CHAPTER I

INTRODUCTION

In this chapter researcher present about the background of the study, research problem, objective of the research, significance of the research, scope and limitation of the research, definition of key terms, and organization of the study.

A. Background of the Study

Language is one of the mean of communication used by human beings to communicate with one another. People can understand others and take information from others by using language. People use it to interact to each others, to establish and maintain relations with them, to influence their behavior and to express their own viewpoints on things in the world. Communication is the basic attribute of human life, communication is impossible without shared knowledge and assumption between speakers and hearers (stubss in Nurhayati, 2016 a) According to Thompson (2003:1) language is the main tool of human communication. Brown (2000:5) convey that language is a system consisting of symbols or sound symbols that can be used to communicate. Language as the main source of communication means that language can not be separated from our daily lives and greatly affects our daily activities such as learning, communicating, and other activities. Clark et al (1994:1) state that English language teaching has become very important because of the global status of English and people all over the world are learning this language.

Learning English as a second language needs to be well known and understood exactly what the language really means.

As a foreign language, English teaching and learning covered the four language skills, they are listening, speaking, reading, and writing skills where students should be master and acquire all of them. Speaking is one of the skills students need to learn the language. By speaking we can do activities say, conversing, talking, or, pouring ideas, feelings to others so as to produce a communication interaction within the community.

Speaking is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. According to Gert and Hans (2008: 207), speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Brown and Yule (1999: 14) stated that speaking is depending on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact. Speaking is one of form import English stalks which brings many problems for Indonesia students (Nurhayati et al, 2016)

Many languages learners regard speaking abilities as the measure of knowing a language. These learners define fluency as the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Archer, Cregan, McGough, Shiel, (2012) state that Oral Language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience. In addition, and most significantly, oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it.

Based on the observations made at SDN 2 Kelutan, there are some problems faced by students in speaking lessons. first is students have difficulty in describing something with English because their English is limited. Then the second is the less English speaking teaching makes students think broadly and only boosted on textbooks. The third is his monotonous teaching technique; for example, teachers talk and explain the lesson, after that students follow the teacher in reading, so that students easily bored while learning to speak, the fourth is that most students are embarrassed to speak English, due to fear of being mistaken and laughed at by other friends, it is because they are not accustomed to speak English and think English is very foreign language.

Based on the above problems, teachers should find an alternative way of teaching or an implementation technique for teaching speaking. There are many ways to teach speaking English that can create fun learning. One of the few ways to teach speaking that can create a fun environment is the chain work method use picture cards or word cards. This methode can make students more interested in the learning process and can create a fun environment in learning. Kim, Park & Baek (2009) Researchers have also indicated that games are an important part of the development of children's cognition and social processes. In other words, using games to teach speaking is one effective way. So this shows that the game is effective in teaching and learning process.

One of the method that researcher wants to conduct is Chain Work. Chain Work uses picture cards or wod cards is a method that can make the students more interest and review their speaking skills in teaching learning process. This method can conduct for small or whole class group. There are some reason why the researcher choose this method as the media to improve students' speaking mastery. First, chain work can motivate the students to learn speaking. Second, Chain work let the students make some efforts in order to solve the problem given. When students are actively involved in problem solving process, students will memorize the new words deeply and be able to recall them easily instead of when the teacher just tells the students some new words. Third, Chain work can make the students learn how to work and cooperate as a group and how to

appreciate each other. Towse, Redbond et al (2000) presented a test card to children who had made post-switch errors and asked them to name the card. More than half of these children described the card by naming the pre-switch dimension; they continued to see the card as a blue thing even though they had just been taught the shape game.

Based on the description above, the researcher is interested in conducting study entitle *"Increasing The Students Motivation In Speaking Through Chain Work Teaching Strategy A Classroom Action Research In Sdn 2 Kelutan"*

B. Research Problem

Based on the background of the research above, the formulated research problem is *"How can chain work increase students motivation in Speaking English"*.

C. Objective of the Research

Based on the research problem above, the formulated research objective is as follow: *"To know the steps of implementing Chain Work method in improving Teaching Speaking Comprehension of five grade at SDN 2 KELUTAN"*

D. Significance of the Research

The researcher hopes that the result of this study give contributions for:

1. The Institution

   a. The Institution

Can provide input for schools on the use of chain work method to stimulate the Head Master and the teachers to improving students' english speaking skills.

b. Students

- The students will be able to speaking better by using Chain Work method.

- The students is easier to speaking.

- The students will be enjoying and fun in teaching learning process.

2. English Teachers

To motivate the English teachers to create effective technique in teaching English especially in teaching speaking comprehension.

3. Future Researchers

a. Researcher

The researcher intends to achieve the following aim that is to know the effectiveness of teaching speaking comprehension through chain work method. It enriches her technique of teaching speaking comprehension.

b. Future Researchers

The researcher hopes that this study can be used to one references in conducting study in similar problem for future researchers.

E. Scope and Limitation of the Research

This study is conducted at SDN 2 Kelutan, the subject are class 5. In this research, the researcher limits the study only with the implementation of using Chain Work. Therefore, the researcher limits the speaking comprehension study the research uses picture cards only on using Small Group Discussion as a way in teaching speaking comprehension.

The limitation of this study is that the researcher uses CAR (Classroom Action Research) research design and takes one class consist of 9 students as a sample of the study. The weakness of the design of this study is the difficulty of researchers in conducting research, especially in controlling students in the classroom.

F. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is "*Increasing The Students Motivation In Speaking Through Chain Work Teaching Strategy A Classroom Action Research In Sdn 2 Kelutan*". The definitions of key terms are as follows:

1. Students Motivation

Motivation is the reason for people's actions, desires, and needs. Motivation is also one's direction to behavior, or what causes a person to want to repeat a behavior. A motive is what prompts the person to act in a certain way, or at least develop an inclination for specific behavior.

2. Speaking Comprehension

Speaking comprehension is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

3. Chain Work

Chain Work is one of the method of oral work that consist of three or more students interacting face to face with picture word in the hand and pupil says about picture they have. In a group they are chain work speaking.

4. Classroom Action Research

Classroom action research is process involving teachers in the formal study of teaching and learning. Beside of that CAR can be applied in a variety of subjects. It is good used for solving the problem in many subjects, such as Mathematics, English, Indonesia, Science, and etc.

G. Organization of the Study

The organization of study facilitates the readers in discussing the problem presentation and helps readers to understand what they read easily. This study is divided into five chapters.

Chapter one is introduction. It consists of seven parts: the background of study, research problem, objective of the research, significance of the research, the scope and limitation of the research, definition of key terms and the organization of study.

Chapter two is theoretical framework. It consists of three parts. Presents speaking which discusses about the conceptual idea of, motivation, speaking, teaching speaking, chain work, and previous studies. Part A presents of the motivation, Part B definition of Speaking. Part C definition about teaching speaking in elementary school. Part D definition about classroom speaking activities. Part E definition of chain work. Part F purpose of chain work and Part G is previous study.

Chapter three is research methodology. This chapter presents research methodology which discusses about the research design, setting and subjects of study, procedures of the study the procedures of the study refer to the stages in how the study is conducted covering preliminary observation (reconnaissance), planning, implementation, observation and reflection,

Chapter four is research findings. This chapter consists of two parts. Part A presents description of data which discusses about findings of

preliminary study, findings of first cycle, findings of the second cycle, and findings after implementation the action. Part B presents interpretation of data which discusses about data of observation, data of interview, and data of students' achievement in the test.

Chapter five is conclusion and suggestion. This chapter is the last chapter which consists of general explanation about the previous discussion in this report and some suggestion that may be useful for the English teacher and further researcher.