

CHAPTER I

INTRODUCTION

This chapter introduces the foundation and general overview of the research undertaken. It consists of background of the research, research questions, aims of the research, scope of the research, significance of the research, clarification of related terms, and organization of the paper.

1.1 Background of the Research

Indonesia is one of the countries serving English as foreign language. To be able to catch up the globalization, the government decided to include English in the curriculum of any span of education, from the Kindergarten to the University. Though, in curriculum 2013 English is not taught in the Elementary school. The students from each span of education are expected to accomplish a certain level of English literacy. Therefore, the competence that should be achieved will be different from one to another.

It is stated that the students in Junior High School are expected to get to functional level (Wells, 1987, as cited in Permen Depdiknas, 2006). In this level of proficiency, the students can communicate verbally and literally to solve the problems in their daily life. There are four language skills that should be mastered in order that the goal of the study could be accomplished. They are speaking, listening, writing, and reading. Regarding of those language skills, speaking skills takes the first priority for most Second-Language Learners (ESL) or Foreign-Language Learners (EFL) (Richards, 2008). It is because people tend to interact verbally with each other, such as the teachers explain the materials, and the students ask what they don't understand. This kind of common activity in the classroom is often done orally. However, those ESL and EFL learners find it hard to speak English, because they do not use English as part of their life. They tend to use their mother tongue often. It is in line with Ur (1996, as cited in Chandra, 2008) that the students prefer using their mother tongue to English.

On the contrary, language is actually about routine or drilling. It has to be practiced in any occasion. Because of the lack of using English, other factors that make speaking hard to do may grow larger. Cordeiro (2010) finds that his students feel embarrassed when they have to speak. They may be afraid of making mistakes and being laughed at by their friends. This is in line with Steins (2010) that the students would be afraid of making mistakes because they are not used to speaking English. Perhaps, among them there are some introverts who are being shy to speak because the communicative students will dominate the speaking time (Bauso, 2010). As a result, the introvert will keep silent because they don't know what they should talk about or because all of their ideas have been conveyed by the communicative one, so they do not get the chance to speak even if they want to.

Besides, the students have the chance to speak English merely in the classroom. Therefore, the teacher has an important role in finding the right teaching technique to stimulate the students to use English. This technique will create an atmosphere where the students, willy-nilly, begin to speak. Yet, the students will not try to speak unless they have much vocabulary and know how to pronounce it. Hence, the teacher should develop the materials that can enrich students' vocabulary, grammar, and phonology (Integrate Ireland Language and Training, 2004).

Teaching English to adolescent learner will give the teacher meaningful challenge. Not only the materials but also the activities should be specifically designed for them to meet their needs and wants. The activities may involve five significant aspects of adolescence development. They are intellectual, social, physical, emotional, and moral aspect (The National Middle School Association, 1995, as cited in Hampshire Educational Collaborative, 2005).

Based on the consideration above, audio and printed books may become one alternative way in teaching speaking. Audiobook is the auditory form of the printed book which is usually read by the professional and makes the printed one "alive" (Koralek, Ed.). This is because the readers provide inflection, tone, voice, dialect, pacing, pause, silence, and different voice (Baskin & Harris, 1995, as

cited in Wolfson, 2008). So as watching movie, by listening to audiobook while reading the printed one, we can play “the movie in the head” (Lesesne, as cited in Wildie, 2007). Even more, through audio and printed books, the students would be able to find much new vocabulary and how to read it in a good pronunciation. The more often the students listen and read English text, the easier the students recognize the grammatical structure of English sentences. In addition, the students can string up the words into sentences with the correct grammar and produce it in the right way.

There have been a number of research projects on the use of Audiobook, two of which were conducted to investigate the influence of Audiobook towards Literacy skill. First, Serafini (2004) observes that many young people face the difficulties in accessing the books, and have a low passion to read the books. This problem will lead to a serious problem in which one generation could be declared as “lost generation”. When the curriculum is developing, both teacher and students have fewer time to focus only on one subjects. Seeing this condition, Serafini conveys that the use of Audiobooks can play significant role in assisting students to enhance their literacy skill. Second, a research conducted by Montgomery (2009) states that the students’ reading level has a great effect on their academic performance. The author employs the use of Audiobooks, which provides a storytelling-and-reading-aloud style, as one way to get students’ enthusiasm in reading. As stated by Carbo, 1987, 1990 (cited in Montgomery, 2009) listening to recorded stories will increase students’ enjoyment rather than the stress and improve their fluency and comprehension.

Previous research as mentioned above, were both investigated the correlation between audiobooks and literacy skill. However, there is only a little research focusing on improving speaking skills by using audiobooks. To enrich the reference about methodology in teaching speaking, the present research focuses on teaching speaking by using both audio and printed book. Audio book was chosen due to its practicality and efficiency in stimulating the students to use and learn English. As English Language Learners (ELLs), learning speaking is a must since we communicate literally and orally. Thus, the aims of this research

are both to see if the use of Audio and Printed books will make the students freely and easily speak English and to find out the students' responses toward this method.

1.2 Research Questions

Based on the background mentioned above, the research attempts to investigate the answers of the following research questions:

1. Are there any influences of using audio and printed book on students' speaking skills?
2. What are the students' responses toward the use of audio and printed book?

1.3 Aims of the Research

Based on the problems above, this research aims to:

1. Find out the influences of using audio and printed book on students' speaking skills
2. Find out the students' responses towards the use of audio and printed book

3. Scope of the Research

This research investigates only the use of audio and printed book to find out whether it is effective for teaching speaking. The problems may encounter during the process, therefore the researcher provides the questionnaires as another instrument to identify the students' responses of using audio and printed book as another aspect to investigate.

4. Significance of the Research

There are three significant outcomes expected from the research, as follows:

1. Significance of theory

The finding of the research can enrich the literature of teaching speaking and using audio and printed book. The finding of the research is also expected to give beneficial reference for further research concerning on the use of audio book in teaching English speaking to EFL (English as Foreign Language) students.

2. Significance of policy

The finding of the research may contribute the solution in overcoming the problems in students' speaking skills. It has been public's secret that many Indonesian learners are difficult to learn English, since they have lack of practice. Besides, there are not enough facilities provided by school that can encourage students in learning English. Therefore, the use of audio and printed book in this research can give one alternative solution for the school due to its practicality and low cost.

3. Significance of practice

This research will give information about students' responses towards English learning through the audio books. This information is useful for both students and teachers. Students could find the way native speaks English, and they can also enrich their vocabulary and how to pronounce it appropriately through audio books. In that way, the teachers can facilitate students more with the learning media which is appropriate to students' needs.

1.6 Clarification of Related Terms

Some terms need to be clarified in order to avoid misunderstanding and they are as follows:

- 1.6.1 Audio books** are the “exact replicas of the printed version” (Snodin, 2008). The form of the book itself is different from the printed one.

Audio book is a book which is read by someone and is recorded. Audio book is created to help people with visual and/or having learning difficulties such as blind or difficult in reading. In this research, the researcher will use one of the stories written by E.B. White.

- 1.6.2 Printed books** are the common book which consists of a bundle of paper between hard covers (Webster, as cited in Baskin & Harris, 1995). The story in the printed book used in the research is the same as the audio one.
- 1.6.3 Speaking** in this research will be tested by two kinds of speaking test which were adapted from Brown (2001). The speaking test includes Monologue and Dialogue.
- 1.6.4 Speaking skills** in this research cover mastering vocabulary, structural accuracy, and phonological accuracy (Integrate Ireland Language and Training, 2004). Those skills will lead the students to comprehend and to produce English fluently.

1.7 Organization of Paper

The present research paper is organized as the followings:

1. Chapter I: Introduction

This chapter discusses information on background which elaborates basic thought of why this research is administered, research questions, aims of the research, scope of the research, significance of the research, clarification of related terms, and organization of paper.

2. Chapter II: Theoretical Foundation

This chapter provides the elaboration of the theoretical foundation in the research. It consists of speaking skills, adolescent learners, audio and printed books. This chapter also presents the discussions of previous research related to the topic of this research.

3. Chapter III: Research Method

This chapter elaborates the methodology of research conducted to answer the two research questions which are previously stated in chapter

one. It covers research design, research hypothesis, population and sample, data collection techniques include research instruments and research procedures, and data analysis.

4. Chapter IV: Findings and Discussion

This chapter provides the results of the research and discussions of the research findings.

5. Chapter V: Conclusion and Suggestions

This chapter presents the conclusions of the research based on the research questions, aims of the research, and hypothesis which have been described in chapter III. In addition, suggestions are also recommended in this chapter for future studies.