

CHAPTER I

INTRODUCTION

This chapter contains nine sections. The first section is Background of the Study, the second section is Statement of the Problem and the third section is Objective of the Study. The fourth section is Theoretical Framework, the fifth section is Hypothesis, and the sixth section is Assumption. The seventh section is Significance of the Study, the eighth section is Scope for Limitation, and the ninth section is Definition of Key Terms.

1.1 Background of The Study

During the past 50 years, the globalization of English has led to a broad range of English language teaching positions throughout the world. In Indonesia, English is the first foreign language to be taught from Elementary School to University. There are two main reasons for this. First, English has been emphasized as an international language which is used by almost every person in an international forum. Second, English is needed on many occasions, such as in transferring technologies, finding a job, or managing tourism. That is why "English is an important language and teaching English is important. (Dawson, Zollinger, Elwell, 1963 : 19)

With the growing importance of English as an international language, the focus of teaching English is shifting to the use of English for oral communication that is to exchange the messages among people. Success of learning English is measured in terms of the ability to carry out a conversation

in the (target) language. There are many reasons for focusing on speaking when teaching English as a foreign language. The fact, human beings have been learning languages through their ears and mouths for thousands of years, far longer than they have been able to read. Alastair Graham-Marr (Tokai University) says “Our brains are well programmed to learn languages through sound and speech. This is not to say that reading and writing are ineffective, far from it, only to highlight the value of listening and speaking and point out that many studies have suggested that language learned through sound and speech is more readily acquired.”

Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language class, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place.

Teaching speaking is not meant only for adults but also for young learners. The young learners who want to learn to speak a foreign language might find many problems. Young children learning English as a foreign language do not develop English-language skills, especially speaking ability, more readily than older learners. Their ability to speak English as a foreign language is not easily acquired. In addition, it becomes harder for them to acquire it if they are not able to master their first language. Although mastering

the first language seems to be an insignificant thing, it actually takes role in determining the success of acquiring their ability to speak English.

The motivation and enthusiasm in learning to speak can be the other problems that the students might have. Lack of having direct need, feeling uncomfortable in their first attempts at speaking in the target language, being afraid of making mistakes and failure, being laughed at, and being ridiculed might appear in the students' mind so that they are unmotivated to participate in the speaking class. Furthermore, they can also get unenthusiastic because of the teacher's inappropriate teaching materials, techniques and methods.

In the teaching of speaking, the teacher should provide the technique which requires much opportunity for the students to speak freely. One of the techniques for teaching speaking which can be carried out by the teacher is Talking and Writing Box. According to Caroline T. Linse (2006), the concept of Talking and Writing Box is as a way to learn about students' development and interest in learning English. Talking and Writing Box is a small box that students cover with pictures that interest them. Students create a Talking and Writing Box to carry items related to their English-language class. Here, the teacher should encourage the students to speak and be able to terminate their shyness and fear of speaking mistakes. He or she should not demand the students to speak the second language perfectly. However, in doing such an activity the teacher is not supposed to expect the students to be perfect in both speaking and grammar. The important point is that they feel free to participate actively in speaking class and to speak the language so that a comfortable

classroom will be achieved. Active class participation is important in all the languages skills, especially in speaking.

During the writer's teaching training practice in an elementary school, she gets impression that her students' interest increases and the atmosphere of the class becomes more lively when she applies 'Talking and Writing Box' in her class. It lets to the writer's assumption that the result of teaching speaking by using Talking and Writing Box is quite good.

Interested in what happened to her students during her teaching training practice, the writer decides to go deeper in designing her research and proposing Talking and Writing Box. To apply this study, the writer decides to have an experiment at one of private schools in Surabaya in the fourth grade to find out how far the effects of Talking and Writing Box are on the students' speaking ability.

1.2. Statement of The Problem

Based on the background of the study above, the writer states that the problem of the study is:

Is there any significant difference in Elementary School students' speaking achievement between those who are taught by using Talking and Writing Box and those who are taught by using Memorization technique ?

1.3. The Objective

In accordance with the statement of problem above, the objective of this study is to find out whether there is any significant difference in Elementary School students' speaking achievement between those who are taught by using Talking and Writing Box and those who are taught by using Memorization technique.

1.4. Theoretical Framework

This study focuses on how to develop speaking ability of young learners who study English as a foreign language. Due to the limited exposure of the language and the techniques used by their English teachers, the young learners are often unmotivated to learn the language. The writer proposes one technique, Talking and Writing Box proposed by Linse (2006), as one of techniques which can encourage students to speak compared to the common way of teaching speaking through memorization.

The technique is based on the broad idea of Communicative Language Teaching, by Nunan (2003) and Savignon (1991), which is applied in speaking classes. Some aspects of speaking competence and basic principles of teaching speaking especially to young learners are going to be explored in detail in chapter two.

1.5. The Hypotheses

In this study, the writer uses the Null Hypothesis (H₀) and the Alternative Hypothesis (H_a). The hypotheses are formulated as follows:

Ho : There is no significant difference in students' speaking achievement between those who are taught by using Talking and Writing Box and those who are taught by using Memorization technique.

Ha : There is a significant difference in students' speaking achievement between those who are taught by using Talking and Writing Box and those who are taught by using Memorization technique.

1.6. The Assumption

This study is based on the following assumptions :

1. The subjects of this study have learnt basic competence, such as speaking, grammar, and vocabulary since they have got the lessons for many years.
2. The content of the materials used for teaching speaking are valid and can be understood by the students.
3. The conditions of the room and the situation of the classroom for both classes are the same.
4. The materials had been well selected to suit both groups.

1.7. The Significance of The Study

The writer hopes that this study will give some benefits for teaching learning English both in theoretical and practical benefit.

1. Theoretical Benefit

Related to this study, the writer hopes that this research can be used as reference for other researchers who want to conduct research about teaching speaking to young learners.

2. Practical Benefit

There are some benefits for the teacher and the students in many ways:

a. For the teachers

This study is expected to give a lot of contribution and variation for other teachers in designing and drawing upon a basic set of principles in order to design courses, meet learner needs, solve classroom problems, and make decisions while teaching.

b. For the students

This study is expected to help the students, especially those who are still young learners, solve their problems in practicing speaking.

1.8. Scope and Limitation

Since the scope of teaching English is too broad, it is necessary for the teacher to limit this study.

1. The language skill here is speaking.
2. The study is focused on the use of Talking and Writing Box as the tactile aid for teaching speaking.
3. This study is limited to the fourth grade students of Santa Lorent Elementary School Surabaya.

1.9 The Definition of Key Terms

To avoid misunderstanding and misinterpretation about the terms used in this study, the writer finds it necessary to define the following key terms so that the readers will easily understand this study.

a. Teaching Speaking

According to Hornby (1995: 37) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). So, teaching speaking is giving instruction to a person in order to communicate or speak.

b. Talking and Writing Box

According to Linse (2006), Talking and Writing Box is a small box that children cover with pictures that interest them. It is usually used by the students or children to talk about the pictures in the box.

c. Memorization Technique

Many definitions of memorization can be found in various studies and dictionaries. For example, according to Richards, Platt, and Platt (1992,p. 226), "Memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes." This means the learners use memorization consciously and they think about the process of memorization when they are applying it. In this study, memorization technique refers to the way to consciously learn something carefully so that students can remember it exactly.