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CHAPTER I

INTRODUCTION

In the Chapter I, the researcher presents the introduction consisting of background of study, problem identification, problem scope, research questions, objectives of the study, and significances of the study.

A. Background of Study

Globally, Indonesia's strategic position in the middle between the Pacific Ocean and the Indian Ocean makes it the world's maritime axis which has considerable potential for regional and international cooperation. Therefore, English is becoming increasingly important as a global communication tool, enabling nations to work together effectively and access a wider range of resources and information

According to the English Proficiency Index (EPI) which was just released by EF Education First (an institution that is concerned with teaching English) in 2022, in terms of English proficiency, this year Indonesia ranks 80th out of 112 countries in the world with a score of 469 points. This score actually increased slightly from last year's score, which were 453. However, Indonesia is still in the "low" category for English proficiency. Globally, Indonesia's EPI score is still below the global EPI score average of 503. This really requires special attention, especially in the field of English language education which is taught in schools or



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educational institutions.

To confirm the statement above, base on preliminary study conducted on 18th July in 2023 by giving a simple oral test to 20 students of Junior High School at grade 7. The results obtained were truly surprising. Out of a score of 100, less than 40 percent of students get a score above 70 and more than 60 percent get a score below 70. In Indonesia, the next level after they have studied 3 years in middle school, they will continue to high school, where in learning English at that level, students are required to have oral and written skills. Therefore, researchers argues that English language learning that focuses on speaking skills must be taught from the beginning of learning at school level where English is made a compulsory subject.

Middle school age is the ideal age to teach the pronunciation of a language. According to Hartshorne (2018), the children can learn foreign languages optimally before the age of 10 years and will continue to develop until the age of 15 years. Apart from that, at this age, the child's brain development process enters the Golden Age phase, where at this stage the child's brain will experience very rapid growth and development. He also mentioned that the human brain can absorb foreign languages optimally at a young age and a person's language learning ability begins to weaken in adulthood compared to when they were children and teenagers (Hartshorne, 2018).

Meanwhile, Elizabeth Allen, a French and English teacher, who conducted research in 2019, claimed that a good initial learning age for a



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foreign language is three years up to the age of 15 and will experience difficulty learning a foreign language after that age. However, professor of linguistics development and director of the Bilingualism Matters Center at the University of Edinburgh, Antonella Sorace (2019) said there are many factors that can influence someone's ability to learn a foreign language even as an adult.

There are many things that cause English language proficiency in Indonesia still low. Some of them were showed by Putri on her research in 2022, she stated that first point is that English lessons at school are less enjoyable and tend to be passive. Relying on English lessons at school for only 2 hours per meeting a week is certainly not enough. Not to mention if the lessons taught are simply done by practicing questions in a textbook or worksheet. According to her, it is more appropriate to call it "learning to answer English questions" rather than actually learning English.

Dealing with classroom context, Ho (2003) said that English teachers in East Asia countries were reported having insufficient time to teach English during a week. As a result, they had little chance to conduct student-centered teaching. The similar case was found in language-learning activity figuring out that the English teacher only had 90 minutes per week – even less – to teach English. What is more, it is reported that secondary school students, notably those who lived in rural areas, were lack of motivation and interest in learning English since they did not see the real purpose of English in daily life owing to their little interaction with foreigners (Li, 1998; Ho,



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2003).

Second point is unsupportive environment. Many people think, especially in educational circles, that when someone speaks English, they are often seen as arrogant. While learning English or any foreign language, someone must use it frequently in our daily lives if he wants to be proficient. Of course it would be very good if he had a partner to practice his English skills. Instead of supporting and helping friends who are learning English, people around them often say sentences that undermine their enthusiasm and confidence in speaking English. They think that learning English will reduce nationalism and many students assume that learning English is not important and also feel that learning English is difficult (Putri, 2022).

Teaching English at secondary schools has never been straight forward. English teachers at secondary school encounter some typical challenges such as cognitive development, motivation, attention, multilevel groups, and assessment (Nunan, 2010). This finding is similar to the case of the present study discovering that the majority of students being studied were less motivated and having little interest in learning English.

In Indonesian context, English teachers are reportedly faced with some problems. One of the biggest challenges is the status of English subject as local content, which affect the availability of teaching resources (Rahayu, 2016). Since English belongs to local content at primary and secondary school in Indonesia, hardly any schools have varied resources for students



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(Faridi, 2010). This challenge was apparent in the present study; that is, the English teacher still adopted a single workbook on a daily basis.

In the Independent Curriculum which implemented by the Indonesian Ministry of Education, English is as local content but in other side it is compulsory subject taught nationally since elementary school students. Based on Appendix II of the Decree of the Head of the Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education and Culture stated that language skills include four elements, namely listening elements, speaking, reading-viewing, and writing-presenting.

Basically, these four things should be implemented in harmony. However, in learning English in Indonesia, in practice the learning system is not balanced in every aspect. If we look at the system in formal education institutions, the majority of existing learning tends to focus on two aspects, namely reading and writing, but ignores the listening and speaking aspects (Anindita, 2023). Apart from that, based on the decision of the head of the Indonesian Educational Standards, Curriculum and Assessment Agency in 2022, the achievement of English language learning at the high school level referring to the Common European Framework of Reference for Languages (CEFR) is at level B1 with student ability specifications to 1) Maintain interaction and convey what is desired, in various contexts with clear articulation, 2) Express the main ideas you want to convey comprehensively; and 3) Maintain communication even though there are



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sometimes gaps. Not only that, Based on that decision, the standard score for the minimum passing criteria for English lessons is 75.

In Indonesia, teaching English using students' worksheets by teachers has a long history. They are believed that the more practice students do in the target language the more they will master it. The use of students' worksheets has been a popular practice among many teachers in Indonesia. The worksheets aimed to provide students with exercises. (Bhasha, 2018).

Nevertheless, according to certain researchers and statement from the researcher as English teacher, some students' worksheets have flaws that need to be fixed. The students' worksheets and book instructions employed by the teachers proved numerous errors (Collin, 2005 in). Some book instruction subjects provide incompatible material based on curriculum guidance, in the sense that the course book supplied materials that needed to be covered within the scope of the curriculum and present all of the essential materials. Subrawati (2009: 4).

Additionally, Mahyudin and Effendy (2016) asserted that their examination of four English-language printed books from various publishers indicated several flaws. The topic books initially place more focused on establishing the grammatical structure, vocabulary, and meaning rather than encouraging students to practice the language, such as vocabulary and idioms. Additionally, the book primarily employs unusual terms, which results in limited language users.

Using existing technology as learning media is helping the learning



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process by referring to scientific literacy abilities. Such as replacing printed books with non-printed books (e-books), which has various advantages, including being more economical and practical. E-books that must be designed must include scientific literacy skills, visuals, animations, videos, and flashes to make them more appealing and realistic so that students can readily learn topics. Therefore, teacher needs technology that can be used as an educational medium in the teaching and learning process. According to Ruth Lautfer (in Tafonao,2018) learning media are teaching aids for teachers in delivering teaching modules and the level of student attention in the education process. The existence of educational media can make the teaching and learning process more efficient and effective and good bonds are established between teachers and students. Not only that, the media can function in overcoming boredom in the learning process.

Based on initial research conducted at Al Muhsin Islamic Junior School in grade 7. The students assumed that learning English should be more interesting. The main cause is the lack of use of digital resources in learning; the material is focused on printed books, making it difficult for students to understand topics. Some students also said that the teacher used a lecture style with student textbooks and teacher notes. On the other hand, there are also those who have difficulty learning English because they lack initial concepts and believe in what is taught in English just a formality that has no effect on their future.

This condition was made clear through an interview conducted with one



of the English teachers who stated that due to time constraints and the administrative demands of professional teachers, they only used minimal media and had not used digital media such as e-books with an attractive appearance in learning English.

B. Problems Identification

From the background above, it can be summarized that there are several problems in enhancing Students' Speaking skills at Junior School in grade 7; (1) The teaching and learning of English is not interactive; (2) The learning method is still mostly teacher-centered and textbooks-centered; (3) The teacher used lecture style in delivering the lesson; (4) The students feel they need help with book Instructions; (5) The teacher does not utilize learning media used in the classroom.

C. Problem Scope

Based on the problem identification, the researcher focuses on how to enhance Students' Speaking skills using teacher-made Flip E-Book at Junior School in grade 7. Because in primary and secondary education, the target set by the government for foreign language skills is equal ability between reading, writing, listening and speaking. While textbooks and learning patterns that occur in class only focus on reading and writing

D. Research Questions

Based on the problem limitation, the problems can be formulated as follows:



1. What is the level of speaking skills of Grade 7 students based on the result of a teacher-made test?
2. How was the effect of students to the E-Book that would have developed?
3. Is there a significant difference on the post results of the Grade 7 students exposed to traditional methods and flip book methods?

E. Research Objectives

Corresponding to the problem's formulation, the objectives of the research are:

1. To know the level of speaking skills of Grade 7 students based on the result of a teacher-made test
2. To assess the effect of teacher-Made Flip E-book to Grade 7 Students' Speaking Skills
3. To determine the difference in learning outcomes for grade 7 students exposed to the traditional method and the flip book method

F. Significances of the Study

The significances of this e-Book development are:

1. For the students

It can make the students feel more interested in learning process.

2. For the teacher

This e-Book can be an alternative media that are related to the students' need in learning.

3. For the researcher



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Develop the researcher's ability in speaking and developing learning media especially eBook.