

**IMPROVING ELEMENTARY SCHOOL STUDENTS' SPEAKING SKILL
ABILITY USING PASS BALL GAME**

PAPER

*Submitted as a Partial Fulfillment of the Requirements to
Obtain Strata One (S1) Degree*



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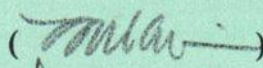
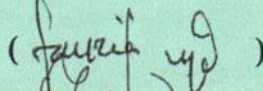
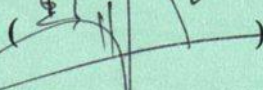
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ABSTRAK

Ainul Duma Sari. 2016. *Improving Elementary School Students' Speaking Skill Ability Using Pass Ball Game*. Paper. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Kemampuan berbicara adalah hal yang utama untuk di kuasai mengingat pembelajaran dalam bidang bahasa tentu menitik beratkan pada kemampuan produksi oral. Namun hal ini tidak bisa direalisasikan selama teknik yang diberikan tidak tepat terutama kepada peserta didik kategori anak-anak. Maka guru perlu memberikan teknik yang menyenangkan agar kemampuan berbicara dapat di kuasai oleh anak-anak tanpa ada hambatan dan beban. Salah satu cara pengajaran bahasa Inggris untuk peningkatan skill berbicara adalah menggunakan teknik Pass Ball Game. Kegiatan yang dilakukan dalam permainan ini adalah melibatkan mainan kegemaran hampir semua anak-anak, yakni bola. Siswa akan bermain dengan cara bergantian bersamaan dengan meningkatnya kemampuan berbicara mereka. Alhasil, siswa berpandangan bahwa belajar bahasa mudah dan menyenangkan.

Kata Kunci: Kemampuan berbicara, Siswa sekolah dasar, Pass Ball Game

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

As a country with many corporations and relations with other nations, Indonesia has to provide the citizen with English competence. In addition, the free market also makes the existence of English very crucial. The competition between the job seekers are getting bigger as the company will require more qualified people. In Indonesia, English is considered as foreign language and only few people are able to communicate with it.

Speaking is one of the skills besides listening, writing and reading. Speaking is the first parameter to measure someone's can speak English. Jack C. Richard and Willy, A. Renandya state "speaking is one of the central elements of communication in EFL (English as foreign language) teaching; it is an aspect that needs special attention and instruction." It means, speaking is the most important skill that should be mastered on EFL level. Furthermore, if someone is good in speaking, he/she feels at ease and ready to learn other skills like writing, listening, reading and grammar.

The importance of English makes Indonesian government realizes English should be considered as a compulsory subject. Allocating more national budget than before is one of way for the provision of materials and medias, and the

improvement of teacher's quality. Nevertheless, the problem of teaching English seems never end especially in speaking improvement.

In Indonesia, English has been taught and introduced since elementary school even kindergarten. However, English is not a compulsory subject that must be taught but only a local content. In a certain region, it may be omitted when the importance of English is not really matter.

Thus, teaching English in elementary school is to prepare the students to face the higher level of education, in this case is junior high school. The 2004 curriculum stated that "*Bahasa Inggris bagi siswa sekolah dasar bukan berfungsi sebagai suatu bidang kajian, tetapi lebih kepada persiapan siswa untuk mencapai kompetensi yang di harapkan di sekolah menengah pertama.*" In other words, learning English at elementary school is to give basic knowledge about English, so that they will do much better in junior high school and the next education level. Brewster supports (1992,p.102) states that early foreign language learning aims to prepare pupils for formal and exam-oriented courses in secondary school." Learning English in elementary school generally is about English letters, counting numbers until a hundred, and mastering certain words. Those are the basic learning to introduce English to young learner.

English language teaching in elementary school seems difference to be taught; in the side of approach, as young learners is a category of learner that their characteristic and ability is much more shaped from their closest environment. It is seen from the way they are in class. They almost can do anything they want

confidently. This is the main thing that teacher should understand so that they do not lose their childhood characteristic while teaching language successfully transferred to them. Educators of language teaching for young learner should have understood that they are not teaching for being followed like teaching adult learner but just the opposite, they have to follow young learners' behavioral. But, since teaching is all about transferring knowledge, teacher may omit many theories about teaching to young learner. Educators can teach although learners do not enjoy. Educator may also teach using the theory but the interaction between the students and teacher are not increased. As a result, the speaking ability could not be achieved well.

In other hand, first language known most by the young learner is the mother tongue. They know the mother tongue not by learnt but by daily conversation that unconsciously they hear and imitate from the people around them. Once they are brought to the class of language teaching without the right approach, they must be feel irritated and unpleasant with the new language because English so much contradictive with their mother tongue or their national language. The use of common methods that force students to pronounce would not be much effective to improve students' speaking skill. It seems they are being forced to learn, know and understand English which is odd for them. Teaching language to young learner should have been fun so students unconsciously could understand about the language just like how they can understand their mother tongue.

Children naturally love to do something fun. They can spend their times for playing. This is the activity where they can do more like learn how to make

strategize, control, and opinion due to their mind absolutely doesn't influenced by rules like formal teaching. Different from teaching process where there rules, ways and different score that make them much made up. This is the chance that teaching and playing can be better when it is combined. Young learner will see that learning language is easy for they are doing some interesting activities.

Although it is found the teacher using methods and strategies, some problems still arise from both teachers and students. Some teachers said sometime it is difficult to teach speaking by giving a variation on media, leading the class with the media might disturb her/his focused. In other side, students said they can't keep up with the teacher's technique. They also said that they didn't get anything in speaking class as the method is not interesting for them.

Based on the explanation above, writer offers a fun, simple and easy technique that can be used by the teachers to motivate young learner students to speak English. The technique is called Pass Ball Game.

B. Limitation of the Problem

Based on the explanation discussed above, the problem of speaking faced by students are face the inappropriate situation like the flat technique, English language which so much contradictive with their native language. There are many ways that teacher can use in teaching speaking, for example by using real object and pictures. The writer limits the paper on discussing on how the teacher use the Pass Ball Game motivates students to speak especially in grade VI in the second semester.

C. Formulation of the Problem

Based on the limitation of the problem stated above, the formulation of the problem is as the following “How does English teacher use the Pass Ball Game in teaching speaking to the elementary school students?”

D. Purpose of the Paper

The purpose of this paper is to explain the use of the Pass Ball Game technique to motivate students to speak in elementary school. Furthermore, students are prepared to have background knowledge about English in junior high school. It is hoped that it can be an alternative to enhance the students’ speaking ability in elementary school. This paper also can be a reference for elementary school’s teacher to introduce and teach English to young learner.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. CONCLUSION

To sum up, based on the discussion in the previous chapters, it can be concluded that the writer uses the library method to solve the problem, and chooses the Pass Ball Game for the alternative to teach speaking skill. The teacher has to know that by using the Pass Ball Game, it can increase students' motivation and attention to learn English. Students learn how to be corporative and respect other's idea. Besides, they also think English is not difficult like they've tough before. Thus, speaking skill as the first parameter to see someone's ability can be mastered by the students since the beginning level of Education so that students will be more ready to face next level of education; junior high school.

B. SUGGESTION

The Pass Ball Game gives a contribution to improve students' speaking ability. The writer suggests the following points:

1. The teacher should be creative in selecting and using the interesting and appropriate material to the students so it makes classroom activities more enjoyable, especially in teaching speaking.
2. The teacher should use the real object in every teaching speaking session closely related to the students' life so it makes students familiar and can follow the lesson easily.

3. Teacher should be creative in organizing a good teaching and learning so students find its interest and simplicity that both of students and teacher can prepare: instruction's sentences.
4. This paper is expected to be an input for English teacher of elementary school to apply as an activity.

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