

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study which consists of six parts. The first part is research background. In the research background, the researcher provides the background of the study. The second part is research questions. In the research questions, the researcher formulates the problem of the study. The third part discusses the objective of the research. The fourth part is scope of the study. In this part, there is an explanation about the limitation of this study. The fifth part is research benefits which discusses the benefits of the study. The sixth or the last part of chapter one is definition of terms. In the definition of terms, the researcher provides the definitions of keywords of the study.

1.1 Research Background

Indonesian educational system considers English as a compulsory subject starting to elementary school up to senior high school. It means that English is useful in many fields and gives benefits for people to communicate with foreigners. Learning English as a foreign language is difficult by many students in a non-English speaking country, such as Indonesia for they only learn it in the classroom including junior high school students. The students in junior high school are expected to be able to acquire all English skills, including speaking skill.

English speaking ability is very useful for students in the future. In addition, it also supports their qualities to other fields. To improve the students English skills, many schools established extracurricular programs such as English club or English extracurricular. SMP N 1 Pajangan is one of the schools that establish an English extracurricular as the platform to improve students' English ability. This research appeared when the researcher found the problem in the school where the researcher did an observation. Most of the students' participation was still less enthusiasms to explore their potential especially in speaking skill. Many factors that made students did not contributes yet optimally, it caused of internal and external effects.

For this era, English extracurricular program in SMP N 1 Pajangan it exists to fulfil the students learning needs. The instructor of this program is one of English teachers from the school where the participants of the program is seventh graders. In English class, teaching process only focused on two English aspects, such as reading and writing skills. It is different with the other skills such as listening and speaking skills which is rarely used. Moreover,

their speaking ability needs to improve through speaking practice. There are students of English extracurricular still got difficulties in expressing their ideas through speaking. They still had a limited way of expressing and responding the information especially in complete sentences. Less of the students' knowledge influenced them enable to produce the new sentences, it also became an effect on their speaking ability. Thus, most of students only imitated the examples of the topic taught to them. This reasons were proper because they still had limitations on the vocabulary. Whereas, various vocabulary could facilitate well for creating the communication. According to Burton (1982) a stock of words in a language that can support the students to learn the skills of language called vocabulary. Vocabulary is called as the first aspect which should be taught to students rather than other aspects. Krashen (1981) defines, it is basic for communication and also important for the acquisition process. There are some strategies to learn about words and develop the vocabulary. Schmitt (1997) divided vocabulary learning strategies into four that are using memory strategies, context, cognates, and word building. According to Schmitt (1997), there are some ways to increase vocabulary mastery, such as memorization, guessing from context, and analyzing the root of the words. Thus, based on some theories above, vocabulary is the basic aspect which should be taught to students for facilitating the communication. Other problem, it came to some students that had less confident about their speaking ability. Mostly, they are unconfident to give their answers and only keep it for themselves. It caused the students did not really understand English both spoken and written because they did not get the meaning of words that are used in the text. Vocabulary mastery is needed by the students to enhance their language skills. Lack of vocabulary could affect to students learning achievement. When this thing happens, so the goal of learning process are not achieved.

The material is one of the facilities in learning process.. The appropriate of textbook can be a good material as the reference of students learning. However, there was unavailable of textbook as a basic guidance for the activity of learning administration for English extracurricular. In teaching process, the teacher often to give sounds recorded of various examples as the students exercises to improve their four basic skills. Thus, the position of teacher is only as an administrator to check the students' understanding besides serving the materials. it was different with the teaching and learning activities in the usual class or English class where the teacher used on handbook as the teaching guidance. Although the teacher handout already covered four skills of English that included of speaking skill, but it was almost never adapted. Thus, the English extracurricular was established as a platform for the students to learn and improve their English speaking skill.

Here, the research provided materials to stimulate the students and make them more actively engaged in learning activities. Then, they did not feel bored to produce vocabulary while speaking practice. This materials was provided an alternative of teaching sources that could be used effectively. In

doing research, the researcher used the theory of Research and Developmental (R&D) using ADDIE model.

1.2 Research Questions

Based on the background above, three questions appear in this research. The research problems are formulated as follows.

- a. How is the need analysis of the students SMP N 1 Pajangan learning speaking skill?
- b. How is the design of speaking materials using Cultural Language Learning Approach (CLLA) for English extracurricular program of SMP N 1 Pajangan?
- c. How far is the appropriateness of the designed speaking materials using Cultural Language Learning Approach (CLLA) for English extracurricular program of SMP N 1 Pajangan toward the students learning speaking needs?

1.3 Scope of the Research

This study discussed the occurred problems which faced by students of SMPN 1 Pajangan. The technique was assumed that it was appropriate to the students' needs there. The researcher only limited the problems in designing a set of speaking materials for English extracurricular. By adapting English speaking materials, this study was expected to give a set of English learning materials that focused on speaking skill, so that the students had various ways of expressing and responding the information. This research involved 14 students of SMP N 1 Pajangan class VII who joined in English speaking extracurricular.

1.4 Research Objectives

This research aims at designing a set of speaking materials for English extracurricular. This study investigated 3 variables as follows.

1. To find the needs analysis of students learning of speaking;
2. To design an extracurricular speaking materials using Cultural Language Learning Approach (CLLA) for English extracurricular program for the students of SMP N 1 Pajangan;
3. To find the data of the appropriateness of the designed speaking materials using Cultural Language Learning Approach (CLLA) for English extracurricular program of SMP N 1 Pajangan students.

1.5 Product Specification

The product specification dealt with the term, “A set of speaking materials”. It was the materials that gave the additional from the currently used book focusing on speaking materials. On a set of speaking materials included speaking activities as the exercise and texts as the information.

1.6 Research Benefits

This research was expected to give benefit in theoretically and practically. In theoretically, the result of this research would be beneficial for the next relevant researcher and book designer. The next researchers would use the research as a reference to their study which has a similar theme. Next, book designer would use it to develop the materials in order to fulfill the students’ need as well. Then, practically, the research findings would be useful for the English extracurricular teacher, principal school, and the English extracurricular students of Junior high school. English extracurricular teacher and the principal of Junior High School would use the set of speaking materials as the reference to give a supplement of speaking materials which is appropriate. For the English extracurricular students, they could explore their speaking skill and have a good performance of speaking materials in English. Last, the headmaster would use it as the extra materials that would be beneficial to be used by English extracurricular teacher.

1.7 Definition of Terms

In order to clarify the concepts and avoid misinterpretation, in this section the researcher defined keywords or phrases used in this research terminology. Some of main words or phrases here are designing, speaking skill, English extracurricular, and the 2013 curriculum. The definitions are as the follows:

a. Instructional Design,

Hutchinson and Waters (1994:106) stated that designing is an activity to create materials which are fitted to the objectives of learning and specifying the subject area of learners. Oxford dictionary (2009:121) defines the word design as making something for particular purpose or use. In this research, designing meant the process of create a set of English speaking materials for English extracurricular. In this study, the researcher defines the instructional design as the plan and procedures in designing and developing the materials of teaching and learning process.

b. Speaking skill,

Speaking is one of English productive skill that requires oral practice. In speaking, the speakers have to mind their pronunciation in order to deliver the message to the listener. It meant that the pronunciation of the speakers determined the delivery of the message. It aimed at expressing the idea of the speaker in a form of spoken language. As stated by Nunan (1989:26), spoken language consists of short, often fragmentary utterances, in a range of pronunciations. To help the students of the English extracurricular learning about speaking and the pronunciation of English words, the researcher designed a set of speaking

materials for the English extracurricular class. The design materials contained the language focus that could help the students to understand more about the pronunciation and the sentence structure.

c. CLLA (Cultural Language Learning Approach)

According to Hermayawati (2014:4) CLLA (Cultural Language Learning Approach) is an approach which focuses on the discourse content that contains knowledge about various kinds of cultural heritages. It could be concluded that CLLA is an approach to access the local culture or culture that applied in an area, for example when we are in Javanese, we could learn to find out how to respect parents, how to be a forgiving person, how to behave, and so on. Based on the explanation above, the researcher would apply CLLA as an approach to design the speaking materials book to English extracurricular especially to SMP N 1 Pajangan to introduce their own culture while learning English in the classroom. The researcher expected that students are able to get the information about their culture.

d. English extracurricular,

Based on the Indonesian Ministry of Education Act number 62 year 2013 about extracurricular, English extracurricular meant an English teaching and learning activity which is joined by the students out of learning hour of intra-curricular or co-curricular program, under the guidance and control of the school. SMP N 1 Pajangan is located at Pajangan, Bantul, Yogyakarta. Further, English extracurricular has one class for seventh grader which consist of 14 students.

e. The 2013 Curriculum,

The 2013 Curriculum is the name of the current curriculum used in Indonesia. SMP N 1 Pajangan is currently implementing this curriculum for the seventh graders. This curriculum is a fact of the extension of School-Based Curriculum in several components. The main purpose of this curriculum is to form the individuals who are faithful in God, having good characters, self-confident, successful in learning, responsible citizens and having positive contributions to the civilization (Ministry of Education and Cultures, 2012).