CHAPTER 1

INTRODUCTION

1.1 Background of Study

The writer realizes that speaking English is important nowadays. The writer considers that the ability to speak English is needed for career and to meet job requirement. As a ticket to employment, the writer has an opinion that learning English speaking can be started since less than five years old. Therefore, the writer does this thesis and raises the common problem that the students have in learning English speaking. The writer creates a game activity to stimulate and help the students to feel attracted to speak English.

For this research, the writer has her own experiences in teaching English for Trailblazers 1A at English First Tanjung Duren. Trailblazers 1A are the first of five levels from Trailblazers. Normally, Trailblazers 1A class consists of the students from fourth grade of elementary school until the first year of junior high school students. (8-14 years old students)

The students who are included in this Trailblazers 1A class have been specially chosen by Mr. Christopher Mc Caul as the Director of Study in English First Tanjung Duren for the writer's research. Trailblazers 1A class is divided into two classes, Monday-Wednesday class (MW) and Tuesday and Thursday class (TT). Based on the writer's experience, although there are students who are in the last year of junior high school, but their ability in understanding speaking and also the basic grammar is not good.

English First has four levels offered to the students. Those levels are Small Stars, High Flyers, Trailblazers, and Real English class. In general, Small Stars for kindergarten children. High Flyers, Trailblazers and Real English have different ages depending on the students' competence and understanding in English. All of the students will be tested with test and interview. Usually, High Flyers is intended for the students who are in the first until the second year of the elementary school. Trailblazers' class is for the third year of elementary school and junior high school students. Real English students are for senior high school, university students and workers. This is a brief explanation about the levels and later the writer decides to focus on Trailblazers 1A class.

The reason for choosing this topic is because the writer has found one important thing while teaching, i.e. the teenager and adult students are shy to speak English. The students tend to speak Indonesian language inside and outside the classroom. This fact makes the writer chooses Trailblazers class to observe. A High Flyers student is better in speaking than a Trailblazers or Real English student. This is a general observation by the writer. As a matter of fact, High Flyers are kids and they are not shy to express their ideas. But Trailblazers and Real English students are harder to tell about what they think. They have tendency to speak Indonesian Language because they do not want to be mocked by the other students if they make some mistakes in speaking. This shows that they concern about personal image as teenagers or adults. Because of this point of view, the writer wants to train the beginning Trailblazers students to build self motivation and confidence to face the next or upper level.

Most of the students in English First have problems in learning speaking; in this case, the writer understands that actually every student needs his or her learning style.

Some students are easy to speak when they are taught by giving pictures and shapes. The other students can understand English better when they are given listening activity. Considering different ways of students understanding, the writer has an idea to mix drawing, explaining and making chain story. Drawing activity is to create pictures and use them as visual tool, explaining is to improve speaking and listening skill, and making chain story is to develop cooperative skill of a team in order to stimulate the students to speak. To achieve this goal, the writer will use the Train to Train game activity to the students. The students will be given an activity to encourage them to speak. The writer also thinks that the activity must be fun and easy to do because it suits with the ages of the students.

Train to Train has a unique meaning. The first train means the land transportation and the second train means training. To know closer to the game, the writer provides Train to Train game with three important steps. Those are drawing activity, explaining, and making chain story activity. The first is the drawing activity. In this step, the students will be asked to draw a picture based on the theme. For example, if the writer asks to draw what gifts that they wish on their birthdays, they will draw and color their imaginative gifts on the provided papers. The second is the explaining activity. To continue the first step, one student will show and explain about his or her pictures in front of the class, while the other students are listening. They explain about the reason why they draw the pictures, what to do next, and so on. After that, the writer will choose one picture as the best picture of the day that is related to the next step. In this second step, there is one little session where the writer will do correcting, motivating and congratulating activity to the students. The purpose of correcting is to correct mistakes about vocabulary, pronunciation and grammar from the students' explanation.

Motivating means the writer gives motivation to the students so they have self confidence and congratulating is to congratulate students who do and finish the drawing and explaining activity. The third completes the two other steps, making the chain story. The students will be split into two groups, A and B. Each group stands and moves in a line which resembles a train. The teacher chooses one picture for each group and put it on the board. The members of group A describe the best picture of the day by making a chain story, while the members of group B will go to the board one by one, then write the story from group A. If Group B cannot catch all the words by Group A, the writer will ask Group B to write the summary that they know while they are listening. The next turn, group B makes a chain story and group A write the story.

This topic is raised because the writer observes that the students do not want to study speaking actively. The writer tries to motivate or attract the students by giving Train to Train game. The students want something interesting that can motivate and attract them to use English Train game and group activities so they feel involved fully. "Students are willing to participate in English learning by combining English with recreation and to realize that English learning can be interesting and fun with their involvement in which is the key to maintaining motivation throughout a lesson" (Kong, 2009, p. 147). The writer believes that through giving a game, the students is having a fun time while they are practicing speaking English.

According to the writer, the teacher roles and game activity are important to make this research successful. The writer understands well about the relationship between the teacher and learner must be strong. To broaden the writer's knowledge on this matter, the writer has read books related to the methods and approaches in teaching. The writer also finds some journals from good author in teaching English speaking by

using game. Their journals give the writer much inspiration to keep focusing on the topic. Additional information from journals can support the writer's research.

Therefore, the writer is fully confident to write this interesting topic in her thesis. The writer uses the Train to Train game as an experimental tool / media to speak and learn English based on the experience as a teacher. Through this thesis, the writer will focus on Teaching speaking to Trailblazers 1A students at English First Tanjung Duren using Train to Train game.

1.2 Problem Formulation

The writer wants to know how Train to Train game activity can stimulate the Trailblazers 1A students to speak English.

1.3 Scope and Limitation

The writer limits the scope of the research into Trailblazers 1A students at English First Tanjung Duren which is located on Jl. Arjuna Utara, Tajung Duren Jakarta. The limitation of the topic is that the writer gives Train to Train as a game activity in class and this game is given twice a week for one month. The writer will teach the students and observe the progress of their abilities in speaking from the first until the last meeting. Forty-five minutes are the normal time of this game. The students have ninety-minutes for their class and the writer can divide the time for regular study materials and Train to Train game.

1.4 Goal (s) and Function (s)

The goal of this study is to examine the progress of the students' abilities in speaking English after playing Train to Train game for eight meetings in one month. The writer also wants to find out whether Train to Train game is helpful to make the students speak or not and the problems associated with students' difficulty in learning English speaking.

By reading this thesis, the readers are expected to get insights about teaching Englishg speaking and may use it to improve the educational system. This thesis hopefully can encourage the other teachers to make innovations and create their own teaching methods. And this game activity can be implemented in English First Tanjung Duren for future educational system.

1.5 Research Methods

This thesis is done by using qualitative method, library, internet and field research. By doing library research, the writer looks for the references from the books and scholarly journals. Internet research supports the library research. Field research is needed to give contribution directly and observe the students. To do this research, the writer gets official permission from Mr. Christopher Mc Caul as the director of studies at English First Tanjung Duren.

First of all, the writer will give a pre test for Trailblazers 1A about their English speaking in the first class. In this part, the writer wants to know the students abilities in the first meeting. After that, the writer gives Train to Train game activity to the students from the second until the fifteenth meeting. In this part, the writer gives the lesson, game

activity and also observes the speaking progress of the students. In the eighth meeting, the writer wants to get conclusion about the improvement of speaking and examines the students by giving a post-test (final) of speaking. The writer will also distribute questionnaires to the students in the first and the last meeting of class sessions.