

CHAPTER I

INTRODUCTION

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1.1 Background of the study

Nowadays, mastering English is a great desire for people whose first language is not English. This is because English has become an International language. As English becomes more and more important and necessary, the Indonesian Ministry of Education and Culture puts English as one of the major lessons at school. English has been taught to Junior High School and even now to the Elementary School students.

According to curriculum 1994, English is started to be taught to the students of Elementary School from the fourth year as local options (muatan lokal). Even, there are some schools teaching English starting from the first year. The objective of the English teaching is to provide and to give the students the skills in reading, listening, speaking, and writing.

However, the writer found that many teachers are facing difficulties in teaching all aspects of English integratively. The main factor is caused by limited time. Therefore, they rarely teach the students the ability of speaking English. They prefer to emphasize more on reading and

vocabulary than other skills. Although in fact, speaking skill is considered as one of the emphasized language skills as stated in the GBPP. Moreover, if the teachers have time to teach speaking, many of them teach the children as they teach adults. They only ask them to memorize the dialogue provided the textbook. As the result, there are many students getting bored easily and gradually not interested anymore in learning speaking.

Realizing those facts above, the writer is interested in doing a research in teaching speaking by using Puppets Show to the fourth year students of Elementary School. She hopes that by using Puppets, she can arouse the children's interest in learning a new language- English. She is trying to provide an interesting stimulus, one that will encourage the children to speak by giving them something to say. She choose Puppets Show as a medium because it is both amusing and useful in helping the students realizing that learning a foreign language is not just a classroom's task, there is however a lot of fun in learning it. According to Finocchiaro (1984: 27) teaching foreign language for children by using puppets is very effective because puppets can create a more relax, fun, and enjoyable situation in the class. The puppets can get the students to listen and speak in English. Besides, puppets also help the students to build their creativeness in using English orally so that the students finally can use the spoken language communicatively. Using puppets, the teacher provides

language practice in a stimulating and entertaining way. Here the children practice English in a free, unstructured situation. This activity gives the students a chance to explore and play with the possibilities offered by the new language and provide situations where the new language can be related to the children's own experiences. Brumfit (1994:53) also adds that free play with puppets can also stimulate the use of language. Puppets are particularly suitable here, because most children respond positively to them. Puppets can help to introduce other people to the classroom, other children, and friends. Moreover shy children can hide behind the persona of their puppet and may be less reluctant to participate. Norton also (1980:45) said that a puppet is an extension of human being who seeks another way to communicate. Puppets and children are one and the same. It means that puppets are part of the children's life so that puppets can be used as another way to communicate. The puppet is expected to attract children's attention so that later they can be motivated to speak English.

1.2 Statement of the problem

Based on the reasons stated in the background of this study, there is a question which needs to be answered:

- * Do the fourth year students of SD Widya Merti taught using Puppets Show have better speaking achievement than those taught without using Puppets Show ?

1.3 Objective of the study

The objective of this study is to find out whether the use of Puppets Show has any influence on the speaking achievement of the fourth year students of SD Widya Merti, Surabaya; that is whether the fourth year students of SD Widya Merti taught using Puppets Show get better speaking achievement than those who are taught without using Puppets Show

1.4 Theoretical frame work

This study is based on the theory of the communicative competence which believes that Communicative Competence can not come out of mechanical drills. It consists of knowing what to do with sentences in a larger context. It means that the ability to speak is not acquired by drilling the students with certain patterns, to be able to speak students must know how to apply sentences in a real situation. Accordingly, students should be trained to speak in a situation which can encourage them to speak.

Like Finnochiaro (1973:1) said that the major premise of communicative competence is to teach the students to recognize the situation and circumstances in which different kinds of languages are appropriate and should be given practice in using the proper linguistic forms according to those context. It means that when the students are speaking, the students do not only apply all grammar they have got, but they should notice in detail about the real situation itself, such as to whom they speak, when, where it takes place, what the topic is, and how the condition is, so that they can create the appropriate conversation which is understandable.

In addition, Savignon (1978:39) says that communicative competence is defined as the ability to function in a truly communicative setting, a spontaneous transaction involving one or more other persons.

Based on the discussion above, it is clear that communicative competence is one of the important aspects in teaching speaking. So a student who want to master the speaking skill, it's not enough to learn the grammatical patterns and vocabulary items only, they also have to know how to use them effectively in a situation and conversational context.

1.5 Hypotheses

Due to the fact that this study is intended to investigate the effect of using Puppets Show on the students' speaking achievement, there are two hypotheses to answer the problem statement. They are the Null-hypothesis and the Alternative-hypothesis.

In this study, the Null-hypothesis that the writer uses is as follows: The use of Puppets Show in teaching speaking to the fourth year student of SD Widya Merti does not improve the students' achievement in speaking.

Since the Alternative-hypothesis is the prediction that the writer made before the data is collected and it is the opposite of the Null-hypothesis, the statement of the Alternative-hypothesis for this study is: the fourth year students of SD Widya Merti taught using Puppets Show will get better speaking achievement than those who are taught without using Puppets Show.

1.6 Significance of the study

This study is expected to be carried out in order to give contribution to the success of teaching English for children in Surabaya and also it is hoped that the English teachers will be aware of the use of teaching aids such as Puppet Show in teaching speaking for children.

1.7 Limitation and scope of the study

Because of the limited time provided for the school program, the research is focused on the fourth year students of Elementary school and limited to the speaking skill only.

1.8 Definition of key terms

To avoid misinterpretation and/ or misunderstanding, it is necessary to define the following terms:

a. **Puppet**

In Hornby's Oxford Advance Learner's Dictionary the current, the definition of puppet is a doll, small figure of an animal, a person or other living being with jointed limbs moved by hands or by wires or string (Hornby, 1983 : 678).

b. **Speaking**

Gove stated that speaking is to give oral expression to thoughts, opinion, or feeling, engaged in talk or conversation (Gove, 1976:453).

1.9 Organization of the Study

This thesis consists of five chapters. Introduction is presented in chapter one. Chapter two is the review of related literature. Chapter three

describes the research methodology. Chapter four deals with the data analysis and interpretation of findings. Conclusion and suggestions are presented in the last chapter, chapter 5.