

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is the most important skill and important thing to have a conversation with other people. We can tell what we thought about something and it is make us easier to know about the situation that happened in this world, because when we mastering speaking, especially speaking english it is easy for us to communicate with people from many countries. By overcoming speaking skill, the student can express their thought about something, their feeling, give statements and arguments with their friends, teacher or others people.

English as an International Language, becomes a reason why people have to learn English Language from elementary school. That is because English Language is very useful for many things, such as in entertainment, technology, business and educational context. Many people in this world use English as a communicative language in their daily life, so that is the reason why English is important to be learned. Because it make us

easier to communicate with other people from another and also make us easier in the future. The significance of learning English becomes one of the most important reasons why English language is taken in as a lesson in the curriculum 2013.

In Indonesia, English as a foreign Language that is taught in every school starts from Elementary until the University level. Based on the curriculum 2013, there are four skills that must be overcome by the students of Junior High School as stated in standard competence, namely speaking, reading, writing, and listening. Speaking becomes one of the most important aspects in learning English and getting information. According to Brown said that speaking is a collective activity of building meaning that requires producing, accepting, and clarifying information.¹ From the definition, it can be concluded that speaking is the process of sharing and giving information to others in an interactive way.

As stated in curriculum 2013, to interact with the immediate environment the seventh grade of Junior High School are supposed to be able to express meaning in simple transactional and interpersonal conversation. In fact, based on observation in seventh grade of SMP

¹ H Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy* (2nd Ed), (California Usa: Addison Wesley Longman, 2001), 267.

Negeri 1 Pontang, the researcher found that many students had low score in English Lesson, especially in speaking skill.

Based on the observation that has been done by the researcher, the researcher found out many problems that becomes a reason why the students of seventh grade of SMP Negeri 1 Pontang had low score in english language, especially in speaking skill. The first problem was related to the students. The students can not understand the meaning of the material, because teaching learning process is carried out online and the teacher does not explain the material, it only provides instructions to students to read the material then does practice questions for assessment, it makes students confused and does not understand the meaning of each material and each expression in speaking materials. It also make the students can not understand the meaning of each material and each expression in speaking materials well.

The second problem is related to the material, there are not enough speaking materials which are ready for classroom use. As stated in curriculum 2013, the students must be mastered the four Language skills in a balance, but the materials in a textbook “ Bahasa Inggris for Seventh Grade Students of Junior High School” (2013) which use in seventh grade of SMP Negeri 1 Pontang more focus on

writing and reading skill. Therefore, the materials in the textbook should be balanced with the four skills that must be mastered by seventh grade of Junior High School students.

The Third problem is the material in Bahasa Inggris for Seventh Grade Students of Junior High School” (2013) did not completely fulfil the student needs. The materials are short and the explanation in each material are simple, so the students only get little knowledge about the material and that make the students can not understand the material well.

The last problems, the materials in the textbook are unattractive, so that makes the students are not interesting to read the materials in the textbook, beside it is unattractive they also can not understand the meaning of the materials. The students need attractive and interesting materials to make them interesting to learn English Language. As stated by Hutchinson and Waters that good material included an interesting text, Fun activities that persuade the students thinking capacities, chance for the students to use their existing knowledge and skill. They also said that the good materials present obvious and evident structure unit, which will direct teachers and students through various occupations in such a way as to maximize

the chances of success in the teaching and learning process.² From the explanation above, it can be conclude that a good materials have a big chance to make succesful teaching learning process.

From the explanation above, many problem that becomes a reason why students at the seventh grade of SMP Negeri 1 Pontang had low score in speaking skill. The problem come from the students itself, the teachers and also the textbook. Based on the description above, the researcher is interested in conducting a research with tittle **"DEVELOPING ENGLISH SPEAKING MATERIALS FOR SEVENTH GRADE OF JUNIOR HIGH SCHOOL STUDENTS**”, in expectation the book will be an effective media to support the learning process by online, and also can improve students speaking skill.

B. Identification of Problem

As stated on the background of study above, the researcher clasifies the problem as follow:

1. Instructional materials that use in the school were still limited (use textbook only).

² Huntchinson and Waters, *Effective Learning Materials*, (Jakarta: Erlangga, 1987), 107.

2. The students can not understand the meaning of each material and each expression in speaking materials. Because, the teacher does not explain the materials and only gives assignments to students.
3. The explanation about speaking materials in the textbook is too short and simple, so that is make the students can not understand the materials well and only get little knowledge about the materials.
4. The textbook that used in the school were unattractive, thus making the student were not intrested in learning English.

C. Limitation of the Study

The reseacrher limits the study on developing speaking materials for seventh grade of Junior High School Students, which suitable for students need. In this aspect, the book will be used as a media to make the students easier to learning English speaking and also can improve their speaking skill.

D. Statemennt of the Study

1. What are the target needs of the seventh grade of Junior High School students?
2. What are the learning needs of the seventh grade of Junior High School students?

3. What are the appropriate speaking materials for the seventh grade of Junior High School students?

E. The Purpose of Study

1. To identify the target needs of the seventh grade of Junior High School students.
2. To identify the learning needs of the seventh grade of Junior High School students.
3. To design the appropriate teaching and learning speaking materials for the seventh grade of Junior High School students.

F. Product Specification

1. The materials in line with the latest textbook.
2. The book is developed depend on the syllabus and curriculum 13.

G. Significances of the Study

The result of the study is supposed to support learning process, and also expected to give new great information to the teachers and the students. The teacher can also get a new way and media to teaching English speaking.

H. Previous Study

To support this research, there were researchers who had done research studies related to the topic.

The first researchers who had done research studies that related to the topic is Fitri Palupi Kusumawati with title *Developing English Material for Speaking Skill Based on Addie*. The research was done at seventh grade of SMP Negeri 5 Metro, she select one class as subject for the R n D based on Addie (Analysis Design Development Implementation Evaluation) model. In the try out media the students can be approachable of the score that gave. The researcher only choose the students that have a good competition and a good skill especially in speaking. In the implementation of the product that have developed by the researcher the students look very interesting with the materials. Then the students do the excercise based on the example that has given by the teacher. the form of the topic is dialogue and the students can choose one of the topic and then do a discussion with their friends in groups or work together to do the excercise. After they do the excercise, they have to show their understanding about the materials and express the dialogue in front of the class with their friends. The result of this study is, After developing the product, the researcher implemented the product to 25 seventh grade students of SMP Negeri 5 Metro randomly from

several classes by an English teacher. After conducting the trial, the researcher tried to conduct interviews with each of them to find out their feelings and responses after trying the product that had been developed by the researcher. All 25 students said they were enjoying and excited. when interviewed, the majority of students said that they were very happy and wanted to learn English using media like this. This means that the product developed is effective to improve students' speaking skills.³

The second study of Research and Development is a study by Roza Anggraini the title is *Developing English Reading Materials for Eight Grade of Islamic Junior High School*. She created a book English Reading Materials for eight grade students first and second semester as a instructional media to teach reading, there were various pictures and color to make the book more interesting and motivate the students to leaning reading. She used ADDIE development model which include five stages that are analysis, design, development, implementation, and evaluation. The result of his study it showed that the English reading materials that has developed by her is

³ Fitri Palupi Kusumawati, *Developing English Learning Material For Speaking Skill Based on Addie*, Premise Journal of English Department of Muhamadiyah University of Metro, (April 2017).

effective to use as a learning materials and can improve students reading comprehension.⁴

The third study of research and development is a study conducted by Erika Arthadi *Developing English Supplementary Speaking Materials Based On Contextual Teaching And Learning For Grade Ten Students Of Senior High Schools*. The goal of this study was to create English additional speaking resources for senior high school students in grade 10. The goal of this research was to figure out how to give contextual teaching and learning speaking resources for the English teaching and learning process, particularly in the area of speaking ability. Educational Research and Development was the focus of the study (R & D). Conducting a needs analysis, writing a course grid, developing a first draft of English supplementary speaking materials, evaluating the first draft of English supplementary speaking materials, and revising and writing the final draft of English supplementary speaking materials were all part of the research procedure. Questionnaires and interview protocols were used as study instruments. The needs assessment was carried out at SMA PIRI 1 Yogyakarta. The data from the interview

⁴ Roza Anggraini, *Developing English Reading Materials for Eight Grade of Islamic Junior High School*, Islamic University Sultan Thaha Saifuddin Jambi, (october 2019).

and observation were qualitatively analyzed, while the data from the questionnaires were statistically analyzed using descriptive statistics. The study's participants were ten people, all of whom were University students. The university students were English Education Department students. The generated materials book was judged by an expert to ensure that it was appropriate. The results of the requirements analysis revealed that the students required beautiful and entertaining speaking materials that were based on their social life setting.⁵

⁵ Erika Arthadi, *Developing English Supplementary Speaking Materials Based On Contextual Teaching And Learning For Grade Ten Students Of Senior High School*, Universitas Negeri Yogyakarta (December 2015).