

CHAPTER I

INTRODUCTION

This chapter discusses several parts: Background of the Study, Reasons for Choosing the Topic, Research Question, Objective of the Study, Hypotheses of the Study, Significance of the Study, Limitation of the Study, Definition of Key Term, and Outline of the Study.

1.1 Background of the Study

In Indonesia, learning English is not easy because it is a foreign language. Firstly, when we want to learn English, there will be a question in our head, “Why do we need to learn English?” and the answer is because nowadays more and more people are using English as a common way to communicate with each other. As a result, it has become unavoidable that companies and large businesses will need to employ people who can speak English. Therefore, learning English should start from kindergarten to university. However, if the process of learning English is not fun, students especially children will get bored in learning it because it is too hard and difficult to understand. As the consequences, not all students in Indonesia can use English accurately and correctly in their life.

There are four major skills which should be mastered by students when learning English. There are listening, speaking, reading, and writing. Genc (2007:6) states that when we learn our native language, we learn listening first, then speaking, followed by reading, and finally writing. These are called the four integrated language skills and all of them become one of standard competencies in English important for students to achieve.

Based on the four language skills in English learning, speaking is the most important skill in gaining our daily communication. “Speaking is the active use of language to express meanings so that other people can make sense of them” (Cameron 2001:40).

The problem of speaking maybe about grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. The second is pronunciation. Many students who use English with the pronunciation inappropriately maybe they think English is not important in daily conversation. Moreover, curiosity of knowledge the students to learn English language were still low. Whereas, the English language is very important in everyday life. Even technology and working world use English. It is believed that the students will be winner in working world competition if they master English.

According to Bygate (1987), speaking deserves attention every bit as much as literary skills in both first and second language. By speaking, people can express their idea and goals orally to the listeners. Most speakers need active partner who will directly respond to what they say and directly show understanding and joining the interaction. So, we need a partner that can respond and understand what the speaker discuss. We will know the direction of our conversation it anywhere and can certainly understand each other.

Realizing that speaking is very important for English learners, it is essential for English teachers to encourage students to speak. In this case, teachers have responsibilities to guide the students during the learning process and to give motivation to them to improve their English especially in speaking skill. For example, the teacher must often use English in classroom teaching and more often use English to interact with students. It is intended to make students interested in using English language for conversation.

To help that problem, there are so many teaching media to help the teacher deliver the materials or to make the students easily get the concept of the material. The use of media allows students to be involved in teaching and learning process. Some kinds of

media that might help them to deliver the materials are songs, pictures, rhymes, models, puppets.

Puppets as one of teaching media show characters of something and their details. Moreover, puppet is fun. There are so many kinds of puppets that are used by teachers such as hand puppet, shadow puppet, finger puppet, paper puppet, etc. It gives benefit to the teacher because he/she has an example model in presenting his/her material to their students. In this study, the writer used paper puppet as the media to teach conversation in English classroom for fourth graders of SD IT Muhammadiyah Truko in the academic years 2016/2017.

1.2 Reason for Choosing the Topic

This research untitled “The effectiveness of using paper puppet to teach conversation in an English classroom on the fourth graders of SD IT Muhammadiyah Truko in the Academic Year of 2015/2016” was based on the following reasons:

1. Speaking a foreign language, in this case English especially for young learners really needs interesting media to make students actively speaking.
2. Using puppets is believed as interesting media for young learners to motivate students to speak. Especially, paper puppet has positive potential to be media of learning English speaking especially in learning conversation.

1.3 Research Question

Related to the background of the study above, the research question of this study was formulated as follows: “Is using paper puppet effective to teach conversation English for fourth graders of SD IT Muhammadiyah Truko in the academic years 2016/2017.”

1.4 Objectives of the Study

Based on the explanation above, the objective of the study is: to find out whether or not using paper puppets was effective to teach conversation in an English classroom of the fourth grade's at SD IT MuhammadiyahTruko in the academic years of 2015/2016.

1.5 Hypothesis

According to Airasian (2000: 73), hypothesis can be classified in term of how they are divided. The hypotheses of this study are:

- (1) H0: There is no significant difference in the mean score of conversation test between the students who were taught conversation by using paper puppet andwithout using it.
- (2) H1:There is a significant difference in the mean score of conversationtest between the students who were taught conversation by using paper puppet andwithout using it.

1.6 Limitations of the Study

To limit the scope of the study, this research only focused on the use of some points as follows:

- The used media in teaching speaking is paper puppet to teach speaking skill focused on conversation.
- The focused skill is speaking especially conversation on greeting and introduction.
- The subject of the research was the fourth graders of Primary school. In this study, the writer, choosesIV A class of SD IT MuhammadiyahTruko in the academic year of 2015/2016 as the experimental class.

1.7 Significance of the Study

It is expected that this research contributes some significant progresses in teaching speaking. The significance of this research are:

1. For the students in general, this study hopefully could enhance the students' motivation and improve the students' speaking especially in conversation.
2. For teachers, this study hopefully gives input in varying their teaching media to be implemented in the classroom.
3. For the school, this study hopefully will improve the quality of teaching learning English speaking for young learners.
4. For other researcher, the study could become references to conduct similar studies.

1.8 Definition of the Key Terms

Definitions of the key terms are very important to understanding the meaning of the topic. The key terms of the research are defined as follows:

1. Paper puppet

Paper puppets are figures cut out of paper or thin card, with separate clothes, also made of paper, that are usually held onto the dolls by folding tabs. They may be a figure of a person, animal or inanimate object. Paper puppets have been inexpensive children's toys for almost two hundred years. Today, many artists are turning paper dolls into an art form (Frederick J. Augustyn, 2004).

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

1.9 Outline of the Study

This final project is divided into five chapters to facilitate the readers understanding of the sequence of academic writing process and the objective of the study.

Chapter I covers the general Background of the study, Reasons for choosing the topic, Research Question, Objective of the Study, Hypothesis, Limitation of the Study, Significance of the Study, Definition of the Key Term, and Outline of the Study.

Chapter II discusses review of the related literature including teaching English as Foreign Language in Indonesia, General Concept of Young Learners, The Nature of Conversation, General Concept of Media, General Concept of Puppet, Puppet as Media for Teaching Elementary School Students, and review of studies.

Chapter III deals with method of investigation that consists of Research Design, Subject of the Study, Population, Sample, Variables, Dependent Variable, Independent Variable, Instrument of the Study, Validity and Reliability of the Instrument, Validity of the Instrument, Reliability of the Instrument, Procedure of the Study, and Data Analysis Technique.

Chapter IV consists of The School's Profile, The Subject of the Study, Analysis of Validity and Reliability of the Instruments, Research Discussion, Discussion.

Chapter V presents the conclusion of the study and suggestion based on the result of the experimental study.