

CHAPTER I

INTRODUCTION

1.1. Background of the study

English, nowadays became the most important international language. It means that, it has a big contribution if we want to be in global era. In Indonesia, English is a foreign language which is a compulsory subject to be taught in all schools from lower secondary to upper secondary schools. Even in some elementary schools.

Teaching English at elementary school regarded as one way to teach English as early as possible to get students more familiar with it. It is supported by Lightbown and Spada (1993). Because the child still have good memory to chach the lesson. The teacher interaction was very important to make the student more active and creative and how the teacher was conducting the material and manage the class until the student can understand the material and answer the question when they have the test. Most teachers still used teacher centered lecturing approach. Their speaking activities usually involve students by giving a short speech, telling a story or reciting some material. The problem with this approach aside, from being boring and inauthentic for students.

The simulation technique used for the researcher to introduce a variety of ways to make the whole language learning process more interesting, challenging and lively. The teaching must be purposeful. Students must be in a situation in their learning and activities where they need to communicate with each other in order to accomplish their task in the activity. This will also allow them to use each other as resources and learn from each other. In real life they will learn through

practice in using the language in a purposeful way. They will also learn from their experience through interacting with other English speakers. In having freedom and unpredictability in the classroom students have the freedom to make their own choices in using the target language. The simulation activities gave learners a change to be involved in language use and bring the student to the situation their own skills, experience and knowledge. (Livingstone, 1983) stated that simulation is often a problem solving activity to which the student brings his own personality, experience and opinions. It involves being oneself or someone else in a simulated real life situation.

The simulation was different with the technique that used by the teacher before the teacher only used text book and just gave book's material and the student's activities were just sit down, silently and listen to the teacher explanation. Here, the forth grade student of SDN Pandu Cerme Gresik whose consist of 27 students is chosen as subject of the study because of two consideration. The first consideration that their English speaking ability were poor and they had bad result when they have an examination. It was because they ashamed if the teacher asked them to talk in simple English. On the other hand, they had a potential that they liked to talk active in their mother tongue. So that, this condition needs techniques to motivate students in speaking English and to improve the students' speaking ability. Simulation as one of techniques in English speaking activities had never been given to them as the second consideration but this technique ever used by the other school to improve their students speaking ability and the result is satisfied.

Bearing the above points, the research conducts the speaking activities to the fourth grade students of elementary school using a technique called simulation. It hoped that it can improve the students' speaking ability.

1.2. Problem Statement

Based on the background of the study, research question is formulated as follow:

How does the simulation improve the student's ability in speaking English for 4th grade of elementary schools at SDN Pandu Cerme Gresik?

1.3. Objectives of the study

This study is attempted to investigate how simulation as a technique in English speaking activities can be improve for 4th grade of elementary schools at SDN Pandu Cerme Gresik.

1.4. Significance of the study

The result of this study can be meaningful consideration for next researcher and English teachers' especially elementary school English teachers to determine which technique can apply in the speaking activities at elementary schools. It expected by applying, simulation in the classroom, in can simulate a whole class to participate and to communicate with one another. Although, the most basic thing is that it may improve the elementary school students' speaking ability in English.

1.5. Scope and Limitation

The subject limited to the fourth grade students of elementary school. Furthermore, the study also focused on the English speaking activities by using

simulation. It did not remain as a theory but a practical guidance can be applied as technique of English speaking activities.

1.6. The Definition of Key Terms

To avoid ambiguity, misunderstanding and misinterpretation about some term, the definitions of key terms are given as follows:

- Simulation

One technique of English speaking activities where as the teacher attends the replication of total situation such as the classroom becomes a street, a restaurant or a supermarket. (Larsen-Freeman, 2000).