CHAPTER I

INTRODUCTION

I.1   Background of the Study

Since this world is now globalized, it is very important for everyone to equip themselves with universal language such as English. It has a special position since it has become the international language of communication. Therefore, one can find a lot of places where English is being taught. One of them is in D-3 English Programme at Maranatha Christian University. About one hundred students are accepting in this department with the hope to acquire some practical English skills that applies in their daily lives and future working world.

Conversation classes in the D-3 English Programme at Maranatha Christian University, particularly aim at two goals: first, the ability to hold effective communication for business purposes, such as holding business talk which carries negotiations. Second, lecturer to develop a logical systematic mind so as to be able to present concepts and proposal coherently, in logical order. However, some barriers are finds when communication break down occurs:

- Students do not want to speak at all; they prefer to remain passive either because, they are reluctant to contradict the other speakers or they are afraid of making mistakes.

- What are the problems the lecturer faces in getting the students to talk in Speaking Skill in Business Negotiation class ?

- What are the effective techniques in teaching Speaking Skill in Business Negotiation ?

I.3   Objectives and Benefits of the Study

○   Objectives of the Study :

▪   To find out the problems that the lecturer face in getting the students to talk in the Speaking Skill in Business Negotiation class.

▪   To find out the effective techniques in teaching Speaking Skill in Business Negotiation.

○   Benefit of the Study :

▪   To gain some useful input on how Speaking Skill in Business Negotiation class should be, particularly for the lecturers.

▪   To provide the lecturer with some insights about how to face the problems in Speaking Skill in Business Negotiation class and how to solve these problems.

I.4   Concise History of the Organization

Maranatha Christian University was founded on June 1st, 1965. It was pioneered by some Christian Schools and supported by two Protestant churches in Bandung. On February 11, 1966, Faculty of Letters was established with just a single department, that is the English Department. In 1992, D-3 English Programme, which aims to train students in the four languages skill, listening; speaking; reading and writing, was started. The students are introducing to business skills such as Interpreting for Teaching and Business Purposes, English for Business, English for Public Relation and English for Tourism.

The study in D-3 English Programme lasts for three years or six semesters amounting to the total of 114 credits. There are supporting facilities such as a library, three language laboratories, a workshop, an audiovisual room, a mini theatre, and apprenticeship programme. The objectives of the study in D-3 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.

Now, this programme has made significant improvement especially in the amount of the students and the lecturers, also their cutting-edge curriculum. In the first year, the number of students was only sixty persons and for certain subjects the students were divided into two classes. In the second year the quantity became 100 persons. In 1999, it increased approximately 120 persons.

At the beginning, the lecturers in D-3 English Programme were mostly from Bachelor programme of English Letters at Maranatha Christian University and until now, some full-time lecturers in D-3 English Programme are still teaching both in Bachelor programme and D-3 English Programme.

The D-3 English curriculum has made some alterations and revisions to many items. There are some curriculums such as curriculum 1992, curriculum 1995, curriculum 1997 and curriculum 2001. The change if these curriculums are performs to adjust the type of students and to demand of working world that has also developed.

I.5 Limitation of the Study

I limit the discussion about the techniques of teaching Conversation in the 5th semester in the D-3 English Programme at Maranatha Christian University. The data is attains from the library, the students who have joined the class, and the lecturer who once taught Speaking Skill in Business Negotiation class at Maranatha Christian University.

I.6 Layout of the Term Paper

This term-paper starts with the Abstract, a concise summary of the entire paper in Indonesian. This Abstract was followed by the Preface, in which I acknowledges the work and the contribution of other parties. After this is 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   is the result and discussion of the research

Chapter 5   contains the conclusions, and suggestions.

In the Final part, I presents successively the Bibliography and the Appendices.

- Students prefer to remain silent or quiet because the topic is not interesting or unfamiliar and they are lacking appropriate vocabulary.

Based on the reasons above, I decide to do a small-scale research which aims to find out the effective techniques in teaching Speaking Skill in Business Negotiation in the D-3 English Programme at Maranatha Christian University.

I choose Speaking Skill in Business Negotiation as the subject of her thesis because she is of the opinion that students in the Conversation class are enough to be said as adults (Adult here means having the sufficient ability to have good communication in English and to be able to put into practice the English knowledge they have gained. This is supported by the theory from *Principles of Adult Learners* that "Adults are people with years of experience and wealth of information" (http:Honolulu.hawaii.edu/intranet/committees/FacDevCom/Guidebk/teachtip/enhance.htm)) from all levels of Conversation class from Conversation I to Conversation V. Therefore, I could get the information that needed easily. I chooses adult learners because adult learners could give more reasonable comment about the problem that happens in Speaking Skill in Business Negotiation class. It is about the problems that the lecturer faced or even about the problems of the students.

I.2   Identification of the Problem