

This research can provide information and theories especially to develop suitable scientific approach based on English speaking worksheet of descriptive text for tenth grade students of Broadcasting Study Program.

2. Practical Significances

This research is practically expected to be able to contribute some benefits:

a. For English teachers

The research result is expected to be reference to improve the teachers' creativity in developing suitable scientific approach based on English speaking worksheet of descriptive text that will be helpful for the lecturer to evaluate students' achievement in learning English.

b. For the students

The students should increase their motivation and improving public speaking skills because the topics chosen in scientific approach based on English speaking worksheet used is developed based on students of Broadcasting study program needs.

c. For Future Researchers

For future researchers, they can develop English materials for Vocational High School students for other skill such as writing, reading, listening or materials with integrated four skills. And this research can be references for the other researcher.