

CHAPTER I

INTRODUCTION

1.1 Background

Language learning can be defined as developing the ability to use the language to communicate with others. Meanwhile, language teaching is known as all teaching activities to teach the language in the classroom. Cook (2001) in Nguyen, et al (2014) stated that the proof of teaching is in the learning and all successful teaching depends upon learning. It means that the form of evidence for teaching is information about the points individual learners have reached in their learning. This usually means ascertaining what they know, understand and can do as starting points for teaching and to ensure that individuals are provided with well-targeted learning opportunities and appropriately challenging learning goals. The goal of language teaching and learning is helping the students to be able to communicate with others. In addition, it also helps the students to be able to transfer to others what they themselves want to share.

In learning a language there are two language processes that will be learned by the students, those are language comprehension and language production (Nunan, 1999). The skills that can be mentioned as language comprehension are listening and reading. On the other hands, the skills that can be known as language production are writing and speaking.

Speaking is one of the important skills that have to be mastered by the students. It is important because through speaking the students can communicate and express their idea with the others. It means that speaking in a foreign

language especially English is needed to be learned. It is very important for someone to have an ability to speak English because it considered a universal language nowadays. Based on Willis (1996); Coury & Carlos (2001) in Torkey (2006) English is the language for international communication; science; commerce; advertising; diplomacy and transmitting advanced technology. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible. It also becomes an important asset for anyone seeking employment. It means that English is very important to be taught at school because it will help the students to have good competence in speaking English. More than that, the people will not find it difficult to communicate and interact with people around the world when they travel (Gard & Gautam in Dewi, et al, (2016).

Because the ability to speak in English is very important for the people, the government in Indonesia put English in the curriculum. It is thought in the university, senior high school, junior high school and also elementary school. For the elementary school students, English is known as local content in the curriculum. It is thought in public school, national plus an international school. In this case, English is thought as a foreign language (EFL).

Although speaking is considered as one of the skill that should be improved by the students, it has been widely notice that there were some difficulties in learning speaking. Zhang (2009) in Hosni (2014) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (2009) there are many factors of difficulties found by EFL

students in speaking, those are inhibition, nothing to say, low or uneven participation, and mother tongue use. The inhibitions means students are worry to make mistakes or shy. Nothing to say happened since they have no motive to express their idea. The low participation means only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Mother tongue use means the students prefer to use mother tongue when they communicate rather English because it is easier. Rababa'h (2005) in Hosni (2014) also stated that that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

The difficulty of learning English also happened in Indonesia because of English in Indonesia is categorized as EFL (English Foreign Language). That is why English is become difficult for Indonesian students. Moreover, it becomes difficult for elementary school students. Based on the observation done by the teacher, the difficulty in learning English can also be found in Tunas Daud Elementary school students especially for speaking. The students do not feel confident to speak in English because they feel afraid to make mistakes. Some of them do not know how to express their idea through speaking because of the lack of vocabularies.

It is not easy to teach young learners to have good speaking competence. Young learners have short attention span so they are easier to get bored rather than adult learners (Cameron, 2001). Slattery and Willis (2001) stated that young

learners are curious, imaginative, and playful. They develop as individuals very quickly and enjoy routines and repetitions. They learn by listening, imitating, watching, and doing things. Due to their short attention span, they need variety of activities. They need variety of activities that can help them to be more active in the classroom.

According to Brown, (1994), speaking is an interactive process of building up meaning that implicates producing and receiving and processing information. When the teacher teaches the students to speak by using monotonous method such as give the students the text of a conversation, ask them to memorize the conversation and practice it, it would make the students feel bored and are not interested in studying. The students also feel uncomfortable and stressful in learning to speak because they feel that they have to master the target language that is unknown to them. The judgment and criticism from the teacher when they make mistakes also makes the students feel anxious and afraid to speak. Therefore, it is very important for teachers to be creative to teach the students in the classroom in order to create a fun learning atmosphere. One of the alternatives that can be used by the teacher to help the students having a good speaking skill is using language games. According Slattery and Willis (2001) young learners love to have fun and and play. In other words, language games are suitable with the children characteristics who like playing and having fun.

According to Langran and Purcell (1994), a language game is a device to create a situation in the classroom which gives learners the opportunity to use language they have already learned in a relaxed way, with maximum possible free

expression in order to fulfill a simple task, solve a problem or communicate a piece of information. Advanced Learner's Dictionary (8th Ed) defines a game as "an activity or sport" governed with rules, where people have to compete against others. Moreover, El Shamy (2001) in Ibrahim (2017) defines a game as a competitive activity played according to the rules within a given context, where players meet a challenge to achieve an objective and win. Language games comprise many factors such as rules, competition, relaxation, and learning in particular. Rules have to be clear, few and well-explained so as no difficulty is faced. The games are designed on different levels as well as topics that suit different students levels what make them enjoy all together and gain the best results.

Wright, et.al (2005) stated that games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication. Games help the students to feel comfortable and more confident in learning a new language. Besides that, games can also help the students to maintain their attention for a long time because they cannot remember new words and expressions of a language they deal with for the first time and which is not their mother tongue. The games that are used in the classroom will be more interesting when it is combined with an interesting media for teaching. The media that can be used for teaching speaking through games is audio-visual media. Using games and audio visual media in fact are able to create fun and relax situation of the students in learning process (Kurniati, 2016).

According to Çakir (2006) in Al Mamun (2014), it is generally said that students like the language class when teachers use audio-visual materials because it motivates them to pay more attention in the class and they can relate their learning with their real life. Moreover, Hariyanto (1995) in Ramendra and Ratminingsih (2007) stated audio-visual aids are devices that appeal the eyes and ears of the learners which can be used to help the teachers in teaching the students. Kausar (2013) in Taseem (2017) presented that it is very important to use audio-visual aids for learning English because the students are facing many problems in learning English language and feel it is difficult to learn the English language without the use of any audio or visual aids.

Related to the use of language games with audio visual aids in language teaching in speaking, this study was carried out to know the effect of language games with audio visual aids on students' speaking competence at fourth-grade of Tunas Daud elementary school as well as how the teacher at Tunas Daud Elementary School implements language games with audio visual aids.

1.2 Statements of Research Questions

Based on the description above the research proposed several problems.

The problems of the study are as follows:

1. Is there any significant effect of language games with audio visual aids on the fourth grade students' speaking competence?
2. How does the teacher implement language games with audio-visual aids in teaching speaking at fourth-grade Tunas Daud elementary school?

1.3 The Objectives

The objectives of this study are:

1. To determine the significant effect of language games with audio visual aids on students' speaking competence.
2. To describe how the teacher implements language games with audio-visual aids on students' speaking competence at the fourth grade of Tunas Daud elementary school.

1.4 The Scope of the Study

This study was conducted to determine how the effectiveness of the implementation of language games with audio visual aids on students' speaking competence as well as to know the implementation of language games using audio-visual aids in teaching speaking. The implementation of the language games with audio visual aids focused to know what kinds of games used, how is the implementation of the games, how are the teacher and the students' activities, the time when the games are done and the impact of using games with audiovisual aids.

1.5 Research Significance

This study was expected to give contribution to theories of EFL pedagogy in general and practical contribution to teachers, students, and further researcher:

1.5.1 Theoretically

Theoretically, the findings of this study is expected to provide information and relevant references to add the depth of knowledge as a supporting model in teaching speaking especially through language games with audio-visual and also the effect of the implementation of language games with audio visual aids on the fourth grade students' speaking competence.

1.5.2 Practically

Practically, the result of this study is expected to help the students, teacher, and other researchers.

a. Students

The result of the study is mainly intended to give meaningful contributions to the students in their speaking ability. Learning speaking through language games with audio visual aids are expected to create fun learning atmosphere in the classroom. Therefore, the students' ability to speak can be improved.

b. Teachers

The result of the study is expected to help the English teachers to design and implement language games with audio-visual aids in teaching speaking.

c. Other researchers

The result of this study is expected to be beneficial for other researchers who are interested in conducting a similar study. In this sense, this study can be

used as a reference to develop research strategies for implementing language games with audio-visual aids in speaking.

