

CHAPTER I

INTRODUCTION

This chapter is divided into six parts, they are: research background, research questions, research objectives, scope of the research, research benefits, and definition of terms.

1.1 Research background

As an international language, English plays a major role in the communication process in various fields of work, some of which are in the fields of education, technology, health, business, and even in religious-related work. As part of the international communication process, English becomes something important to be mastered by people who want and will be involved in the international world. According to (EF-EPI, 2018) in 2018, the English language is as important international language. In practice, it is the language of communication for all types of international interchange, for examples goods, services, and ideas. It is also stated in EF-EPI (2018) For each company, the English language proficiency of each employee becomes an important component to compete and develop innovation in the international marketplace. English is a primary need in every interaction globally. Proficient in English means profitable asset for the growth of the company. without that ability, the cost of expenditure might be bigger.

That statement shows that the need for mastery of English is increasingly becoming something vital for human resources for every workplace. In the process of communication, speaking is the first important ability to be mastered. According to Shumin (2002) in Kuning (2019) speaking is a crucial part of foreign language learning and teaching, it is an important part of communications and one of four productive skills, that must acquired in learning foreign language. Speaking a language is quite difficult for foreign language learners because to produce effective oral communication need the capability to use the language appropriately in social conversations. Even

farther Brown and Yule (1983) as stated in Kuning (2019) speaking is an important part of daily life interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. From this opinion, it can be concluded that speaking skill is a skill that must be mastered for those who need English as a means for communication in everyday life.

Commission for Social Communication in Yogyakarta is a commission that focused on social communication work for the Church in The Archdiocese of Semarang. According to Stanislaus (2007) A pastoral plan for social communication should maintain public relation that makes effective communication between the church and the community as a whole by producing radio program, television and video program. In the lines with that, this commission makes a radio program, television and video program, documentation of The Church in The Archdiocese of Semarang, and interreligious program. It is also a part of SIGNIS, World Catholic Association for Communication, it brings together radio, television, cinema, video, media education, Internet, and new technology professionals. Based on the official website of SIGNIS, <https://www.signis.net> accessed on July 2019, the activities of SIGNIS cover all fields of audiovisual creation: promoting films or television programs, creating, producing and distributing radio, TV and video programs, building broadcasting studios, supplying equipment, offering Internet services by satellite, training professionals, encouraging the use of new media, promoting media education etc.

After conducting pre-research, it is known that as a member of SIGNIS, they are required to attend the annual meeting. This meeting often uses English as the main language. This fact then provides a challenge for the staf members to master English as a means of communication. Based on pre-research, the researchers found that there was a gap in the English language proficiency of each staff member, but not too far. Some of them are in the beginning (entering) level. According to White (2004: 8) beginning (entering) level shown by minimal comprehension and no verbal production of English. According to the chairman, the need for mastery of English is very important. Previously, in the process of employee engagement, there was no test to find

out the English language skills of employees. According to the staff members, they want to develop their English language skills in daily communication, especially their speaking competence in order to be able to support their work, for example, discussion and conducting interviews. The staff members often confused with Church and social communication terms. It is concluded that its staff members need English for specific purposes. Hence, this research aimed to develop a set of English speaking instructional materials for the staff members of Commission for Social Communication of The Archdiocese of Semarang. Speaking skills are choosen as the main material because of motivation of the staff members that want to communicate in a good conversation.

1.2 Research question

As it has elaborated in the background of study, this reasearch addresses two (2) research questions. Those research questions are formulated as:

1. How is “Let’s Interview” a set of English speaking material for the social communication staff designed?
2. How is the appropriateness of “Let’s Interview” a set of English speaking material for the social communication staff look like?

1.3 Research objectives

Based on the research questions, the purpose of this research are:

1. To describe how is a set of English speaking intruotional materials for the staff of staff of Social Communication office in Yogyakarta.
2. To find out how the set of English speaking intruotional materials is appropriate for the staff of Social Communication office in Yogyakarta.

1.4 Scope of the research

This study focuses on speaking ability. This research will be limited to a set of English speaking intruotional materials for the staff of Commission for Social Communication of The Archdiocese of Semarang. The materials are designed based on staff members’s needs. The method used is cooperative learning.

1.5 Product specification

These instructional materials are designed based on learners' needs. Considering their limited time, it is decided will be in a form of paper-based material, full colour printed on A5 size paper designed for 8 meetings. There are 8 units of material. The time allocation is 45 minutes for each meeting. Every unit will take 1 meetings. In every units there will be five contents that is based on collaborative method steps. Every unit will take 1 meetings. In every units there will be five contents that is based on the collaborative method namely; 1) Engage, 2) Explore, 3) Transform, 4) Present, and Reflection

1.6 Research benefit

This research hopefully will give benefits to the reader and other researcher. The benefits will be divided into two categories: theoretical and practical.

A. Theoretical

The theoretical benefits from this research are expected to be a source of information in understanding and making instructional materials to teach speaking skills in the context of the English for a specific purpose. This study can show how the use of instructional materials that are implemented directly to the staff members, to find out the appropriateness of the instructional material. In addition, the results obtained from this study can enrich the theory of teaching for speaking skills in English for specific purpose users.

B. Practical

1. For the staff members of Social Communication office in Yogyakarta.

The product designed by this research expected to be the main material in a course to improve their speaking skills. It also expected can helps them as starting point to learn speaking skills deeply.

2. For the English teacher or English lecturer

The findings of this study could give information, to create improvement on instructional material for English for a specific purposes user.

3. For the future researcher

This research expected to be used as a reference to support relevant studies done by the future researcher. Moreover, the future researchers can develop the result of this research to be better design of instructional materials for speaking.

1.7 Definition of terms

In order to avoid misunderstanding, this section presents the definition of terms whis are used in this research study. There are some terms explained as follows:

a. Instructional materials

Intruotional materials means materials planned or designed by the teacher for teaching instruction. It could be in the form of printed, computer assisted instruction, and television instructions (Dick & Reiser, 1989: 3). The researcher designed the paper based instructional materials to be used by the teacher and students as the focus of teaching learning activity.

b. Speaking

Harmer (2007: 284) stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to proccess information and language “on the spot”. Face to face interaction is empasized including discussion, dialogue, and interview In this study, speaking is exchange of oral communication to deliver ideas in teaching learning activity.

c. Staff members

A group of people employed by a company, individual, etc, for executive, clerical, sales work, etc. In this study they are a staff members at Commission for Social Communication of The Arcdiocese of semarang. According to Fr. Slamet

Witokaryono Pr., They are divided into three fields: secretariat, administration, and technical (Studio operators, camera person, and editors).

d. Commission for Social Communication in Yogyakarta

It is a non profit organization under The Roman Catholic Archdiocese of Semarang. They are planning, implementing, mobilizing and organizing the pastoral work in the field of social communication (*Pedoman Pelaksanaan Karya Komunikasi Sosial*, 2009). In practical terms they are producing a radio program, movie, documentation in a area of The Archdiocese of Semarang.

