CHAPTER I

INTRODUCTION

1.1 Background of The Study

To develop children's speaking English ability, teach ers can use some drills, such as dialogue drills, picture drills. Of course drills play an important role in learning a target language. Drills in language learning are through training by repetition of the structural model of language elements (speech sounds, sentence patterns and vocabularies) given by a teacher to get the habit of using and understanding the target language.

However, drills can be boring. Dialogues are an extension of drills which become boring when they are used too long, and they are based on the same element of practice (repetition), which is the justification for drills. The variation of drill techniques is needed to avoid drill to become boring.

According to linguists, language is primarily spoken. Therefore, they assume that learning a language is learning to speak it. The children should be trained to master the target language by repeating after the teacher selects the given materials. Furthermore, to acquire the language, especially speaking skill,

students need to speak a lot.[1] Children or students have to initiate the process and raise questions within themselves and search out of the answers for themselves (teacher can only provide them with information, feedback and encouragement). However, children can feel bored and they are not encouraged to use the language anymore if the teacher presents unvaried technique in drilling. In other words, they have no motivation to practice their speaking skill and feel bored facing a monotonuous situation.

As a matter of fact, the teacher should be creative to drill her students (children) to improve their speaking ability. A creative teacher is not satisfied with teaching the same content, the same way all the time.[2] Last year's lesson plans may act as guides for the year, but not as blue prints. There are always new methods to try, new challengest to meet. Moreover, in drilling the teacher needs a special liveliness of manner and voice. They should also encourage humour to keep the children's interest level high. In this paper the writer has choosen a technique which is puppetry drill. Using puppetry drill

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[1]Gerry G. Gebhard. "Some Suggestions for The EFL Conversation Class, " Forum. no. 7. Jan-Des. p. 15

[2]Mimi Brodsky Chenfeld, 19, Teaching Language Arts Creatively, p. 36

in teaching speaking here, teacher uses puppets as media in the English class. There is never a shortage of material in using puppetry drill. The teacher can use it to teach greeting, to teach prepositions, to dramatize dialogues, etc. The various kinds of materials can avoid puppetry drill to be boring. By learning English through puppetry drill it is hoped that children's motivation will be increased. Moreover, in Indonesia puppet show such as 'Unyil' or 'Si Komo' are enjoyed by most children. The children's interest in puppet show can be used to develop their speaking ability.

Therefore, the writer wants to develop the English speaking ability of children through puppetry drill. By this technique the writer expects that the children (students) can improve t heir speaking ability later.

1.2 Statement of The Problem

This proposed study is planned to be comprehensive in its effort to answer the following question : How is the puppetry drill used to develop children's speaking ability ?

1.3 Objective of The Study

Derived from the problem stated above, the objective of this study is to describe how puppetry drill is used to develop children's speaking ability.

1.4 The Significance of The Study

This study is hoped to be useful for English teaching to develop the students' (children's) speaking ability through puppetry drill. In addition, it is expected that it can give some inputs for English teachers to be applied in their speaking classes.

1.5 The scope and Limitation of The Study

Considering the time she has, the writer feels that it is necessary to limit her study as follow :

   a. The language skill studied here is speaking.

   b. This study discusses about the puppetry drill used for the teaching of speaking for children around nine to thirteen years old.

1.6 Definition of Key Term

To avoid misinterpretation and / or misunderstanding,

it is necessary to define the following key terms :

- Speaking means to give oral expression to thoughts, opinion or feeling engaged in talk or conversation. [3]

- Drill is the repetition of the word or expression being taught in a limited, circumscribed situation and with limited vocabulary and structure. [4]

- Puppetry Drill is a drill which uses a puppet show as media for the teaching of English as a Second Language in class. [5] Teacher gives a puppet show to drill students or children who watch it. The puppetry drill is used in oral language method. It can be mechanical, meaningful or communicative drill.

- Developing Speaking means the student must have continual practice in communicating in the foreign language not merely in performing well in exercises, no matter how carefuly these may have been designed. [6]

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[3]Philip Bobcock Gove, 1976, International Dictionary of the English Language, Mass. Inc., p. 453.

[4]Mary Fonocchiaro, Teaching Children Foreign Language, Phd 1964, Univ States of America, p. 70.

[5]Marietta F. Galarcep, Puppets in Teaching English, ELT, Vol XXV, No. 2, February 1971, p. 164.

[6]Wilga M. Rivers, Speaking in Many Tongues, Harvard University, p. 67.

1.7 Methodology of The Study

This thesis uses library research. The writer studies all different views and aspects of speaking, communication, and puppetry drill which can be applied in the speaking class. Based on the available literature, she tries to develop her own point of view and ideas to show the usage of puppetry drill in developing children's speaking ability.

1.8 Organization of The Study

This study consists of five chapters. The first chapter describes the introduction of the study that deals with background of the study, statement of the problem,the objectives of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, methodology of the study and the organization of the paper. Chapter two contains some theories relate to puppetry drill.Chapter three deals with the nature of puppetry drill. Chapter four contains the sugestion and application of puppetry drill in teaching speaking for children. Finally, the last chapter is the conclusion which is divided into summary and suggestions.