#### **CHAPTER I**

#### INTRODUCTION

## A. Background of the Study

Nowadays, English is one of the important subjects for all Indonesian students. Students need English because they will face global era, and English as an international language has an important role in communication, transferring science and technology.

Because of its importance, English is put as the first foreign language, which taught from the elementary up to the university level. English is important to be mastered because English is a key to scientific and technical knowledge especially to the economic and politic development of the world. Brown also says that English has become a tool for international communication in transportation, commerce, banking, tourism, tecnology diplomacy, and scientific research.

In learning the second or foreign language, there are four basic skills that need to be mastered: listening, speaking, reading and writing. Students should be able to use the skills weather in oral written ones. To achieve the goals, teachers have to teach the language skill to their students and fasten their English students' abilities. It is expected that finally they are able to communicate with native speaker orally as

<sup>&</sup>lt;sup>1</sup> Quirck, Randolf, The Use of English, (Hongkong: Longman Group, 1976) 7

<sup>&</sup>lt;sup>2</sup> Brown, H. Douglas, Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition, (New York: Longman, 2001)

well in written form. In other words, mastering the speaking skill is very important in learning in a language.

Unfortunately, English still considered as a difficult subject. The students have difficulties in learning English because it is not their mother tongue. In addition, of course they are very different in pronunciation, intonation, and grammar. Beside, English is a foreign language for Indonesian. There is no rule to use English in daily conversation. The students do not have a chance to practice their English because there are few people around them who can speak English.

Speaking is the process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts.<sup>3</sup> Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural norms appropriate in each communicative circumstance.

SBI (Sekolah Bertaraf International) is a national school in Indonesia with a standard international quality. The teaching learning process in SBI is emphasized the creation capacity, innovation and experiment to bring out new ideas. The developing of SBI in Indonesia is based on Indonesian National Education System (UU. No.20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 50 Ayat 3), the Indonesian Government and Regional Government are stimulating to develop education with

<sup>&</sup>lt;sup>3</sup> Chaney. 13

international standard.<sup>4</sup> In this certainty, Indonesian Government pushed to expand education unit which international standard.

International standard in teaching learning process of SBI uses two languages, i.e. Indonesia and English. They regard speaking as the most important skill they can acquire and assess their progress in terms of their accomplishment in spoken communication. Therefore, the students of SBI hoped to speak English well. As in previous study by Septia Mardiana, she analyzed about the implementation of memorizing idiom. She chooses it because according the English teacher of SBI at SMP Negeri 1 Gresik, the SBI students have problems in speaking, and the general problem faced the students is pronunciation and lack vocabulary. Therefore, the English teacher gives memorizing idiom to the students as technique to break up the problems. Because it easy and simply to memorize without afraid to make mistake while use it in speaking.

Based on the explanation above, the English teacher has to find the technique or solution in order to motivate the students. Moreover, the English teacher of grade 8 SBI class at SMP Al Hikmah Surabaya using CALL (Computer-Assisted Language Learning) technique in teaching speaking.

The correlation between CALL and SBI is SBI use standard international quality so the students hoped to speak English well, the use of CALL in teaching

<sup>&</sup>lt;sup>4</sup> Undang-Undang Sistem Pendidikan Nasional, *Tentang Sistem Pendidikan Nasional* (Undang-Undang Republik Indonesia Nomor 20, 2003)

speaking as one of the teacher's technique to motivate and stimulate the students more communicative in the speaking class.

CALL is closely related to many other disciplines and the computer. As a tool to aid teaching and learning.<sup>5</sup> It used in teaching speaking class since CALL has several benefits; for example: interactive computer network allows students to rest the result of learning without the risk of being punished for any mistake. Computer assisted language learning can reduce the anxiety of students and turns it to be a positive side of learning.<sup>6</sup> While using CALL materials in a language classroom, the computer envisages an important role for the teacher. Though the teachers do not control the learning process by integrating technology in their teaching provide, an excellent back up or support because they can monitor the linguistic performance and progress without directly interfering during the learning process.<sup>7</sup> Teacher can also modify and adopt any CALL learning materials to suite the learners needs and levels of competence. While, the use of CALL can give the learners autonomy to identify and adopt kind of strategy that suitable on choosing learning style, such as a strategy and facilitate the learning process.<sup>8</sup>.

According to David "process in which a learner uses a computer and, as a result, improve his or her language". 9 Under this definition, CALL cover a broad

<sup>5</sup> David Nunan, Practical English Teaching, (NewYork: McGraw-Hill, 2003) 247

<sup>&</sup>lt;sup>6</sup> Jones, Christoper, Sue fortescue, *Using Computer in the Language Classroom*, (NewYork: Longman, 1987) 27

<sup>&</sup>lt;sup>7</sup> Ibid. 28

<sup>°</sup> Ibid. 29

<sup>&</sup>lt;sup>9</sup> David Nunan, Practical English Teaching....... 248

range of activities. This is reflected in the diverse topic one is likely to read in CALL journals: materials design, explanations of computer technologies, pedagogical theories about working at the computer, and the computer as mode of instruction, to name of view. CALL materials include those specially created to teach language, as well as computer-based materials adapted for teaching language (for example, English language newspaper Websites or computer games with heavy English content).10

CALL continuous to grow in many directions. Understanding its scope is further complicated by consonant advancements in hardware and software and an increase in computer literacy among both teacher and learners. Three decade ago, CALL would have been constrained to on-screen written exercise with simple graphics. Currently, CALL interactions are likely to include sound, animation, video, and communication over local area networks (LANs), email and internet chat lines. 11 It would not to rash to predict that CALL will soon features learner immersion in full virtual reality.

Based explanation above, the teacher maybe can use CALL as one of the technique in teaching speaking to motivate the students in the speaking class.

### A. Research Problems

Based on the background of the study above, this study will try to answer the following questions:

<sup>&</sup>lt;sup>10</sup> David Nunan, Practical English Teaching....... 248

<sup>11</sup> Ibid 249

- 1. What are the materials used in CALL for students in teaching speaking?
- 2. How is CALL implemented in teaching speaking to the students at the classroom?

## **B.** Research Purpose

- To describe the implementation of CALL in teaching speaking at the classroom.
- To know the materials used in CALL for the students in teaching speaking.

### C. Significant of the Study

#### 1. For the teachers

- a. The result of the study is expected contribute to enrich teaching English-speaking method.
- b. For the English teacher of the grade 8 of SBI in SMP Al Hikmah Surabaya, this research is hopefully able to find any other creativity to build up the technique or method in teaching and learning English.

#### 2. For the Students

- a. Students can speak naturally and helpful for their education level. It gives the new variation and alternative in communication, which is use technology in the school.
- b. For the students who are studying English, the result of research is hoped to be able to make them easy to express their feelings.

# D. Scope and Limitation of the Study

The scope of this study is one of favorite school in Surabaya, SMP Al Hikmah. This study will be conducted in the 8 grade of SBI class.

The writer focused on the study of the students' teaching and learning process by teacher in the implementation of CALL technique in the teaching speaking and the materials used by teacher in implementation of CALL technique.

## E. Definition of Key Terms

The researcher attaches some definition of key term to help the reader to understand the thesis easily, as follow:

- Implementation is a process of engaging ideas, concept, policies, or an innovation of certain, which can give effect in the form of behavior, knowledge and values.<sup>12</sup>
- 2. CALL (Computer-Assisted Language Learning) is software tool designed to promote language learning. <sup>13</sup> Form of computer-based learning, which carries two important features: bidirectional learning and individual learning. It is not method. CALL materials are tools for learning.
- 3. Teaching Speaking is teaching the spoken form of a language.<sup>14</sup>
- 4. Technique is one activity or procedure used within a plan for teaching.<sup>15</sup>

<sup>&</sup>lt;sup>12</sup> AS Hornby, Oxford Advanced Learners, (Oxford: Oxford University Press, 1995).

<sup>&</sup>lt;sup>13</sup> Joy Egbert, Call Essentials Principles and Practice in CALL Classrooms, (USA: TESOL Inc, 2005)

<sup>&</sup>lt;sup>14</sup> Rebecca Hughes, *Teaching and Researching Speaking*, (Great Britain: Longman, Pearson Education Limited, 2002) 7

<sup>15</sup> Deborah L. Norland and Terry Pruette-Said, a Kaleidoscope of models and strategies for Teaching English to Speakers of Other Language, (Westport: Teacher Idea Press) x