CHAPTER I

INTRODUCTION

A. Background of the Research

Conversation becomes an approach for humans to convey intention, in order to fulfill their needs. There are two of many necessary elements in it, which is pronunciation and context grip. To Indonesians, pronunciation is an easy thing because in Bahasa Indonesia, there is no sense of time and changes in vowels. Unlike English, the vowels have different pronunciation for different words. It is also necessary for people to have clarity in their pronunciation, so that the hearer could understand the conversation fully. On the other hand, context grip is much needed to be a navigator on the conversation, as in showing the appropriate flow for certain types of conversation. For instance, it is impossible to show or speak in a happy tone when conversing about someone passing away. These two elements should correlate the second people attempt to engage in a conversation and have a natural outcome.

As second language learners, Indonesians are taught English at school for roughly 12 years from primary school to high school. The substances varied from basic vocabulary like numbers, kinds of animal, family tree, etc; along with the listening, pronunciation and a tad bit of speaking which consist of; self-introduction, hobbies, and the topic of tenses. English speaking skill in general is as important as other skills. Mentioned by Chaney (1998; as cited in Milova, 2015), it is a process of constructing and distributing meaning within a variety

of contexts using verbal and non verbal symbols. It emphasizes the process of transferring information by the speaker to the hearer. But apparently, it was published by Consumer News and Business Channel or CNBC Indonesia (2023) that Indonesia was the 79 out of 113 nations in Education First or EF English Proficiency Index 2023. The report was conducted and announced by EF with a score of 646 out of a total score of 800. This data aligns with how it shows in reality; most Indonesians cannot speak English decently despite learning it for years. The result is still far below expectations. In this matter, the researcher believes Indonesians still disregard the fact that English has made many significance and prominent in the world of education, literature, and communication in professional settings.

If this phenomenon continues, our people would miss so many huge opportunities in national development and it is so unfortunate when Indonesia is still a growing country. Moreover, the leader of globalization is western countries which corresponds with the statement by Handayani (2016) that in order for Indonesians to keep up with globalization of the Association of SouthEast Asian Nations or ASEAN Community, the most essential thing is English proficiency. As Indonesia is facing ASEAN countries that are more capable of communicating in English, wider employment is available for those with good English proficiency. In this case, now all Indonesian workers and job seekers have to accept the reality of competing with foreigners to stay hired or get hired.

In the pandemic, the way every system worked was significantly shifted because it was prohibited to step foot outside the house. In order to have everything done, people started to rapidly develop an online system that allows us to work from home, study from home and still be healthy at the same time. These unbearable changes forced people to adapt into the online world, including school. Even after the pandemic was over, E-learning grew more popular not only for the effortless implementation itself, but also the beneficial innovation people had come up with. Rather than going outside taking courses, people prefer staying home and doing it online. It is proven to be travel-cost-free, convenient, and also serves the same purpose as learning offline.

Online learning websites like Ruangguru, Duolingo, Coursera, and Google Classroom provide an exclusive solution for people in the field of education. Those websites combined have more than 25 million users in Indonesia and the number still increases rapidly. Despite their distinctive features, it highlights the fact that building a website can be very potential for the intention of students' skill growth. Thus, the researcher developed Conversational English Media or CEM, to add to the list of learning websites. With its own excellent features, such as; interactive conversation videos, sourceful text, and practice sessions, CEM is suitable for students to learn English conversation anywhere anytime without hassle. This shows that CEM has a chance to provide the students' and teachers' need in learning Conversation.

Over the years, the growth of media has significantly increased from printed-based media such as newspaper, letter, and telephone to digitalized ones like e-mail, news portal, and social media that could fasten the process of information exchange. Asosiasi Penyelenggara Jasa Internet Indonesia or APJII (2024) reported in the first quarter of this year, around 79,5% percent of the population in Indonesia is using the internet which supports the fact that more people are exposed to digital media, moreover in the education field.

Indonesians must start as early as possible to acquire English conversation skills, so that our country can follow through globalization smoothly. Conversational English Media is a website that provides the students applicable materials based on the New Frontiers 2 course book, specifically in English Conversation subject. Therefore, the researcher wants to design a website that can improve students' conversation skills that is suitable for 8th grade students in SMP Strada Budi Luhur.

B. Questions and Scope of the Research

1. Question of the Research

Essentially, this research was conducted to brought up discussions from the background. Intended to explain the learning media suitable for the students, the researcher represented them by these two questions:

a. What website do students need to improve their conversation skills?

b. How is the appropriate design of Conversational English Media for students at SMP Strada Budi Luhur?

2. **Scope of the Research**

In this research, the researcher focused on developing Conversational English Media in the form of a website that covered Unit 10 of New Frontiers 2 Student Book. CEM has several main features like conversation videos, pronunciation, vocabulary, listening, and reading which are featured as details of content that was developed. The model that the researcher uses was originally invented by Borg and Gall (1983) but was further evolved in 2016 by Febriana. It holds 3 stages: Preliminary, Development, and Validation.

C. **Objective and Significance of the Research**

1. **Objectives of the Research**

Based on the question of research, the researcher has two objectives that hopefully would be achieved:

a. To find out the website that students need to improve their conversation skills.

b. To design Conversational English Media that will allow students' enhancement in conversational English.

3. Significance of the Research

The researcher believes that every effort should have output. The output, hopefully, produces some benefits for the researcher, field of study, and the readers. There are two types of benefits that could be obtained from this research, Theoretical benefits and Practical benefits.

a. Theoretical significance

1) For the readers, the impact and contribution that the researcher hopes to give was providing knowledge especially when conversing in English.

2) For future research and development writers, the researcher aspires to be a helping hand for developing and constructing studies in online learning media and it advances the previous research in the similar research area.

b. Practical significance

1) For the students, they can develop their overall skills and confidence in conversing with people. These items would be very practical if applied in real life, such as; job interviews, and university entry.

2) For the teachers, hopefully this research added variety to online learning media. Also, improve creativity in teaching.

D. Operational Definition

In this subchapter, the researcher briefly explained some of the used words. The explanations are meant to give the readers context of what the researcher is trying to show.

1. Conversational English Media (CEM)

It is defined as a website that is developed by the researcher, allowing the user to improve their conversational skills.

2. Website Development

It is defined as a set of improvements made to construct a website that will be utilized as a media for learning.

3. Research and development

It is defined as a discipline that focuses on creating an innovation by doing research and development on the proposed subject.

E. Systematization of the Research

The readers should easily understand the research chronologically by checking the systematization of the research. It has five chapters below:

Chapter I is Introduction which marks the beginning of the research. It includes background of the research which elaborates on the scientific reason behind CEM development. The next part is the question and scope of the research which talks about two questions related to the boundary within the area of the research object. Onto the objective and significance of the research which correlates with the main purposes and importance of CEM, operational

definition that briefly explains used words, and the last part of introduction is systematization of the research that contains components of the research.

Chapter II is Theoretical Description which includes description of CEM, website development, also research and development. As the keywords to this research, the researcher goes into detail about those terminology. The description mainly centered around their definition, range of study, and comparison throughout the year. The researcher also added two research of the relevance in this chapter.

Chapter III is Method of analysis which discusses the method of the research, procedure of the research, technique of the data collection, technique of the data analysis, and data source. This chapter mainly reveals about procedure and data acquisition. The researcher openly talked about the technical stuff of this research and how the researcher manages to gather all the data.

Chapter IV is Analysis and findings which deals with the response of questions of the research. The researcher found out media that could be used to enhance students' expression (needs) on conversational English. More to that, the researcher showed the design of CEM for conversational English in SMP Strada Budi Luhur.

Chapter V is Conclusion and suggestion which provides the summary of the result and some suggestions for the research. In this chapter, the researcher sums up the analysis and findings. Some points about the result are also stated in this last chapter.