

CHAPTER I

INTRODUCTION

A. Background of The Research

Language is a component of communication, especially English, as we know; it is an international language that used as a relational language in the world. As an English teacher, we are required to make students to be able to use English in communication. Therefore, we must teach them completely.

English has four basic skills that must be mastered by students; they are speaking, listening, reading and writing skills. From those skills, speaking is the one that always become an issue for students. Speaking is the way to interpret a language in communication. It is important to study speaking because speaking is the part of communication. As in this following hadith:

عَنْ عَائِشَةَ قَالَتْ: كَانَ كَلَامُ رَسُولِ اللَّهِ ص.م. كَلَامًا فَصَلًّا يَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ

From ‘Aisyah r.a. said that Muhammad always speaks clearly, if anyone listen to him, they will absolutely understand”(Abu Dawud)¹

The hadith above shows that speaking is needed in communication to make the transfer of information clear between

¹ Abu Dawud al-Sijistany, *Sunan Abi Dawud (bab al-Hadyu fi al-Kalam*, Bairut: dar al-Risalah al- Alamiyah, 2009, vol. 7) p. 208.

the speaker and the listener, so that we know mastering speaking skills is important to practice the communication. Yet, practice to speak English as a native speaker is the big problem for most students in Indonesia.

When a student wants to learn a foreign language, in this case, English, he will have to learn to speak it. He has to try to speak in the way the native speakers speak the language. This can be achieved by closely imitating and mimicking them untirelessly until his pronunciation is satisfactory and acceptable to them.² However, we know that Indonesia has a lot of people with the vast area. This affects education system, particularly in this case in learning English, not all students in Indonesia can meet directly with native speaker in order to imitate and mimic them to learn speaking. Therefore, it is necessary to find another alternative to learn speaking like native speaker.

We live in modern era, where the science and technology is developing rapidly. We can take advantage of these developments to get alternative learning English speaking. One of which is by using computer or PC. Annually, computer innovates with more sophisticated features. Computer has become widespread in all walks of life in Indonesia.

Using the computer as a learning tool means requiring software as a medium. There are so many software that can be used to learn English, one of it is the *Tell Me More*

² Ramelan, *English Phonetics*, (Semarang: Unnes Press, 2003), p. 2

Communication software. Many people are already using this software as a medium for learning, but many people are still not aware of this software.

Tell Me More is software created by Auralog SA in DVD type. Therefore, to use it, a computer or a PC must be equipped with DVD Room. Software *Tell Me More Communication* is made in several languages, such as English, French, and German. However, what we need in this thesis is English version.

Tell Me More in English version has two types of language choice; they are British English and American English. The both type of language is equipped by training in the four language skills; they are Listening, Speaking, Reading, and Writing. *Tell Me More* is also packaged in multiple stages, such as beginner, advanced beginner, intermediate, independent, and advanced. Each of these stages has different difficulty levels. This is the reason why the researcher thought that *Tell Me More* is interesting to be described. May be the software can be used as a medium for learning, especially for students in Indonesia.

To be able to communicate well, we should have speaking skills as well. If you want your speaking to be understood, your pronunciation should be clear. However, according to Gerrald Kelly, there are two key problems with pronunciation teaching,

“Firstly it tends to be neglected and secondly when it is not neglected, it tends to be reactive to a particular problem that

has arisen in the classroom rather than being strategically planned”.³

By using the *Tell Me More* Software and utilize speaking exercises inside, it is expected to help students in Indonesia to get the key issues to master English speaking easily. In addition to use computer instruments can make students do not feel bored when learning, also do not leave the impression that the pronunciation is neglected, speaking exercises in *Tell Me More* Software at the pronouncing sessions can help students learn pronunciation in imitating and mimicking ways.

B. Questions of The Research

1. What speaking exercises are employed in *Tell Me More* software?
2. How can the speaking exercises of *Tell Me More* software facilitate student’s speaking?

C. Objectives and benefits of The Research

The objectives of the research are to know what speaking exercises are employed in *Tell Me More* software and to analyze how speaking exercises in *Tell Me More* software can facilitate student’s speaking skill.

³ Gerald Kelly, *How to Teach Pronunciation*, (Charlbury: Pearson Education Limited, 2000), p. 13

There are some benefits of the research:

1. Theoretically

The study will enrich the knowledge of teaching and learning English, especially in speaking. It may develop the researcher's knowledge in English teaching and add the treasure of literature.

2. Practically

a. For the Researcher

Besides fulfill the requirement degree of bachelor education, it adds knowledge and experience in teaching English speaking that can be useful for the researcher to be a teacher in the future.

b. For the Teacher

The researcher hopes that it will be useful for teachers to choose alternative media to teach English speaking in different way by using computer technology.

c. For the Student

By this research, hopefully students are able to improve their English skills, especially in speaking with good pronunciation easily using learning media.

D. Previous Research

There are some previous researches that are related to this research, as in thesis by Petra Aprilia Wahyuningsih and a study by Luanching Lee and Lihung Chang. Petra Aprilia Wahyuningsih was an English Department student of Satya

Wacana Christian University (UKSW) Salatiga, and the title of her thesis is “An Analysis of Speaking Exercises/Activities of an English Textbook used in SDN Pakis 02 Bringin seen from Communicative Activities Proposed by Richards (2007).” This research was to analyze the speaking exercises/activities inside the English textbook met the notion of CLT principles proposed by Richard (2007) or not. The result showed that the speaking exercises/activities did not really represent the concept of communicative activities. Besides, the speaking exercises/activities were considered not communicative enough to be used in teaching and learning English based on its group-individual work, its degree of fluency-accuracy and its meaningful-mechanical practice.⁴

This previous research is almost the same as the research that will be done, but they have the differences on the objective of the research and the source that will be analyzed, the previous research analyzed exercises in textbook, whereas the research that will be done analyzing speaking exercises in software.

Study by Luanching Lee and Lihung Chang under the title “An Analysis of Speaking Activity Designs of Junior-

⁴ Petra Aprilia Wahyuningsih, “An Analysis of Speaking Exercises/Activities of an English Textbook used in SDN Pakis 02 Bringin seen from Communicative Activities Proposed by Richards (2007)” *Thesis* (Salatiga: Faculty of Language and Literature Satya Wacana Christian University, 2013), p. 1.

High-School English Textbooks Used in Taiwan and China”. They were an English Department student in National Pingtung University of Education. Their study purposed to explore the designs of speaking activities used in Taiwanese and Chinese junior-high-school English textbooks. The result of their study showed reminders to the teacher and the publisher of textbooks. The teacher must go more creative and to teach English speaking because teacher can do anything that textbook cannot, and the publisher of textbooks should be more creative to create more communicative textbooks.⁵

The similarity of Lee and Chang’s study with the researcher’s study is both of the studies use content analysis as the research method that analyze speaking skill exercises and the differences are in the objective of the research.

E. Research Method

Research is a process, a series of steps carried out in a planned and systematic problem solving in order to obtain or get answers to certain questions.⁶ There are two kinds of research namely qualitative and quantitative research. The big

⁵ Luanching Lee and Lihung Chang, “An Analysis of Speaking Activity Designs of Junior-High-School English Textbooks Used in Taiwan and China”, [https://www.academia.edu/6870891/ An Analysis of Speaking Activity Designs of Junior-High-School English Textbooks Used in Taiwan and China](https://www.academia.edu/6870891/An_Analysis_of_Speaking_Activity_Designs_of_Junior-High-School_English_Textbooks_Used_in_Taiwan_and_China), accessed 16 November 2015.

⁶ Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada, 2006), p. 11

difference between the both of them is qualitative using words to analyze the data, then quantitative using numbers to analyze data.

In this research, the researcher conducted qualitative research because the data was described in the written form, and used library research approach because the researcher's purpose was to analyze the speaking exercises in *Tell Me More* software and found out the advantages speaking exercises of *Tell Me More* software are able to facilitate student's speaking or not.

The type of research in this study is library research, a series of studies that regarding the method of data collection libraries or research conducted in the library and the object of the study is usually explored through a variety of literature information (books, encyclopedias, journals, newspapers, magazines and documents).⁷ Library research carried out by reviewed the literature that is relevant to the object of research, through observation of books, articles, magazines, journals, and bibliography are qualitative. The emphasis of the library research is to find a variety of theories, laws, proposition, principle, or an idea that can be used to analyze and solve problems examined.⁸

⁷Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2009), p. 52.

⁸Sukmadinata, *Metode Penelitian Pendidikan*, p. 55.

The researcher got data from the English Speaking Exercises of British English in *Tell Me More* software that was created by Auralog S A.

The focus of the research was to know what speaking exercises that employed in *Tell Me More* software and to analyze how speaking exercises in *Tell Me More* software can facilitate student's speaking. The data that are needed in this research is the speaking exercises of British English in *Tell Me More* software.

The researcher used documentation as data collection technique. Documentation is a way of collecting data through a written heritage, such as archives and also includes books about the opinions, theories, and arguments of the laws, and others related to the research problem.⁹

The technique in collecting data for this analysis included reading activity. The researcher open the *Tell Me More* program then read all of the exercises in the software to consider the data.

The data in this research was analyzed using content analysis technique. Content analysis means analyze about the

⁹ S. Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2010), p. 181

content of the current information.¹⁰ The technique of analyzing data includes several steps:

1. Classifying

The first step was classifying. After collecting the data by reading all the exercises in the *Tell Me More* software, the researcher classified the type of exercises based on the skill that was emphasized in the research.

2. Simplifying

To simplify the data, the researcher selected the exercises focus on skill that was analyzed.

3. Analyzing

The last step of collecting the data was analyzing. The researcher analyzed the selected exercises as the data.

The speaking exercises in the *Tell Me More* software, especially in the British English type was analyzed using content analysis technique to know the content of speaking exercises in *Tell Me More* software and how the software can facilitate student's speaking.

¹⁰ Noeng Muhadjir, *Metodologi Penelitian Kualitatif*. (Yogyakarta: Rekesarasia, 1998) vol. 7, p. 49