

CHAPTER 1

INTRODUCTION

In the first chapter, the writer gives the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research and operational definition.

1.1 Background of the Research

The status of English in Indonesia is as a foreign language. It means that the language has no/or very limited function in social intercourse in Indonesia. According to Bachrudin (2010: 123): “Learning English with no clear social function can pose a real challenge to teachers because the students learning motivation can be low and the exposure to the language use outside the class can be limited.”

Indonesian government determines English as one of the subject lessons which are applied Junior High School, Senior High School and the students of University. In Elementary school English is a local content which is not compulsory subject. Bachrudin (2010:123) says that “English as local content means very limited contact hours: two to four hours only per week. This very low frequency of instructional encounter virtually precludes skills development on the part of learners.” It means, the teacher must teach English in limited time and get the best result in teaching English for young learners especially for Elementary School students.

Studying English early means study English in low age. And teaching English for young learners is different from adult learners. The definition of young learners is children between the ages of about 5 years old to 12 years old (Rixon, 1999), while according to Cameron (1999); young learners are those under 14 years old. The young learner in this research is the students who study in elementary school. Kristiana (2011: 3) states that “Teaching English in Elementary school is not easy. It is not only about the lessons or materials that would be extended but it is also about facing with how to teach and the skill in managing and controlling the class.” So the teacher of young learner must be creative and innovative in teaching English so, the students can study easily, happily and enjoyable.

The English curriculum in elementary school focuses on listening, speaking, reading, and writing. Speaking activities are important in improving oral skill. Speaking for young learners is one way for them to play the words and sounds. According to Linse (2005) there are many different ways that children play with words and language, beginning with the tickling rhymes that they hear as babies and continuing with other sorts of play which involve both the form and meaning of language. It can conclude that speaking is equally important in children’s overall language development. It is the first output after the first input (Listening), long before they can write. Teachers who study with young learners recognize how important it is for children to develop strong speaking skills. Speaking is the way they communicate about what they feel or what they need, and to communicate what is good and what is bad.

Speaking is one of the difficult skills because it focuses on how the students speak and communicate their ideas. Teaching speaking for young learners have to make the children should be able to speak English even in a simple conversation. The target of speaking in elementary school is for the fourth graders until the sixth graders. Unfortunately, based on the interview with the English teacher in fifth grade of SDN 03 Menawan Gebog Kudus, the teacher said that the students got a problem about delivering their ideas. The children were not active to speak in teaching and learning process. They felt afraid and shy if they made a mistake. They needed motivation to speak English even in simple conversation. In addition, the English teacher did not use another media except book or handout. So the students felt bored and just kept silent.

The solution of the problem is the teacher should have an interesting media to motivate the students to speak English even in simple conversation. There are so many ways to improve the students' speaking ability and make the students enjoy in learning process.

One of interesting media of teaching speaking is by using *Genki*. According to (http://genki.japantimes.co.jp/about_en) *Genki* is a highly acclaimed series of integrated resources for learning elementary Japanese through a well-balanced approach to all four language skill areas—speaking, listening, reading, and writing. *Genki* is an attractive media like an audiovisual media which consist of pictures, games, songs, karaoke, etc. It can make the students active to speak and make the situation of classroom more life.

In this research, *Genki* is used as the teaching media in speaking because *Genki* is expected to make the teaching and learning process can be better and the students can understand well the material.

Based on the explanation above, the writer is very interested in conducting a research entitled “The Speaking Ability of the Fifth Graders of SDN 03 Menawan in the Academic Year 2015/2016 Taught by Using *Genki* Interactive Programme”.

1.2 Statement of the Problem

Based on the background above, the writer limits and formulates the problems as follows:

Is there any significant difference of the speaking ability of the fifth graders of SDN 03 Menawan Gebog Kudus in the academic year 2015/2016 before and after being taught by using *Genki* interactive programme?

1.3 Objective of the Research

Based on the problem mentioned above, the objectives of this research as follow:

To find out whether there is a significant difference of the speaking ability of the fifth graders of SDN 03 Menawan Gebog Kudus in the academic year 2015/2016 before and after being taught by using *Genki* interactive programme.

1.4 Significance of the Research

By knowing the purpose of this research, the writer concludes some significances of the research. The significances of this research are:

1. The English Teachers

This research can give the contributions especially for the English teacher of SDN 03 Menawan Gebog Kudus about English media. The teacher can apply this media to teach speaking to their students.

2. The Students

This research can motivate the students in Elementary school to speak English even in very simple conversation.

3. The Readers

This research will add the knowledge and experience about teaching speaking by using *Genki* and also can be used as the reference for those who want to conduct a research in English teaching especially for young learners.

1.5 Scope of the Research

In this research, the writer only focuses on the students' speaking ability of the fifth graders of SDN 03 Menawan Gebog Kudus in the academic year 2015/2016 taught by using *Genki* interactive programme as the media of teaching speaking. The material teaching speaking is based on the syllabus of the fifth grade such as time and days; I'm in bad condition, clothes, hobby, foods and drinks, shapes, kinds of transportation, health and hospital, profession and weather

and season. The subject of the research is the first semester students of the fifth graders of SDN 03 Menawan Gebog Kudus in the academic year 2015/2016.

1.6 Operational Definition

The writer identifies this research in the terms to make this research is very clear and understandable. The writer would like to give the definition about the theories related to the study.

1. *Genki* is an interactive programme for Elementary-level students consisting of exciting mini lesson, game, song, and karaoke. It is one of the audio visual media in teaching and learning process where the students are repeating, singing and playing the games.
2. Students' speaking ability here means the ability of the students how they do a simple conversation to deliver their knowledge in the context of school based on the curriculum.
3. The fifth graders of SDN 03 Menawan Gebog Kudus in the academic year 2015/2016 are the students who are still studying in fifth graders of SDN 03 Menawan Gebog Kudus in the academic 2015/2016.