

# **CHAPTER I**

## **INTRODUCTION**

This chapter discussed the background of the study, problems of the study, objectives of the study, basic assumption the significance the study, the scope and limitation of the study, and the definition of key terms.

### **A. Background of the Study**

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. Teaching English using media is useful to support English teaching process in the classroom because it can help teacher to convey lesson clearly and more easily understand by the student.

The other way, according to the researcher experience when the researcher was in elementary school, speaking is the most difficult part for the students when they learn English language. The researcher finds out many students of elementary school still have difficulty in speaking English although they are expected to master it after graduating from their schools in order to can to communicate. Although students have learned English for years, many of them are still incapable to use

English orally. These may be caused by the limitation of opportunity to practice, lack of vocabulary, psychological factors which more concern to the fear of making mistakes when speaking English and also inappropriate method for the characteristic of the students.

The researcher has found case in SDN Cengkok Tarokan Kediri fifth grade, where the students cannot say something perfectly in English. They do not know what they must say and how to say, they look very confuse to express the ideas on their mind even not active enough on their speaking class, and it can be seen as the last score of the students that almost do not achieve minimal criteria, According to the teacher's experiences that the problem relates directly to the teaching method and how the teacher give material. There is no specific method to teach English, we are not controlling the class but we are controlled by the class and situation. Speaking is the most important lesson that the students should be mastered, but in fact speaking becomes the most difficult lesson to understand by the students, so that the speaking always becomes passive class in every meeting.

Many activities can be designed to make majors element lively. The teaching learning process should not only happen between teacher and students but also between students. Furthermore, to solve this problem Think Pair Share can be use in the classroom to improve students' speaking skill. Think Pair Share is one of the strategies that can be applied in teaching speaking because it is one of potential

activities that gives students feeling of freedom to express themselves and share meaning with other. It is also useful to encourage students in interacting with each other orally. Think Pair Share is combination between language and fun. Students can practice and do the activities with their friends. Think Pair Share also gives students an opportunity to practice new language, behavioral skill and flexibility in terms of subject matter and design.

Using puppets is one of the ways to improve the student speaking ability. Principally, this technique uses puppets in teaching speaking to the fifth grades of elementary school students. This technique makes teacher change the classroom situation. It makes fun, also can increase their technique and knowledge methodology. Knowing such condition, the researcher is interested in solving the problem to make the teaching learning purpose that all of teachers want well done. In this condition, teacher as one of sources in teaching learning has to be creative and fun in a teaching process in the class.

Teaching for students of elementary school is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. Scoot and Ytreberg said that young children love to play, and learn best when they are enjoying themselves.<sup>1</sup> Therefore, the teacher must be ready to teach them and search better methods n

---

<sup>1</sup> Wendi A. Scoot and Lisbeth H. Ytreberg, Teaching English, p. 3.

teaching English for young creative learner so they can enjoy themselves.

Using puppets in teaching speaking can be done through conversation, repeating, games, etc. The teacher should choose a suitable way such as: conversation. If the teacher uses it, the student will have a lot of opportunity to practice pronunciation and memorize or in other words it means that the student will get knowledge or input from repeating what the puppets said. Those kinds of puppets are very easy to get or make. People can buy them in a store or make them themselves. By using both tools, the students are expected to be more interested in having speaking class.

Based on the explanation above, the research was conducted by using classroom action research approach. The researcher wants to apply for using puppet in teaching speaking to make the student can improve their speaking abilities and make them more active in the teaching learning process, so the researcher will analyze in the title “Applying Think Pair Share Technique with Puppet as Media Teaching of Speaking at the Fifth Grade Students' of SDN Cengkok Tarokan Kediri”

## **B. Problem of the Study**

Based on the background of the study above, so research problem are as follows:

“How can think pair share technique increase students’ speaking ability with puppet of SDN Cengkok Tarokan Kediri?”

## **C. Objective of the Study**

Based on the statement of research problem above, the aim of this study is to know whether think pair share technique with puppet can increase students’ speaking skill at SDN Cengkok Tarokan Kediri.

## **D. Basic Assumption**

The basic assumption of this research is that student of SDN Cengkok Tarokan Kediri, especially fifth grade, have the same characteristic, background of family and their need to learn English. So the researcher assume The Use Puppets with think pair share technique as Media Teaching of Speaking at the Fifth Grade Students’ at SDN Cengkok Tarokan Kediri that can increase their speaking abilities and score of English lesson.

### **E. Significance of the Result Study**

The research should have significant at least, it has significance the researcher it self. The researcher hopes that this study will be useful for:

1. To the teacher, this study can give references to teach more interesting, enjoy, fun in the classroom, and to increase the teaching technique and the students' quality of English speaking so that they can use their ability better.
2. To the students', this study are expected to have better skill in speaking than before.

### **F. Scope and Limitation**

In this study the researcher focuses on fifth grade of SDN Cengkok Tarokan Kediri. In this study was used class action research, using think pair share technique with puppet media to improving the speaking ability for student in fifth grade of elementary school.

### **G. Definition of Key Terms**

Since it is possible that same terms will be use by different researchers, to refer to different concepts, the following key terms need defining so that there will not be any misinterpretation.

a. Teaching Speaking

Teaching is the work of a teacher or that which is taught,<sup>2</sup> it means in this thesis that teaching is process of transformation or giving knowledge from a teacher to the learners. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.<sup>3</sup> In this case Speaking is the ability of expressing opinions, ideas or thoughts orally.

b. Puppet

Puppet is doll that can be made to move the wires or that fits over somebody's hand so that the fingers can move. It is believed that puppet can give an element fun to learner. By inserting humorous elements, puppets are intended to attract the students' attention.

---

<sup>2</sup> Hornby A S, *Oxford Advanced Learner's Dictionary of Current English* (Oxford New York: Oxford University Press), 1995.

<sup>3</sup> Kathleen M Bailey, *Practice English Language Teaching: Speaking* (San Francisco: Mc. Grow Hill, 2005), p.2.