

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English taught starting from pre-school until university but in each grade use different material that the teacher teaches. English as Foreign language consist of four skills; there are speaking, listening, reading, and writing. All of these skills are very important because each skill have difference function. At elementary school they begin to learn about how to communicate with another person, to greet someone, asking something, etc. In the globalization, we have been made for graduates to be proficient in oral communication skills, so that they can work effectively in the academic and professional setting. The mastery of speaking skills in English is a priority for many foreign-language students. Therefore speaking skill is important when teaching English as a Foreign Language. Graham-Mar (2004) claimed that the importance of teaching speaking skill stems from the fact that human beings have been acquiring language through speaking and listening before they began reading and writing. In speaking skill, the learners must be active in class when they learn about speaking because speaking is about how the learners can speak English with good pronunciation, content of material when they speak, and then they dominate about grammar and vocabulary, and etc. As a goal of foreign language learning, speaking skill is used to fulfill an effective communication in English, which involves accuracy and fluency (Abott, 1981: 116). So in speaking skill the learners also must be active to perform in front of the class.

Speaking is a crucial part of second language learning and Teaching. Many factors make it difficult to be taught especially in English for Young Learners. Because in English Young Learners have many problem to learn about speaking skill. First, the number of the students in a class that too much, so the teacher could not pay attention to each students and when the students start to speak, the class situation will get noisy. Second, many common English language teachers have continued to teach speaking just a repetition of drills or memorization of dialogue. The teachers usually teach their students based on their textbook. So the students only write the answer of question, do exercise, memorization, repeat after the teacher said, and etc. So it caused the students bored to learn about speaking and the students have nothing to say. It is problem when the teacher teaches and the students learn about speaking in English for Young Learners. So, to solve those problems, it needs the teacher's creativity. Teacher has to be able to stimulate student's motivation, likeness and develop students' acquisition in learning English. The teacher has to make variation in the way to teach English especially in speaking skill. Speaking involves a number of complex skill and strategies (Diaz-Rico, 2004: 184). So in speaking for Young Learners, if the students do not learn about how to speak English, the students will get unmotivated and are not interested to learn about English. Therefore, the teacher must teach with some strategies and method in order the students will be fun and comfort.

As we stated above, students will actively learn when they feel comfort in their class. Meanwhile, in English for Young Learners many

common classes use the work individually when the teacher gives the students a task. Each student tries to get a good score for their task and better score for among the classmates but actually most of the students do not respect when the teacher give a task especially in speaking skill because many students afraid when they perform in front of the class. If the goal is the success of the whole students, it is better to make them work together through the task based group activities. In task based group method, the students can work and reach the success together. The students will participate more equally to use the language than in whole-class arrangement. It is also gives the students' chances to work with other students, collaborative skill and improve the students' answer questions skill (Ibrahim, dkk, 2000:9). So the researcher use task based group method as her research because task based group is very effective to develop the students' ability and to improve the students' academic skill. It can help the students understand a difficult concept.

Task based group activities can be applied in junior high school, senior high school especially English Young Learners (EYL). In this study, the researcher focus in English Young Learners, because in English Young Learners (EYL) class the students indicate some tension between discipline, on the one hand, and the noise generated by certain oral or group tasks. But in group task, they will be more active to perform with their friend. It's mean that the teacher gives the task to the students collaboratively with their friend. So the teacher asks to the students to make a small group to learn about speaking skill. This activity can make the students happy and give them

motivation because they get friend to share and work together about the task from the teacher. Therefore, the students are not afraid of making mistakes during speaking activity.

In this study, the researcher take elementary school as the subject for this research. Some elementary schools in Gresik use group work as the method of teaching English especially in speaking skill but they do not use task based group activities. The researcher tries to find the elementary school which applied task based group activities. From the observation of teaching and learning process of the students in SD MUHAMMADIYAH 2 GRESIK, the researcher see the problem that is experienced by the students when they learn about speaking. The difficulties of the students depend on their abilities, experiences, and knowledge in learning language. This situation becomes the challenge to the researcher to implement task based group activities as the method which can improve the students speaking skill.

Based on the explanation above, the researcher focuses in the effect of task based group activities in EYL speaking class. Because this study focused in English Young Learners, so the researcher take SD MUHAMMADIYAH 2 GRESIK as the place for observation.

1.2 Problem Statement

Based on the general background of the study above, and related to this study discussing about the effect of task based group activities on in EYL speaking class, the statement of the problem can be stated as:

Is there any significant effect of task based group activities in EYL speaking class?

1.3 Purpose of the Study

The purpose of this study is to know the effect of task based group activities in EYL speaking class. The researcher wants to know whether the task based group activities give the positive effect or not to learn about speaking in EYL.

1.4 Hypothesis

This present study is about the effect of task based group activities in EYL speaking class. Based on the findings of the informal discussions and the questionnaire, the following hypothesis was formed:

“There is significant effect of task based group activities in EYL speaking class.”

1.5 Significant of the Study

- Theoretical Significant

The significance of this study is attempts to examine the effect of task based group activities in EYL speaking class. In addition, the findings may lead to a change in the students' speaking ability towards English.

- Practical Significant

The researcher expects that through this study, it will give many benefits not only to English teacher, the students, and the researcher but also to the reader itself.

For the English teacher, the researcher hopes that this study will give them more information on teaching speaking using task based group. So they do not depend on textbook only when they teach speaking to their

students but the teacher can collaborate between one students and another students.

For the students, it is hoped that through this study they can encourage their motivation in learning English especially learn how to speak English. Because using task based group, the students can explore and discuss their ability with their friend.

For the researcher, this study can develop the researcher's knowledge about the effect of task based group in EYL speaking class.

For the reader itself, this study can give knowledge for the reader and use it as one of reference to study about speaking skill especially focus on the effect of task based group activities in EYL speaking class.

1.6 Scope and Limitation

This study focuses on the effect of task based group activities in EYL speaking class. Task based group activities as a method for teaching speaking and to help the students explore and discuss their ability in order the students can speak English. And the students can collaborate with their friend when they get task from their teacher. So the students make small group to work together about the task. Because this title focuses on EYL speaking class, so the researcher chooses SD MUHAMMADIYAH 2 GRESIK as the place when the researcher gives the test about task based group activities.

Moreover, this study is limited to the fifth grade students of SD MUHAMMADIYAH 2 GRESIK. Based on the basic competence the the topics is about 'Transpotasion and Public Places'.

1.7 Definition of Key Term

To understand about the aim of this research, the researcher will clarify the following terms, namely:

- **Task based Group Activities**

Task based group activities is an approach to teach EFL students' that tries to engage the students in internationally language use by doing them perform in the series of tasks. In Task Based Group Activities focused on speaking there are framework that is Pre-task, task, planning, report, analysis and practice. This method focus to make a small group and collaborate one student and another student.

- **English Young Learners (EYL)**

English Young Learners (EYL) is a children with an adult side and a childish side. They are competent users of their mother tongue which they bring with them into the foreign language classroom. However, most activities in the class should include movement and all senses in order to help them understand the materials easily

- **Speaking**

Speaking skills is ability to speak target language to communicate with others that consist of accuracy, fluency and comprehensibility but Speaking for English Young Larners is the students' ability to communicate minimally with learned material and oral production consists of isolated words and perhaps a few high-frequency phrases essentially no functional communication ability.