

CHAPTER I

INTRODUCTION

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This chapter consists of background of the study, statement of the problem, objective of the study, significance of the study, methodology, scope and limitation of the problem, definition of key terms, and organization of the thesis.

1.1 Background of The Study

English as a foreign language is learned and taught in Indonesia as a school subject for the purpose of giving students a foreign language competence. Formerly, based on the 1984 curriculum, the students started to learn English at Junior High School, but nowadays based on the 1994 curriculum, in some schools, students start to learn English at the fourth grade of Elementary School.

In Elementary School, English is assumed as local options (*muatan lokal*). It means that the English lesson is not given as a compulsory curriculum; however, it is considered as an important subject. It can be seen that some Elementary Schools have conducted English in their school programs in order to fulfill the region's needs and society.

English will only be taught if the Elementary Schools have been ready with all supported things such as English teacher, textbooks and GBPP.

As stated by Irianto (1995:1-2) materials of local options are determined by the region. Hence, subjects of local options in a certain school are different from those in other schools. In conducting the lesson, it must be treated as a curricular activity not as an extra curricular and even the time allotment for it should be done properly. However, English is necessary to be taught at the Elementary School in order to give a chance for students in getting and developing English knowledge. Besides, it is intended to follow the development of science, technology and culture. So English becomes a need.

The objective of teaching English at Elementary School is to enable students to master four language skills especially Reading, Listening, and Speaking, as the emphasized skills, and Writing. Whereas the approach for teaching English is based on the meaning-based approach. According to Dr. Saukah (1995:3) this approach refers to the idea that learning a language is learning to use the target language (written as well as oral, receptive as well as productive) and the mastery of the language components is needed to support the mastery of the communicative competence.

Furthermore, the 1994 curriculum points out that the role of a teacher and students' participation is also important factors in learning-teaching activities in the classroom. It is a new challenge for the teacher because she should be creative in developing materials and should have an adequate teaching competence which include teaching learning processes or teaching methodologies. The teacher should know the level of the students' competence in learning English. The teacher must also be capable to serve the materials as clearly as possible and create an informal situation to communicate with her students so they can participate actively in the learning process. The communicative activities can be done through dialogue practice, group discussion or language games. The last mentioned aspect will be spelt out in this study to encourage children to speak in English.

Unfortunately, there are some constraints in the field to conduct the GBPP. The main factor is the time allotment. English is taught 24 hours for the first and second quarter and 20 hours for the third quarter. It means that English must be served effectively and also integratively both the language elements and the language skills to achieve the objective. On the other side, the teacher of Elementary School encounters difficulties to present 4 language skills integratively because of the limited time. Moreover, she

emphasizes Reading more than other skills. In fact, not only Reading has a priority but also Listening and Speaking are necessary to be taught.

Based on this situation, speaking will be introduced step by step to the students of Elementary School. Speaking is as one of the emphasized language skills as stated in the GBPP. Generally, children learn an oral language first and then a written language. Children at the school period are good at imitating or pronouncing the words so it is a good idea to promote speaking lesson at the Elementary School. Theoretically, speaking is an important skill in learning a foreign language because learning a language is learning to communicate. It is supported by Finocchiaro (1974:3), she said that spoken language is primary, it is our first way of means of communication. This can be seen from the fact that all normal people in the world can speak at least one language for effective communication in daily affairs. So the English teachers are expected to give oral drills as much as possible.

On the contrary, at the Elementary School children still face some problems in communicating their ideas/thoughts or their feeling in English. This is caused by the fact that they rarely get speaking lessons at their school. Children have less opportunities to practice English. They are familiar with the English patterns but they

cannot practice it in communication. Looking at the problems above, children need chances to express their thought and feelings in the language they are learning.

Realizing those facts, it is hoped that the English teacher is able to create an effective teaching technique to give chances to children in speaking English. There are so many teaching techniques available. From those various of teaching techniques, language games are chosen as one of the techniques to teach speaking in Elementary Schools. Language games are used in order to give opportunities to children in developing their speaking ability. Moreover, children like playing or doing activities so language games are very useful to invite children in playing as well as learning English.

Games are suggested because of the following reasons: (1) according to the nature of children, they want to play every time, (2) through games, children can learn English unconsciously, (3) games are an effective technique to motivate students in speaking, (4) the variation of games challenges students to learn English, (5) when games are held, participation occurs and the class becomes more active, (6) games create a relaxed, informal, and enjoyable atmosphere that is necessary for the speaking activity in the classroom.

Finally, it can be concluded that speaking games are necessary to be discussed in this study. However, not all

speaking games are appropriate to students of Elementary School. Therefore, the teacher should be selective in choosing a game, should pay attention to the students' level and arrange the time allotment. The games are selected by considering 1994 curriculum and the topics on the textbook for the fifth grade students of Elementary School.

1.2 Statement of the Problem

Based on the background of the study above, the problems of this study can be stated as follows:

- a. What kinds of games can develop the speaking skill of the fifth grade students of Elementary School?
- b. How are the games implemented in the teaching of speaking in order to develop the speaking skill of the fifth grade students of Elementary School?

1.3 Objective of the Study

Derived from the problem stated above, the objective of this study is to describe (a) kinds of games which can develop the speaking skill of the fifth grade students of Elementary School and (b) how the games are implemented in the teaching of speaking to students of Elementary School.

1.4 Significance of the Study

Hopefully, this study will give some contributions to the teaching of English at Elementary School. It is also expected that this study can provide some information on what are the use and the advantages of using games in teaching speaking to students of Elementary School.

1.5 Scope and Limitation of the Problem

This study is limited to the teaching of speaking skill to the fifth grade students of Elementary School because in this level, the students have had background knowledge about English in the previous grade and they will continue their study at the higher level or Secondary School.

In English, so many language games are available. They can be arranged according to the students' language level (Elementary, Intermediate and Advanced) and also according to the language components. In this study, the language games chosen are the ones which are suitable for the Elementary level especially the games appropriate with the children to develop their speaking ability.

1.6 Definition of Key Terms

To avoid misunderstanding, it is important to define the key terms used in this study. The terms which will be

defined are: (1) implementation, (2) games, (3) teaching and, (4) speaking.

1. Implementation

Implementation is to provide a definite plan or procedure to ensure the fulfillment (Morris 1990:660).

2. Games

A game is: (a) an amusement of pastime, (b) a scheme or strategy employed in the pursuit of an object of purposes: method or procedure, (c) a physical or mental competition conducted according to rules in which the participants play indirect opposition to each other, each side striving to win and to keep the other side from doing so (Webster 1986:933). Thus, language game in this study is a game which can be used as a scheme or strategy to obtain the goals of teaching learning English as a facilitator and at the same time as a means to create enjoyable situation.

3. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown 1987:7). It means that teaching is a process of two ways of interaction between the teacher and students and between students and students in such a way that learning can take place.

4. Speaking

The term "Speaking" according to Oxford dictionary, means to hold conversation (with or to person of or about thing), make oral address, and deliver speech (Oxford 1976:1100).

1.7 Methodology

Library research is used in composing this thesis. At the beginning, the writer finds the literature dealing with the speaking skill, teaching English to children, and games as a teaching technique for speaking activities. From these sources, many opinions and ideas of linguists and language teachers can be taken. Then, to get right and useful information, it is necessary to read some books, articles and journals related to this study and ask expert teachers in Elementary Schools. At last, the writer selects those opinions and ideas which are relevant to this thesis and then, adds with her own ideas.

1.8 Organization of the Thesis

This thesis consists of five chapters. The first chapter is about introduction. It deals with background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the problem, definition of key terms and methodology .

In chapter two, it describes the teaching of speaking to young learners. It deals with principles underpinning the teaching of speaking which consist of meaning-based approach, communicative competence, and the position of speaking skill in the Elementary School curriculum. Whereas concerning the teaching of English to young learners, it deals with teaching children vs teaching adults, motivating children to learn English, children's characteristics and strategies and classroom seating arrangement for speaking activities. It is also supplied with a review of related studies.

Chapter three deals with the nature of games, the selection of appropriate speaking games, procedures for organizing games and description of the suggested speaking games for children.

The implementation of the language games for the fifth grade students of Elementary School is described in chapter four.

Finally, in the last chapter is given a conclusion which is divided into summary and suggestions.