

CHAPTER I

INTRODUCTION

A. Background of the Study

English has been widely known as an international language which is taught and learn at formal education centers in almost every country in the world. In Indonesia, English is still taught and learn as a foreign language. English is regarded to be a foreign language when it has not been used in the contexts beyond classrooms (Brown, 2001: 6). That is why the teaching of English in Indonesia is treated as TEFL (Teaching of English as a Foreign Language) TEFL in Indonesia is conducted in elementary schools, junior high schools, senior high schools, and universities.

Nowadays, English is not only given to elementary school students but also given to lower levels. Some kindergartens have introduced English language teaching. It can be said that the teaching of English to children or to young learners has been steadily developing in recent years.

The teaching of English for children needs different strategies compared to adult. In fact, the teaching of English to elementary school students faces some serious problems. Children are more enthusiastic and lively learners (Cameron, 2001: 1). This demands the creativity of the English teacher, so that the children will learn through fun activities.

In the teaching of a language there are four skills that must be taught interactively. Those four skills are speaking, listening, reading and writing.

By mastering the four skills, someone can successfully act as good language learners.

In the communicative approach, learners become the centre of learning and teaching process and are more actively involved. They are expected to have communicative competence rather than linguistic competence, and be able to communicate in the target language both orally and in written form.

The goal of communicative competence is to make the students speak. Because speaking is difficult to master, it is very important to introduce English, as a foreign language in Indonesia, to the children since they are in elementary schools. By applying this approach, the children are hoped to be able to speak the language in the end. As a foreign language, it needs long time to master. Speaking, as one of the four linguistic skills, is difficult to master. Therefore, it is not surprising that the students could not communicate well in English language.

Speaking skills have a close relationship with listening skills. In a speaking act, two skills interact. They are listening and speaking. At least, there is a person who hears the spoken language (listener) and the person who speaks the spoken language (speaker). Speaking needs a lot of practice activities. The teacher must provide appropriate opportunities for students to practice a lot of speaking.

Every problem must have solution; there are also different teaching methods. But, many students fail to master speaking, reading, writing and

listening skill successfully. Some students say that it is hard to achieve good speaking ability, although the students have been taught grammar, pronunciation, vocabularies and various speaking activities.

It happens for the fifth grade students of MI Islamiyah Gumukrejo around 12 students get difficulty in mastering speaking skill. The teacher of English in this school who has been teaching English say that the students are worried to make mistakes and they are shy to talk in front of the other. The speaking ability of the students is low, the average score is 40 the environmental and family factor also influence such as, they came from village, and they only get english teaching in school. From those problems, now the teachers are demanded to create some strategies which can explore the students speaking competence. The teacher should help them by encouraging the students to be more active and brave to talk in the target language.

The writer took only the five grade students of the MI Islamiyah Gumukrejo Teras. It is used as the subject of the study with the consideration that they were the subjects of the communicative activities. Based on the explanation above the writer decides to carry out a research “IMPROVING STUDENTS SPEAKING SKILL THROUGH COMMUNICATIVE APPROACH: (AN ACTION RESEARCH OF THE FIFTH GRADE STUDENTS OF MI ISLAMIYAH GUMUKREJO TERAS.

B. Problem Statement

In this research the writer formulates the problems of the study as follows:

1. Can communicative approach improve the students speaking skill in MI Islamiyah Gumukrejo, Teras?
2. How is the implementation of speaking learning process through communicative approach carried out among fifth grade of MI Islamiyah Gumukrejo Teras?
3. How does the teacher select the materials in improving the speaking learning process through communicative approach among the fifth grade students of MI Islamiyah Gumukrejo Teras?

C. Objective of the Study

The main objectives of the study can be stated as follows:

1. To know whether communicative approach can improve the students skill or not.
2. To describe the improvement in the speaking learning process through communicative approach among the fifth grade of MI Islamiyah Gumukrejo Teras.
3. To describe the way in selecting the materials in improving the speaking learning process through communicative activities among the fifth grade of MI Islamiyah Gumukrejo Teras.

D. Limitation of the Study

The research has broader scope and it is impossible for the writer to handle all problems. Therefore, the writer limits the scope of the study. The writer just wants to know whether communicative approach can improve the students speaking competence at the fifth year students MI Islamiyah, Gumukrejo Teras.

E. Benefit of The Study

The benefits of the study are as follows:

1. Theoretical Benefit

The writer hopes that the result of this paper can be used by the teacher as source to identify the general problems of improving speaking skill in teaching and learning English and know how to solve those problems. And finally, it is give input to improve the quality of language teaching and learning.

2. Practical Benefit

- a. The result can improve the writer herself in mastering English.
- b. The reader can a large knowledge about teaching speaking using communicative activities the students in increasing their ability on speaking skill.
- c. For English teacher, the result of the study can help them in teaching speaking using communicative approach to improve the students to be active in teaching learning process.

F. Research Paper Organization

The writer organizes this research paper in order to make the readers easily to understand the paper. The following shows the content covered in this research.

Chapter I is introduction. This chapter explains the background of the study, problem statement, limitation of the study objective of the study, benefit of the study, research paper organization.

Chapter II is present review of related literature. It covers review of previous study, notion of speaking, notion of communicative approach, theoretical framework, and action hypothesis.

Chapter III is present research method. This chapter deals with type of research , research procedure, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV discusses the result of the study and discussion

Chapter V draws with conclusion and suggestion.