CHAPTER I

I N T R O D U C T I O N

1.1 Background of the Study

There are several foreign languages, of which Eng-
lish is the first and the foremost foreign language taught
and learned formally in Indonesian schools. One of the
reasons which is most likely is that English is regarded
as a means of International Communication which influ-
ences the development of the industrial, scientific,
technological, and International trade of many countries
especially the developing country like Indonesia.

In Indonesia, English has been officially taught
and learned from the first semester of Junior High School
(SMP) up to the first semester of many a University. It is
one of the six courses stated as the core curriculum of
the SMA, of which the main objective is stressed on the
Reading and Structure mastery.

As stated in the "Garis-Garis Besar Program Penga-
jaran Bahasa Inggris" for the SMA, the time alloted for
teaching English as the core program is 48 effective
hours per semester in which 16 hours for Structure, 28
hours for Reading and Vocabulary Building, and 4 hours for
Dialogues.

"... pembagian waktu 48 jam efektif per semester untuk kegiatan belajar ditentukan sebagai berikut: 16 jam untuk Struktur, 28 jam untuk Reading dan Vocabulary Building, dan 4 jam untuk Dialogue (pengungkapan makna atau pelaksanaan fungsi bahasa)".[1]

It is obvious that most of the time is used for teaching Reading and Structure. On the other hand, the teaching of Speaking takes only 4 hours per semester. It is the shortest time of all. As a result, after learning English for years, most of the SMA graduates still have difficulties in applying their mastery and fluency in the conditions of normal conversation.

Once when the writer observed a speaking class of semester two in the English Department of Widya Mandala, which most of the students were SMA graduates, she found that only a few students participated with the class actively. Moreover, when the lecturer asked the students to be a volunteer to speak in front of the class, no one gave their response, they just kept silent, as if they could not speak English. It can also be due to the culture of the Indonesian students who tend to be passive. From an interview that the writer had done she found out that there are some reasons which hinder the students from

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[1]
Departemen Pendidikan dan Kebudayaan, *Kurikulum Sekolah Menengah Umum Tingkat Atas (SMA)*: Petunjuk Pelaksanaan Materi Pengajaran, Jakarta, 1984, p.28.

speaking.

The most basic reason is that there is a tendency of the students to make mistakes both in structure and in word choice. Sometimes the students want to express their ideas in English but they have difficulty in expressing them and they are also confused in choosing the appropriate words for certain expressions. So they prefer to keep silent than to sound ridiculous in the ears of their classmates.

Another reason is that the students have difficulties in pronouncing certain words in English. This discouraged the students to speak since they were worried they would be laughed at by their friends.

A more general problem that often happens is that the speaking class is often dominated by several active students. The consequence is that the passsive ones rarely use the opportunity to speak.

Of course, these conditions do not enable the students to fulfill the speaking objectives of the English Department of Widya Mandala University which are: To enable the students to pronounce English sounds and intonation correctly and enable them to communicate in given situations properly.[2]

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    Fakultas keguruan dan Ilmu Pendidikan: Buku Pedoman, Universitas Katolik Widya Mandala, Surabaya, 1987, p.132.

Therefore, the writer tries to create such a situation which can motivate and encourage the students to speak by bringing them as closely as possible into contact with the language through listening to the authentic and consistent models of native utterance in various situations.

Technological aids today can be of some help in the teaching of English. There are several teaching aids that can be used by English teachers in making their teaching more successful, such as: videos, televisions, radios, OHP, and language laboratory. Among these aids the language laboratory is a very potential place to help the students to listen to the authentic and consistent models of a native speaker's again and again without any change in pronunciation, intonation, stresses, pauses, junctures, etc. Such facility makes the students able to get the idea of natural conversation. This is also supported by Lado who gives his opinion concerning the function of language laboratory to provide good models for imitation by the students. He states:

> "The language laboratory can provide good models of language speech of the foreign language for imitation and manipulation by the students who learn certain language".[3]

Language Laboratory also helps teachers give good models to his students by maintaining the same intonation,

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3
Robert Lado, *Language Teaching*, Tata Mc Graw Hill Publishing Company Ltd, New Delhi, 1964, p.175.

stresses, pronunciation, etc, which the teacher can not provide if he has to teach many different classes a day; especially if he is not a native speaker of the target language. To this point, Mary Finocchiaro states:

> "Tapes have the advantages of maintaining the same intonation, repeating endlessly without tiring, providing a uniform length of pause for student repetition, etc. These characteristics may not always be true of the teacher who has to teach many different classes a day".[4]

In order to be able to pronounce the language being learned well the students, of course, will need a lot of practice. To provide such a lot of practice is the fundamental role of the language laboratory. This is the opinion of Stuck, who says:

> "To provide a lot of the practice is the fundamental role of the language laboratory since language laboratory is patient enough to give practice as much as possible".[5]

The writer also notices that nowadays in our country, the language laboratory has been very popular; there are many high schools, English courses, English Departments which own a language laboratory and which use it as one of the facilities of the teaching of English.

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[4]
Mary Finocchiaro, Pd.D., *English As A Second Language: From Theory to Practice*, Regents Publishing Company, Inc., 1974, p.111.
[5]
Edward M. Stack, *The Language Laboratory and Modern Language Teaching*, Oxford University Press, Inc., 1976, p.84.

In our campus, language laboratory is usually used to develop the student's listening ability. Actually all of the four language skills namely: Speaking, Reading, Writing, and Listening, including the pronunciation, Vocabulary, Grammatical patterns, and intonation can be practiced in the language laboratory. Lado says:

> "Language Laboratory exercises may include pronunciation, grammatical patterns, pattern practice, vocabulary, and they can be directed towards listening, speaking, reading, and writing".[6]

In her study, the writer only discusses language laboratory to develop the students' speaking ability since she is interested in the research that has been done by Ninik Pantjawati in 1981, in which the title is: "The Correlation Between the English Listening Comprehension Achievement of the First Year Students of the English Department and their Oral English Achievement". From her studies she found out that there is a dependency of oral achievement on listening achievement and she concludes that listening and speaking should be considered as important factors in studying English as a foreign language. Both of them are indispensable. Then she suggests that the hours provided in the curriculum for teaching listening comprehension and teaching speaking (conversation) be the same. In other words, the subjects

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[6] Lado, *op.cit*, p.176.

should have the same proportion of time for both subjects. Since speaking and listening are indispensable, she also adds that it is wise to have the same teacher for listening comprehension and speaking (conversation) subjects.

Dealing with this idea and realizing that language laboratory might be a very potential facility to develop the speaking ability, the writer; therefore, chooses the title: "A Suggested Technique for Teaching Spoken English by Using Language Laboratory to the Second Semester students of the English Department at Widya Mandala University", with the first consideration that language laboratory can solve the problems that the writer states previously. Moreover language laboratory can give regular and frequent opportunities to the students to listen to good models of language utterance by native speakers and to practice them with their peers.

1.2 Statement of the Problem

In accordance with the background of the study, the writer is interested in finding out:

"How can language laboratory be useful in teaching speaking to the second semester students of the English Department of Widya Mandala University ?"

1.3 Objective of the Study

Derived from the problem stated above, the objective of this study is:

To suggest of how language laboratory can be

useful in teaching speaking to the second semester

students of the English Department of Widya

Mandala University.

1.4 The Significance of the Study

This study is expected to be helpful to English teachers in order to encourage and motivate their students to speak English actively with correct sounds and intonation through practicing and imitating the native speaker's utterance in the language laboratory. Beside that, it is also expected that the students are able to communicate in given situations properly by listening to the examples of the natural communications of the native speaker's in various situations, therefore, they have an idea of how to communicate in certain situations.

Based on this explanation, the teachers are expected to be able to utilize the language laboratory in their efforts to enhance the students' speaking ability.

1.5 The Scope and Limitation of the Study

Considering the time she has, the writer feels that it is necessary to limit her study as follows:

A. The language skill studied here is speaking.

B. Although there are a lot of techniques in developing students' speaking ability, this study is limited only to the use of language laboratory as a teaching aid, in which the students may listen to the authentic and consistent models of the native speaker's utterance.

c. The subjects of this study are the second semester students of the English Department at Widya Mandala University, which belong to speaking I classes. (each class consists of 15 to 20 students)

1.6 Definition of Key Terms

To make the discussion in the folowing chapters clearer, the writer would like to give the definitions of some key terms used in this thesis. These key terms are:

Technique is an actual classroom behaviour of the specific strategies which the teacher selects to achieve his/her objectives.[7] It consists of activities which take place in the classroom.[8]

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[7] Christina B. Paulstone and M.N. Bruder, *Teaching English As A Second Language: Technique and Procedure,* Cambridge, Massachusetts, Winthrop Publishers Inc., 1976, p.10.

[8] Edward M. Anthony, *Teaching English As A Second Language,* ed. Allen and R. Combell, New York: Mc Graw Hill, 1972, p.7.

Spoken Language, as opposed to written language, is speech produced by the speaker. It differs from written language primarily in the way information is less densely packed in spoken language, which has implications both for syntactic structure and for vocabulary selection. The function of spoken language is the maintenance of social relationship.[9]

Language Laboratory is a classroom or other area containing electronics and mechanical equipment designed and arranged to make foreign language learning more effective than is usually possible without it.[10]

1.7 Methodology of the Study

In writing this thesis, the writer uses library research. She collects the data and information from some books and articles that are related to her study. She reads books about the importance of spoken language, some articles which have relationship to the teaching of English as a foreign language or as a second language and also some books about different aspects of language

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[9] Gillian Brown and George Yule, *Teaching The Spoken Language*, Cambridge: Cambridge University Press, 1983, p.x.

[10] A.S. Hayes, *Language Laboratory Facilitie*, Oxford University Press, 1968, p.1.

laboratory. From the available information, she studies many opinions and ideas of linguists. Based on them, the writer tries to develop her own point of view and ideas to show the use of language laboratory as one of the teaching aids which help the English teachers to encourage their students to speak. The intended subjects in this study are the second semester students of the English Department at Widya Mandala University, which belong to speaking I class.

1.8 Organization of the Thesis

This study consists of five chapters. The first chapter is devoted to the introduction of the study which covers the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, methodology of the study, and organization of the thesis. In chapter two, the writer describes some theoretical background of teaching speaking using language laboratory that supports her study. Chapter three deals with some important considerations in teaching speaking using language laboratory, while the next chapter she describes the procedure for teaching spoken English in language laboratory to the second semester students of the English Department of Widya Mandala University. Finally,

in the last chapter, that is chapter five, the writer gives the conclusion of her study and some suggestions for further study.