CHAPTER I

INTRODUCTION

This chapter will be divided into six sections, namely research background, research questions, research objectives, scope of the research, research benefit, and definition of terms..

1.1 Research Background

The impact of coronavirus, well-known as COVID-19 issues which originated in Wuhan, China in December 2019 and which has significantly spread around the world including Indonesia where the first case was found on March 2020, has highlighted the importance of the development of a face-to-face teaching methodology that can be used from home with distanced learning institutions. According to WHO (World Health Organization) the confirmed deaths caused by this virus had reached 163,633 people in 209 countries by April 19th 2020. Thus, Indonesia's Minister of Education and Culture (*Surat Edaran nomor 3 tahun 2020*) and Direktorat Jenderal Perguruan Tinggi (*Surat Edaran nomor 1 tahun 2020*) have issued a statement outlining the new policy requiring universities and schools in Indonesia to conduct such distance learning to avoid the wide spread of the virus. However, the challenge for schools is to address the obstacles caused by the COVID-19 and prepare their distance learning capabilities to provide materials to be learned by students from home. Since the rapid development of technology has increased, it is clear that technology can be used by students and teachers as the major tool at this time for supporting the learning process. One of the systems that can be applied, we call E-Learning.

Many researchers have defined E-Learning. "E-Learning refers to the use of computer network technology, primarily over and through the internet, to deliver the information and instructions to individuals." (Wang et al.). Meanwhile the European Commission in (Soliman) defines E-Learning as "the use of multimedia technologies and internet to improve the quality of learning by facilitating access to resources and services as well as remote exchange and collaboration". It can be said; therefore that E-Learning can be an interesting

media whereby a teacher can deliver challenging and informative materials to vast numbers of online students through audio-visual resources, YouTube video, etc. Such resources can promote the development of various skills such as speaking, listening, vocabulary and pronunciation. Brook in (Jalaluddin) defines YouTube as a media or platform that can increase students' confidence by facilitating language learning and teaching, providing the authentic materials and also increasing their participation. In watching a video, two different senses, seeing and hearing will be used in order to understand the video. Teachers are able to task their students to increase the students' speaking skill by making their own video based on a theme or topic they have discussed on an E-learning forum. Making their own video creation, will give students' freedom to be creative and also increase their confidence in speaking.

Raimes in (Tavil) states that: "listening and speaking are, regardless of who the people using the language are, at least as important as the other skills to communicate". Meanwhile Byrne in (Tavil), states that "one should keep in mind that these skills are normally integrated in real life". Thus, having integrated skills, in this case, speaking and listening together, will help students to build both their listening and speaking capability. This is in line with Sadiku in (Jayanti) which stated that it is those two skills; speaking and listening which combined into interrelated skill for the production of effective communication. Although most students do know to some degree, how to speak and listen in English, they are often not brave enough to express their ideas; there are many factors which affect the ability of to speak, e.g. feeling not confident, lack of vocabulary, fear of making mistakes, inexperience in arranging sentences and many more factors. Therefore, these speaking and listening skills are still needed to if the student is ever able to communicate even at a basic level. Integration of both skills will challenge students to interact in the language naturally, by listening to what is conveyed and uttering what is on their mind by speaking.

"Teaching speaking is sometimes considered a simple process. Commercial language school around the world hire people which no training to teach conversation. Although speaking is totally natural,

speaking in a language other than our own is anything but simple".
(Bailey)

We frequently consider that learning to speak is simple, quite straight forward. We only need to talk, to open our mouths, and we can express ourselves; but in fact, it is not that simple. There are many factors to support speaking and chief among them is our listening ability. Before starting to speak, we need to listen to what our speaking-partner is saying before giving them feedback when it is our turn to speak. Plainly stated; listening and speaking skills are totally integrated, correlated to each other.

According to Global English Proficiency Index (2018) held by EF Education First, Indonesia's position is on the ranked 51 among 88 countries in the world and on the 12th in Asia-Pacific. It indicates that our English is categorized as low to be compared to our neighbor countries such as Singapore and Malaysia which categorized as high level. However, the competition nowadays among the countries has significantly increased; therefore it must be balanced by the increase of English proficiency of the students at the university and one of them is speaking skill. Speaking is a communication of two-way process which involves ideas, information and feeling (Florez, 1999 and Howartz, 2001 in EL Fattah Torky Shiamaa Abd, 2006). Based on that definition, researcher thinks that speaking is really interesting skill and needs to be improved especially for students.

By learning English, especially speaking skill, it will definitely help students to be more self-confidence. They can use English to communicate with their friends, and people who come from another country or use it to understand the movie they watch or the book they read, therefore they can retell the story to their friends. Gerald Gillis (2013 as cited in Mei, 2016) states that having a good quality of English speaking skill will definitely bring a lot of positive impacts to the learners since speaking is one of the main key that we use in daily life, such as negotiating, having a conversation, presenting, and dealing with clients. In addition, to express our ideas in communication we use language as the tool in variety of situations and to know other's ideas as well. By learning to speak

English well, it will definitely help students to enhance their valuable skills which can be useful for their lives and it will help them get the chance to get a higher education, finding employment and being promoted (Baker, 2003).

University students can be categorized as adult learners. However, when they come to the English class, sometimes they bring their own characteristic which can bring problematic in learning and teaching process. Although University students have been learning English since they were high schools, when it comes to a speaking activity, it seems still becomes a problem for them. Failure or criticism at school might have been experienced by them which make them anxious and under confident to learn new language (Harmer, 2008). Students are not able to speak English well can also be caused as the lack of the vocabularies they have as it is hard to be remembered by them. Brown (2001:377 in Rohmatillah, 2014) views that students must memorize and define the vocabulary items which is boring list of words. Based on that definition, to be able to speak, students must enrich their vocabulary because when they have it, it will make them easier to what are they going to speak.

To make students really triggered to speak English, since English is a foreign language in Indonesia, teachers or lecturers should be creative in using the technique. By having the creativity, it will make the students not feeling bored and it will find them new spirit to learn. One of the techniques that can be used and applied in teaching speaking is the Integrated Speaking-Listening E-Learning Model.

Concerning the fact above, the Integrated Speaking-Listening E-Learning Model can be an alternative for lecturers to teach students the speaking skill. The researcher is interested in conducting a research entitled" An Analysis of the Integrated Speaking-Listening E-Learning Model on Freshmen".

1.2 Research Questions

Based on the problems mentioned above, the main problems can be formulated in these following questions:

1.2.1 How the Integrated Speaking-Listening E-Learning Model was implemented from the point of view of the subject lecturer?

1.2.2 How the Integrated Speaking-Listening E-Learning Model was implemented from the point of view of the freshmen?

1.3 Research Objectives

Considering the problems mentioned above, the purposes of this research are as the following statements:

1.3.1 To find out how the Integrated Speaking-Listening E-Learning Model was implemented from the point of view of the subject lecturer.

1.3.2 To find out how the Integrated Speaking-Listening E-Learning Model was implemented from the point of view of the freshmen.

1.4 Scope of the Research

It is required for researcher to pay attention on certain aspects in this research therefore problems and research objectives can be reached accurately. From the problems identification above, this research will limit the scope of research that is relate to an analysis on how the lecturer and the university students (freshmen) used the Integrated Speaking-Listening E-Learning Model in the subject of "Speaking in Professional Context. The target of this study is the freshmen of undergraduate students of English Language Education Program. By using this Integrated Speaking-Listening E-Learning Model, the researcher hopes that it will help the lecturer in delivering the materials and students can receive the materials delivered by their lecturer.

1.5 Research Benefit

The researcher hopes that this research will give some benefits whether it is theoretically or practically. Theoretically, this research finding can be an additional source and reference for those who conduct the research about this topic. Practically, this research can be picked its beneficial by people especially those who study or work in educational field, i.e.:

1) The Students

Hopefully, this research bring the new spirit for students who learn English especially their speaking skill and they will find that using the Integrated Speaking-Listening E-Learning Model can help them improve their speaking

skill. Therefore, their imagination of English as the difficult subject can be minimize or even erased from theirs because now they find the fun and interesting way. In addition, they can enjoy how the learning through the Integrated Speaking-Listening E-Learning Model is really interesting and fun so that the learning objectives on this research can be reached and run as expected.

2) The Lecturers

Hopefully, the lecturers will have more ways in delivering the materials and one of them is by using the Integrated Speaking-Listening E-Learning Model especially during the time that we cannot predict before, and COVID-19 pandemic is one of the examples. As this research's aim is to analyze on how the Integrated Speaking-Listening E-Learning Model was used by the lecturer and students in learning process; thus, teachers can create the learning process to be more fun, active and students will be involved although it is done by E-Learning.

1.6 Definition of Terms

There are here some terms used that need to be clarified to avoid misunderstanding on this research. They are:

1. Speaking Skill

Speaking proficiency is the ability to communicate effectively through language for both basic communicative and academic purposes. In addition, according to Nunan, (2003) speaking skill defined as how we communicate to others verbally whether it is interpersonal or transactional purposes. In this study, speaking skill is how good the students are able to put their ideas, communicate with their friends verbally and confidently.

2. Integrated Speaking-Listening E-Learning Model

Integrated Speaking-Listening E-Learning Model is the combination of both speaking and listening skills in teaching through E-Learning, for example: By giving the materials about certain topic on YouTube video; students will learn both skills; listening and speaking. By listening to the speakers on the video, students will learn to listen; meanwhile students will learn how to speak as well by imitating what the speakers say on the video.

3) Freshmen

Freshmen are those university students who just enter or start their first year at college. Usually, they are first and second semester students.