

**TEACHING SPEAKING USING CONTEXTUAL PICTURES TO THE
FIRST MILITARY EDUCATION OF SECOND SEAMAN OF
HOSPITALITY CORPS STUDENTS AT KODIKLATAL
LANGUAGE SCHOOL**

THESIS



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CHAPTER I

INTRODUCTION

This chapter explain about background of the study, statement of the problem, objective of the study, scope and limitation, significances of the study, the assumption, the hypothesis, and organisation of the study.

1.1. Background of the Study.

Good English language programs could improve the communication problems for personnels in the The First Military Education of Second Seaman of Hospitality Corps Students at Kodiklatal Language School. Therefore, study is not easy, it took a lot of extra energy to apply in language education. To help personnel learn the English language there are four skills that personnel to know that listening skills, speaking skills, reading skills, and writing skills.

According to Harmer (2009: 343) The goal of teaching speaking skills is communicative efficiency. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Speaking skill is like any other skill, such as playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small units into larger ones and achieve fluency (Thombury, 2005: 6).

How urgent the need to be able to communicate in English is unfortunately not in harmony with the motivation personnel the first education Second Seaman. In fact, the first education Second Seaman ability in oral and written skill still are

not satisfied yet. They are still not able to communicate in English fluently. It based on reality on Tuesday and Friday as English day. The first Military Education of Second Seaman of Hospitality Corps students are still afraid to speak English.

Therefore, English teachers at Kodiklatal Language School are required to be able to help the Hospitality corps students to overcome this problem. First, most students of the first military education of second seaman of Hospitality corps students often produce ungrammatical sentences. For example, they still have difficulties to find the vocabulary and often using the wrong tenses. Second, the first military education of second seaman of Hospitality corps students are not able to pronounce the words correctly because they have limited background knowledge of pronunciation. Both the problems are caused by students' limited background knowledge of English grammar. Those cases arose because students do not pay attention with the lesson. The first military education of second seaman of Hospitality corps students are easily getting boredom because the teacher do not prepare apply of teaching technique variation. As older model: language learning is a product of transmission. Teacher transmits knowledge as active and student as fundamentally passive. Third, some students are not able to express their ideas because they have lack of vocabulary. Furthermore, some students of the first military education of second seaman of Hospitality corps students also often produced so many fillers during their speech.

For this reason, teachers and students work together to identity how student's use the language. The teacher has planned the contents of all activities, and set time limits on student. Students use language themselves in practice activities that

simulate real communication situation. The active, joint engagement of students and teacher leads to a dynamic classroom environment in which teaching and learning become rewarding and enjoyable (Doff, 1988).

The teacher is having a plan for what will happen in the classroom each day. The primary aim of language teaching is to develop communication competence which help the students recognize and produce language in speaking. So, the students could develop their speaking by communicate with their teacher every day.

For making brain storming and focusing to the teaching, the teacher asks always ask some questions before the primary lesson to make sure that the students ready to accept the materials of lesson. There are communications between the students and the teacher by small question and answer based on the materials that will be learnt. In situation, the researcher will use dialogue to intensify their encouragement to be confidence to speak English in front of the class. Dialogue practices is making the students confidence to speak English although they cannot speak well and fluency. As Sauvignon (1992: 34) states in her book that the important to learner's progress in variety of activities in which the students can use the language in the real situation which created by the teachers can avoid student's boredom.

The next stimulation, the teacher of Kodiklatal language school try to know how are the students' characteristics and ability in speak English. The researcher chooses the simple material based on English Navy Curriculum that is describing Naval work pictures including warships, uniforms and ranks. The researcher expected that describing Naval work pictures will make the students interested in

speaking English and will increase their vocabulary to make some sentences about the pictures. Describing their daily duties in Navy is the simple one teaching-learning in speaking English for students of the first military education of second seaman of Hospitality corps students at Kodiklatal language school.

Kodiklatal (*Komando Doktrin, Pendidikan dan Latihan TNI AL*) Language School is school which students are Navy who learn various languages including English, Arabic and Mandarin. This school is part of *Pusdikbanmin (Pusat Pendidikan Bantuan Administrasi)*. *Pusdikbanmin* has four School, they are Officer school (*Sekolah Perwira*), NCO (Non Commission Officer) school (*Sekolah Bintara*), Private school (*Sekolah Tamtama*), and Language school (*Sekolah Bahasa/most famous as Kodiklatal language school*) It is located in *Morokrembangan, Krembangan, Surabaya, East Java 60178*.

According to Day (2003) contextual picture is any information that can be used to characterize the situation of an entity. An entity is person, place, or object. According Wright (1989) that pictures help both teacher and students, since they provide motivation to students when it comes to speaking or writing. Based on these explanations, pictures help to set a context and provide learners with information to use. They represent a guide for students in spoken and written description. Pictures encourages students to use their imaginations. There are many kinds of pictures that can be used as media in teaching. In this research, the researcher used contextual pictures. Consequently, the reasons of using contextual pictures in this study is to make interest students, easy to prepare and easy to organize in processing teaching-

learning in the class and researcher chooses in this school because the school is the same office.

Based on the phenomena, the writer is interested in doing a research entitled: “TEACHING SPEAKING USING CONTEXTUAL PICTURES TO THE FIRST MILITARY EDUCATION OF SECOND SEAMAN OF HOSPITALITY CORPS STUDENTS AT KODIKLATAL LANGUAGE SCHOOL”

1.2. Statements of the Problem

Based on the problem mentioned in the background, the researcher formulate questions as follows:

1. How is the teacher’s implementation of teaching speaking using contextual pictures to the First Military Education of Second Seaman of Hospitality Corps students at Kodiklatal Language School?
2. How are the students’ responses of the teaching speaking using contextual pictures?

1.3. The Objective of the Study

After having the formulation of the problems as stated above, the main purposes of the study are:

1. To describe the teacher’s implementation of teaching speaking using contextual pictures to the first military education of second Seaman of Hospitality corps students at Kodiklatal language school.

2. To describe the students' responses to speak using contextual pictures to the first military education of second Seaman of Hospitality corps students at Kodiklatal language school.

1.4. Significances of the Study

The use of the result of the study has great significances:

1.4.1. For students

The students enjoy to make conversation with their friend in group discussion, so the students' feel brave to speak English in the class. Using contextual pictures can motivate students and make them pay attention and want to participate in the learning process and can provide information or be a reference in discussion conversations.

1.4.2. For teachers

Teachers understand what the students' interest, creative, and innovative therefore the teachers can make a fresh atmosphere and students enjoy with the teaching-learning activities in the class. The teacher can get additional method in teaching and beneficial for the teacher.

For further researcher

The research can be a reference for other researchers who conducts the same research.

1.5. Scope and Limitation

The scope of this research is students from the first military education of Second Seaman of Hospitality corps students at Kodiklatal language school, and

the limitation is Teaching Speaking Using Contextual Pictures. Therefore, in this research needs limitation to make focus on what being discussed and analyzed that it doesn't explain out of the topic.

1.6. Operational Definition

In order to avoid misunderstanding and misinterpretation in reading this paper, it is necessary to define the following terms:

1.6.1. Teaching

Teaching is an art of inducing students to behave in ways that are assumed to lead to learning, including an attempt to induce students to do behave. (Schlechty, 2004).

1.6.2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

1.6.3. Teaching speaking

Teaching speaking is a skill, and as such needs to be and developed practiced independently of the grammar curriculum, interactive and requires the ability to co-operate in the management of speaking turns (Thumbury, 2005).

1.6.4. Contextual picture

Contextual picture is any information that can be used to characterize the situation of an entity, Day (2003).

1.6.5. The First Military Education Second Seaman

The First Military Education Second Seaman in Bahasa called

Pendidikan Pertama Tamtama TNI-AL. They are personel of Indonesian Navy which they have the lowest ranks. In Bahasa called *Klasi Dua*. To be known there are ranks in military, also in Navy. Start from the highest rank Admiral (*Kasal/Laksamana*), Vice Admiral (*Laksamana Madya*), Rear Admiral (*Laksamana Muda*), First Admiral (*Laksamana Pertama*), Captain (*Kolonel*), Commander (*Letnan Kolonel*), Lieutenant Commander (*Mayor*), Lieutenant (*Kapten*), Lieutenant Junior Grade (*Letnan Satu*), Ensign (*Letnan Dua*), Warrant Officer First Class (*Pembantu Letnan Satu*), Warrant Officer Second Class (*Pembantu Letnan Dua*), Master Chief Petty Officer (*Sersan Mayor*), Senior Chief Petty Officer (*Sersan Kepala*), Petty Officer First First Class (*Sersan Satu*), Petty Officer Second Class (*Sersan Dua*), Chief Corporal (*Kopral Kepala*), First Corporal (*Kopral Satu*), Second Corporal (*Kopral Dua*), Able Seaman (*Kelasi Kepala*), First Seaman (*Kelasi Satu*), and Second Seaman (*Kelasi Dua*).

1.6.6. Kodiklatal

Kodiklatal (*Komando Doktrin, Pendidikan dan Latihan TNI AL*) Language School. It is located in Morokrembangan, Krembangan, Surabaya, East Java 60178.