

CHAPTER I

INTRODUCTION

In this chapter, the researcher tells about background of the research, limitation of the problem, problems formulation, objectives of the research, benefit of the study, the definition the key term and the last is research paper organization.

A. Background of the Research

Language is a means of the way of thinking then transferring idea, opinion, fact or even culture from one generation to another as well as from a nation to other. It is also a means of communication among the people. Srijono (2001: 9) states that language as a means of communication so that it is very useful and flexible to be used. It can fulfil any human needs in communication area. While, according to Blumental (1994: 11), language is basically a means of communication in which people express their feelings, ideas, opinion, and desires. Therefore, language is an important device to communicate between the people in this world.

Over the last three decades, English has become the most important foreign language in the world. At present, English is the language for international communication. Kitao (1996: 1) states that English is the most widespread language in the world. It is difficult to count exactly how many English speakers

there are. The important here, not just the amount people used but what it is used for.

Nowadays, we know that information, advertising, news, diplomacy, science, etc written in English. It means that English is the key to open the knowledge and information. Besides, English becomes one of the important requirements to get a certain job for working or scholarship for studying. The fact of English existence gives a great impact for Indonesian as a part of the cosmopolitan world. As the developing country, Indonesia always renews the education system. For Indonesian education world, English is taught as a foreign language (EFL) in the classroom environment. In Indonesian education, English also one of the subjects in final examination for graduation students both junior high school and senior high school.

In accordance with the case above, many informal language educations grow such as English course and also extracurricular lesson in school. It exists to support the Indonesian need in learning language to develop learners' language skill. Each English course has different curriculum learning system also the media and material used.

Discussing English course especially in Indonesia, there is a language course which has been operating since 1959 until today. Namely *Lembaga Indonesia-America* (LIA). There are two programs course; (1) General English it designed

for students and (2) English for specific purposes. As we know related to the variation programs offered of course influence the material teaching.

To support the English language teaching process, there are three factors involved teacher, learner, and method or material. English language Material can be delivered to students instructional. According to Tomlinson (1998), there are many kinds of learning materials including textbook, cassette, videos, CD-Rooms, dictionary, grammar book, workbook, photocopied, exercise, news, etc. Generally, the material used by the teacher in formal and informal education is textbook.

The textbook is an instructional material, which is used as the guide for classroom instruction. The textbook has an important role in teaching and learning activities. Tarigan (1986: 11) stated that textbook is an instructional instrument which used at school and college to support instructional program. In LIA, especially in English Specific Purposes (ESP) program there a textbook namely "*Conversation in English.*"

According to the three principles and the purpose of teaching-learning in LIA, and the textbook contains, the researcher assumed that this textbook is very qualified as the teaching-learning guide. On the other hand, the title of textbook indicates that this book is designed to develop students' speaking and listening skills. Therefore the researcher wants to know whether this book is enough to

assist the students to develop their speaking skill or yet. In short, this research is aimed to analyse the textbook from speaking and listening perspective.

Speaking and listening are English skills that can't be separated. Speaking involves expressing ideas and opinions; expressing a wish or a need to do something; establishing and maintaining social relationships and friendships, McDonough & Shaw (2003: 134) whereas listening is a skill that people acquire first. At the beginning of learning a foreign language, people hear mainly through their ears, that becomes the main source of the language. So, the source of listening input is very important for the second language learners, they need to develop the ability to use speaking and listening for a variety of purposes, such as describing, requesting, commenting, greeting, reasoning, problem-solving, seeking new information and predicting.

Widdowson (1984: 58) stated that communication through speaking is performed face to face interaction and occurs as part of a dialogue or other form of verbal exchange. On the other hand, Mead and Rubin (1985) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Moreover, Hornby (1990: 1227) stated that speaking is making use of words in an ordinary voice. In conclude, speaking is a particular skill that has many

functions in daily activity. By speaking people can share their ideas, feeling, and intentions that we are able to interact with other.

On the other hand, Listening is one of the fundamental language skills, and crucial in the development of the second language competence so there are many definitions of listening which present different views of scholars towards the concept. Also listening is the ability to identify and understand what others are saying. However, listening is an important skill if anybody wants to study other languages.

According to Underwood (1997), listening is the activity of paying attention to and trying to get meaning from something we hear. Anderson and Lynch (1988) stated that listening is really a receptive skill alongside with reading skills and the role of listeners is no longer passive but active. Moreover, Rost (1994) says that “listening is referred to a complex process that enables us to understand spoken language.” It is an invisible mental process, so it is very difficult to describe. It can be concluded that listening is a skill that the students should have, in order to the students can interaction using English.

Moreover, listening is also an important condition for developing other skills, especially speaking skill as Doff (1988) suggests that we cannot develop speaking skill unless we develop listening skill. Indeed if we want to speak well, we firstly must listen to what others say and understand them clearly. In conclude

listening skill has taken a very important part in learning English. It is the most communicative and practised skill that needs to be developed as much as possible.

According to Buck (2001: 3), listening comprises of some key components, they are (1) acoustic input, (2) the different types of linguistic knowledge, (3) using world knowledge (inferences), and (4) details of the context.

Such a listening skill, speaking foreign language is a skill should be learned and developing because it not a simple thing. Speaking itself has several aspects should be considered. Harris (1969: 84) stated there are five components of language that influence speaking, which are; (1) Pronunciation, (2) Grammar, (3) Vocabulary, (4) Fluency, (5) Comprehension.

Pronunciation is very important in speaking if we do not appropriate pronunciation it can influence the meaning of the word. Hornby (1995: 928) pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. As we know mastering grammar will help people in speaking a foreign language because they will know how to arrange word in a sentence, what tense will be used how to use appropriate utterance. On the other word, grammar is an important role to master the spoken of the language.

Meanwhile mastering vocabulary is the first step to speaking English or listening to a foreign language. If somebody does not master vocabulary they cannot utterance what they purpose. And fluency is supporting aspect in speaking. Because by fluent in speaking listeners are able to response what the speaker wants. In speaking, comprehension is needed if not misunderstanding will happen between speaker and listener and the communication cannot run well.

Nowadays, common learning material used by English Course or English teacher are textbooks and workbooks, in which the former are used as main sourced of the lesson while the latter are main sources of task or exercises for students. In fact, the workbooks often use rather than textbook as compulsory materials for the students because it helps the teacher to teach a lesson in which there are summaries of materials and provide some tasks for students.

The researcher was interested in doing the research to the materials presented in *Conversation in English textbook*. This book was authored by LBPP LIA and published by LIA. *Conversation in English textbook* is designed to fulfil the needs of those who intend to attain oral proficiency in English to fulfil job requirements or scholarship requirements. This book is written based on the functional syllabus with selected vocabulary and grammar to assist students using the function vocabulary, fluency and accurately. Moreover this book

contains eight chapters, two reviews, work file, word list, grammar and usage and also listening scripts.

The material delivery in this book is situated in the students' daily life. So the students will easy to understand and study English. Each chapter containing: (1) Warm Up: This part is used for motivating strategies; hence, the activities are geared to motivate and prepare the students for the lesson. (2) Say It Smoothly: This part is used for *Presentation and skill practice*. In some lessons, the vocabulary is presented first and the language function later, while in other it is vice versa. (3) Let's Do it: This part is meant to give the students an opportunity to use what they have learned, and to give the teacher a chance to *assess* whether the students have achieved the objective of the lesson. (4) Toolbox: This part is a wrap-up of the grammar learned in the lesson. If needed, the activity can be used in the skills practised. (5) Tip Box: This feature, which may appear in some lessons, offers additional information that the students should know.

Further, the *review is* providing activities for the teacher to assess whether the students have internalised what has been taught in terms of fluency and accuracy. *Work file* contains learning aids that may be parts of information gap or other kinds of activities in the lesson. Then *word list* is assisting the students with the meaning of new vocabulary, purposely given in Indonesia. *Grammar and*

Usages further explaining the grammar learned in the lessons. The last is a *listening script*. It is providing a script of some listening activities.

Based on the theory about listening and speaking skills and also a description of *Conversation in English textbook* above, the researcher is interested in investigating how are the materials of *Conversation in English textbook* developed to enhance the students' speaking and listening skills and followed by micro skills. Besides, the result of research has a probability to answer why this book is suitable to develop students' speaking and listening skills.

On the other hand, considering the textbook is a compulsory book used in this course so it very important for the author to consider the material of *Conversation in English textbook*. Being interested in this matter, the researcher writes a research observing and analysing *Conversation in English textbook* published by LIA. The writer curious to observe the textbook and it part. Because the researcher wants to know how well the material of task is designed to enhance students' speaking and listening skills. This book is then analysed from listening and speaking perspective using theory developed from Harris (1969:84) and theory developed from Buck (2001: 3). In summaries, the researcher writes a research entitled "*An Analysis on the Task to Develop Students' Speaking and Listening Skills in Conversation in English Textbook: Content Analysis*".

B. Limitation of the Research

In order to focus on the topic of research in this thesis, the writer limits the scope of this study. Limitation makes the problems, description, analysis and explanation in this research are not too wide to be explained or described, so that the research can be effective to be understood by the readers. Firstly, the researcher limits the discussion of research toward “whether or not the textbook entitle “*Conversation in English textbook*” appropriate to develop adult learners’ speaking and listening skills”. Secondly, the researcher limit the research on (1) the relevant the task on the textbook to the examination (2) the usefulness of textbook, (3) the skill development on the textbook, (4) the frequency used in the class, (5) the role of textbook, (6) informant (students’) positive feelings of use, (7) the relevance relate sequence, (8) satisfactory toward the textbook. The eight aspects mentioned will ask to the informant.

C. Problem Statement

Considering the aspect of speaking skill by Harris (1969:84) and the listening aspect by Buck (2001: 3) and the role of the book, the researcher formulates the research problem such as; “How are the tasks of *Conversation in English textbook* developed to enhance the students’ speaking and listening skills?”

Based on the problem statement above then raises the subsidiary of research question as follows:

1. How are the tasks of *Conversation in English textbook* developed to enhance the aspects of students' speaking skill, in terms of; pronunciation, grammar, vocabulary, fluency and comprehension?
2. How are the tasks of *Conversation in English textbook* developed to enhance the aspects of students' listening skill, in terms of; acoustic input, the different types of linguistic knowledge, world knowledge (inferences), and details of the context.
3. What is the dominant skill used in the of *Conversation in English textbook*?
4. How do the students' respond toward the task on *Conversation in English textbook*?

D. Objective of the Research

Relating to the formulation of the problem and subsidiary research question above, this research has two objections to obtain. They are general and specific objectives. The general objective is to analyse the appropriateness the book entitled *Conversation in English textbook* to develop adult learners' speaking and listening skills. While the specific objectives are as follow:

1. to find out the model tasks of *Conversation in English textbook* developed to enhance the speaking skills and its aspects.

2. to find out the model task of *Conversation in English textbook* developed to enhance the listening skills and its aspects.
3. to find out the dominant skill used in the task of *Conversation in English textbook*.
4. To find out the students' responses toward the task on *Conversation in English textbook*.

E. Benefits of the Study

By conducting this research, the researcher hoped to be able to give contribution in analyzing courses textbook theoretically and practically.

1. Theoretical benefit

The finding of the research can enrich the theory of the analysis of textbook, the speaking theory and the speaking aspect related to the variation task to develop students' speaking skill also the theory about listening skill and the listening aspects. Besides, the researcher wants this research can dig out about the developing material on text book research.

2. Practical benefit

a. Teacher

The teacher can apply the result of this study as feedback on their teaching activities; improve their knowledge and experience in choosing appropriate book, so that the students are better in speaking skill.

Moreover, this research can help the teacher evaluated whether or not the selected materials already matched with the learner, so the teacher can have the references to improve the students' skill.

b. Student

Students can understand the variation English and the student can choose English course based on their purposes. In addition, the well designed textbook will help students to gain the good supplementary materials which supported their successful in learning process and develop their language skill.

c. Other researcher

The result can be used for the further researchers who are interested in doing English textbook analysis. This study provides the future researchers some information and reference about selecting the best materials for supplementary material.

F. Research Paper Organization

This research paper organization is divided into five chapters. The outline of this research is arranged systematically. The organization of this research is explained in order the reader able to understand about the thesis organization.

In brief, Chapter I discusses introduction. It consists of background of the study, limitation of the study, problem statements, objective of the study, benefits of the study, definition of key terms and research paper organization.

Further, Chapter II discusses underlying theory. It deals with notion of listening skill, notion about speaking skill and the notion about content analysis. Here the researcher explains about the discussion of the major theories used in this research.

The next, Chapter III is research method. It discusses the type of research (research design), subject, and object of the research, data and data source, method of collecting data, validity data, and method of analyzing data, then the procedure of the research.

Then Chapter IV is research finding and discussion. It presents the research findings of the research problem, structural form and its discussion of the research.

The last Chapter of this thesis is Chapter V. Chapter V consists of conclusion and suggestion of the research. It presents the conclusion of the research result and suggestion of the research. After that, the last parts are bibliography and appendices.