

CHAPTER I

INTRODUCTION

I.1 Background of the study

Everyone must prepare themselves with international language such as English to make them able to communicate internationally in the globalization era. At presents, one can find a lot of places where English is being taught to many people. One is in D-Three Programme for English, Maranatha Christian University.

The present writer decides to discuss The Effective Techniques in Teaching Conversation for Everyday Survival to Encourage the First Semester Students in D-Three Programme for English, Maranatha Christian University, as she thinks that the techniques of teaching Conversation for Everyday Survival for the first semester students are not really effective and need an improvement in order to encourage them to talk. The lecturers do not use various techniques in presenting the topic and the materials used are not appropriate with the students' interests. Those reasons become the barriers for most of the students to have a good conversation in class. Julia M. Dobson in Effective Techniques English Conversation Groups makes an important remark, "Every day thousands of these conversation take place around the world, reflecting the tremendous interest that

everywhere has in learning to speak English". (Dobson,1992: 2).

In this paper the present writer will talk about suitable techniques in teaching Conversation for Everyday Survival and hopefully in the future the students will practice English easier which can support their life and also their study. The present writer also hopes this paper will be useful for those who have interest in teaching Conversation.

1.2 Identification of the Problem

The problems the present writer proposes to analyze are expressed in these questions:

1. What are the problems faced by the lecturers in getting the students to talk in Conversation for Everyday Survival?
2. What are the suitable techniques in teaching Conversation for Everyday Survival to encourage the first semester students to talk?

1.3 Objectives and Benefits of the Study

1.3.1 Objectives of the Study

1. To know the problems faced by the lecturers in getting the students to talk in teaching Conversation for Everyday Survival.
2. To know the suitable techniques in teaching Conversation for Everyday Survival to encourage the first semester students to talk.

1.3.2 Benefits of the Study

1. To find the suitable techniques for lecturers in teaching Conversation for Everyday Survival.

2. The lecturers will know the suitable techniques in teaching Conversation for Everyday Survival to encourage first semester students to talk.

1.4 Concise History of Non-Degree English Program at Maranatha Christian University

Maranatha Christian University was founded on June 1, 1965. It is led by some Christians in Bandung and supported by two Protestant churches in Bandung. On February 11, 1996, the Faculty of Letters was established with just a single department, it was the English Department. In 1992, the Non-Degree programme for English was established to prepare the students with the four language skills, listening, speaking, reading, and writing, which are increased by studies in vocabulary, building phonology and grammar. In addition, students are introduced to commercial skills, including English For Tourism, English For Banking, and English For Secretaries.

The Non-Degree programme lasts for three years or six semesters amounting to the total of 114 credits. As the supporting facilities, the program has a library, two language laboratories, a workshop and a mini-theatre. The aims of studies of the Non-Degree English Programme are to prepare the students, through a short but intensive and practical training programme, and to meet the pressing demand for English-competent workers in a continually changing business environment.

Until now, this program has made significant developments and improvements especially in the amount of the students, the lecturers, and the

curriculum. In the first year, the number of students was only sixty, and for certain subjects the students divided into two classes. In the second years, the quantity became 100 students. In 1999, it increased approximately 120 students.

At first, the lecturers of D-Three programme of English was taken from the S-1 English programme at Maranatha Christian University, and until now permanent lecturers at D-Three programme of English are still doubled teaching at S-1 English program. Therefore there were 5 additional lecturers for D-3 programme of English, so that in 2002 there were 11 full time lecturers at D-3 programme of English

In the curriculum sector, the programme has made some alterations and revisions to many items, with the result that there are some curriculums; among others, Curriculum 1992, Curriculum 1995, Curriculum 1997, and Curriculum 2000. The changes of these curriculums aim at adjusting the type of students and the demand of working world that has also developed.

1.5 Limitation of the Study

The present writer limits her discussion about the effective techniques in teaching Conversation for Everyday Survival to encourage the first semester students in D-Three Programme for English, Maranatha Christian University. The data attains from the library, the internet, the TOEFL Plus Center Language Training and from the second semester students who have had join the first semester in conversation class in Maranatha Christian University.

1.6 Layout of the Term Paper

This term paper starts with the Abstract, which is concise summary of the entire paper in Indonesian. Afterwards it is followed by the Preface, in which the present writer acknowledges the work and contribution of other parties. Then she presents the Table of Contents followed by its five chapters:

Chapter 1 is the Introduction to the Analysis.

Chapter 2 contains the Library Research.

Chapter 3 deals with the Performance of the Research.

Chapter 4 contains the Result and Discussion of the Research.

Chapter 5 contains the Conclusion, the present writer's comments and suggestions.

In the final part, the present writer presents successively the Bibliography and the Appendices