

CHAPTER I

INTRODUCTION

1.1 Background of the study

As one of the language skills, speaking is becoming the primary skill taught to the students. “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of context” (Chaney 1998: 13). The other opinion is shown by Hornby (1995: 318), “speaking is making use of words in an ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making a speech”. Nunan (199: 39) also stated that “mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language”. In short, Speaking is a very important skill, because by mastering that skill people can carry out conversation with others, give the ideas and exchange the information with others. Through speaking, the success of learning language especially second and foreign language in real context can be measure. Language learners often evaluate their success in learning a language on the basis of how well they have improved their speaking skill (Richards, 2006; Fauzia, 2007; Burkart, 2008 in Rusdi, 2011:3). Therefore, (Kayi, 2006) concur that speaking is considered to be the most important skill of the for language skills. The important role of speaking is also due to apparent form of verbal communication comparing with the non-verbal one; speaking is the obvious form of verbal communication.

In Indonesia, English is not easy to practice in everyday life conversation. Here, due to the role of English as foreign language, learning English takes place in an environment where English is not spoken widely in the society. The school or simply the classroom seems to be the only place where the students can be forced to learn and practice to speak English. In reality, many students have difficulties in producing the utterances in the speaking class. They feel shy to speak even though only one sentence inside or outside the classroom. Most of them also have limited vocabulary that can make them get difficulties in speaking English.

In fact, in the Indonesian context, teacher rarely teaches speaking in the classroom. Soefiyati (2001:3) says that many English teachers still spend majority of class time doing reading and writing practice and almost ignore speaking. They usually focus more on the teaching of reading and grammar. This phenomenon happens due to the nation examination test and the university entrance test, which still emphasize structure knowledge rather than communication skills (Priyono, 2004:17). Accordingly, the factual condition gives us an idea about many Indonesian students cannot speak English well.

Sufficient input, more time and opportunities to speak and regular practice are essential for those who want master English speaking skill. In fact, as stated by Shumin (1997:2), the lack of students' exposure to the target language makes students have not enough input that English students are relatively poor in spoken English. The students also do not have much time to practice their speaking ability because, as stated by Priyono (2004:17), the regular time allotment of English lesson is limited. Moreover, the English students do not attempt to speak English.

The students seem often reluctant to speak when they are involved in speaking activities (Sukrianto, 2009:3). They are usually afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability.

Reflecting upon the above-mentioned condition, many schools have Established English as an extracurricular program in which the students are exposed more to English language. The extracurricular program is a kind of informal class that is conducted out of school regular schedule. The school runs it as elective program for the students. Through this program it is expected that the students have such environment to practice their ability in English.

Unfortunately, the extracurricular program does not benefit all the students. The students who join the program are only those who are really interested in improving their English proficiency (Yuliastutik, 2007:3). Besides, English extracurricular program focus on the four skills of English so that it is almost the same regular English class in which speaking is undervalued.

Regarding to this condition, some school, including SMP Muhammadiyah 4 Giri, promote Central Language Movement (CLM) which is regarded as an intra-curricular program. It is a special program that provides the students extra time and opportunities to speak English in daily and natural context in a comfortable environment. It is considered to be a-must-join-program for the students. All the students are required to participate in the program. Exactly, CLM program expected to make students have a better speaking skill that completed with rich vocabulary. Hence, the researcher wants to know the implementation of CLM as the intra-curricular program at SMP Muhammadiyah 4 Giri.

1.2 Problem Statement

Based on the background above, the researcher intends to describe:

1. How is the implementation of Central Language Movement as an intra-curricular program at SMP Muhammadiyah 4 Giri?

1.3 Purpose of the study

The main purpose of the study is to evaluate the implementation of Central language Movement (CLM) as intra-curricular program in SMP Muhammadiyah 4 Giri through the perspectives of instructors and students using context, input, process and product components of the CIPP evaluation model developed by Stufflebeam (1971). More specifically, the environment that the English program takes place, the students' and instructors' perceptions in terms of objectives, content, teaching methods, materials and assessment dimensions of the program and the students' perceptions of their own competencies are aimed to be examined. By means of this study, the researcher's ultimate aim is to contribute the improvement in the implementation of CLM as intra-curricular program.

1.4 Significance of the study

Theoretically, this research generates evaluation of the implementation of Central Language Movement as intra-curricular program in SMP Muhammadiyah 4 Giri in the learning speaking theory.

For practical significance, firstly for the CLM teachers, the study

would give the useful information and feedback for better program implementation that hopefully can improve the students' motivation in learning English. Secondly, for the school principal the study can be used as valuable information and references to improve students' speaking ability and to be a consideration for the school to improve instructional media, materials, and facility to be used in Central Language Movement that are useful for better students' achievement in the future. Thirdly, for the other school, the study provides information about what should be done and what should be avoided in conducting such kind of program in order to be able to conduct good English conversation class program at their own school.

1.5. Scope and Limitation

In conducting this research, the researcher focuses on the intra-curricular program as a system of activities in SMP Muhammadiyah 4 Giri that has specific purpose to make students have a better speaking skill. The limitation is only in the evaluation through the implementation of CLM as intra-curricular program at SMP Muhammadiyah 4 Giri

1.6. Definition of Key Terms

To guide this study more easily to investigate, it is necessary to explain the key terms:

Implementation: an action in CLM to fulfill the purpose which brings a process and effect inside the drilling, memorizing, and conversation practice through the CLM at SMP Muhammadiyah 4 Giri.

Program: a system of activities that has specific purpose.

Intra-curricular program: in SMP Muhammadiyah 4 Giri, intra-curricular program is a system of English activities that has specific purpose to make students have a better speaking skill and as the compulsory program for the students, conducted every day before the regular class hours.

CLM (Central Language Movement) : is an intra-curricular program in SMP Muhammadiyah 4 Giri that expected to make students have a better speaking skill. There are several activities that deals with speaking activity, such as; drilling, memorizing, conversation practice, delivering speech, English competition, oral and written test. The time for conduct these activities is diverse; For the everyday activities are drilling, memorizing, and conversation practice; Then, after pray duhur activity is delivering speech; For once a year agenda is English competition; The last for the CLM examination is conducting in every last semester.

Evaluation program : a process of evaluating using CIPP evaluation model developed by Stufflebeam (1971).