

**AN ANALYSIS OF FIFTH GRADE ELEMENTARY SCHOOL
STUDENTS' ENGLISH SPEAKING ABILITY: A STUDY AT SD
KARTIKA 1-11 PADANG**

Thesis

*Submitted as a Partial Fulfillment of the Requirements for Strata One (S1)
Degree at the English Department of FBS UNP Padang*



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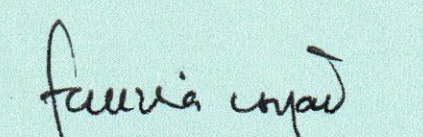
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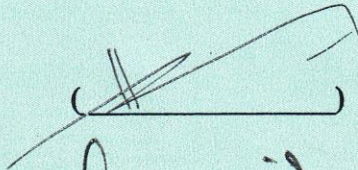
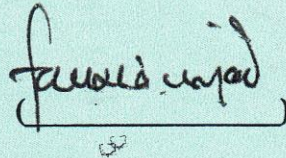
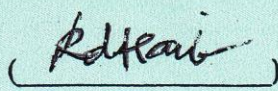
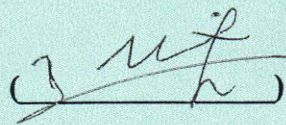

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ABSTRAK

Oksandra, Yola. 2015. Sebuah Analisis Kemampuan Berbicara Siswa Kelas 5 di SD Kartika 1-11 Padang Dalam Bahasa Inggris. Skripsi. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini ditujukan untuk menganalisis kemampuan berbicara siswa kelas 5 di SD Kartika 1-11 Padang dalam Bahasa Inggris dan melihat kesulitan-kesulitan yang mereka hadapi ketika berbicara dalam Bahasa Inggris. Hasil penelitian ini diharapkan dapat memberikan informasi kepada guru Bahasa Inggris Sekolah Dasar (SD) yang mengajar kelas 5, mengenai keterkaitan antara perkembangan kognitif dan karakter anak dengan kemampuan berbicara mereka dalam bahasa Inggris dan kesulitan-kesulitan yang dihadapi siswa untuk memiliki kemampuan berbicara yang baik dalam bahasa Inggris. Dalam penelitian ini, penulis menggunakan metode deskriptif kualitatif yang berbasis pada analisis kemampuan berbicara siswa dalam bahasa Inggris. Analisis ini meliputi tes kemampuan berbicara dan observasi kesulitan yang dihadapi siswa. Data yang diperoleh dianalisis secara kualitatif dan dinyatakan dalam bentuk skala kemampuan berbicara, untuk memudahkan pembahasan. Dalam penelitian ini penulis menggunakan *cluster random sampling technique* untuk mendapatkan kelas yang akan diteliti. Instrumen yang digunakan adalah tes kemampuan berbicara, catatan dari hasil observasi dan alat perekam. Dari hasil penelitian, ditemukan bahwa kemampuan berbicara siswa kelas 5 SD Kartika 1-11 Padang adalah baik. 21 orang siswa memiliki kemampuan yang baik dan hanya 8 siswa yang masih memiliki kemampuan berbicara bahasa Inggris yang buruk. Kesulitan terbesar yang dihadapi siswa berasal dari kesulitan dalam unsure-unsur bahasa; kosakata, tata bahasa dan pengucapan. Hal ini disebabkan oleh keterbatasan kemampuan kognitif mereka yang hanya terbatas pada penguasaan makna belum mencapai kemampuan menguasai tata bahasa.

Kata kunci: Kemampuan berbicara, perkembangan kognitif.

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Finally, the researcher realizes that this thesis has some weaknesses. Therefore, the researcher expects some constructive criticism and suggestions that can make this thesis becomes much better.

Padang, July 2015

The Researcher

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CHAPTER 1

INTRODUCTION

1.1 Background of The Problem

As a foreign language in Elementary School, English is categorized as a local content. Usually, the purpose of the government asks the school to put English as one of local content is to support the government effort to develop the tourism industry, maybe their region is a center of a province or may be their region has many tourism destinations to be sold and promoted. So that one of the purpose of putting English as local content in elementary school is the school hopes that their students will master English better and faster. Then, they will be part of citizens who support and participate actively in the tourism industry later.

One of province that has a good tourism industry is West Sumatra which has many tourism destinations. Padang as the capital city is the first place that will be visited by the tourists. To support the tourism industry, many elementary schools in Padang put English as local content up to now. One of elementary school that put English as a local content is SD Kartika 1-11 Padang which is located in Jl. Sisingamangaraja. In SD Kartika 1-11 Padang, students learn English since the grade one to grade six. Based on the data from the school and the Department of Education of Padang City, SD Kartika 1-11 has good level of reputation for the students' achievement and the teachers' skills, especially for English subject, that's way SD Kartika 1-11 Padang keep including English as one of the local content to be taught to the students.

Furthermore, in the age of fifth grade students which is around 11 years old, the experts tell that they will have more experience with the new language and they are in their critical period. Monn (2005) tells that there are two benefits of start teaching English earlier to children, first, children have special sensitivity to pronunciation, and second, younger is better in long term, so that if they have much time to learn they will master that language very well. Ara (2009) adds that children will have better proficiency than older people because as stated in critical period there is a biologically specific period of life when language can be learnt more easily, and this period is during age 6 to 12. If children learn language earlier they will have better proficiency and will be more success in learning rather than in the ages after 12, as long as there is enough time and appropriate materials to be learned.

In SD Kartika 1-11 Padang, the students learn English since grade 1 until grade 6, and they learn it two hours a week. Based on the handbook used in this school, the basis of teaching English for them is more about speaking activity. It is appropriate with the experts who say that the basis of teaching speaking to young learners is spoken language. Cameron (2001:18) says that the speaking ability for young foreign language learners is a bridge in learning other skills or abilities and spoken language acts as the major source and site of their language learning process. Here are some basic competencies related to students' English speaking ability taken from syllabus for English subject grade V semester 1:

2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu, memberi aba-aba, dan memberi petunjuk.

2.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, memberi bantuan, meminta barang, dan memberi barang.

For those two basic competencies, the indicators in the syllabus are:

- *Tanya jawab yang berkaitan dengan materi*
- *Meniru pertanyaan-pertanyaan dan respon pertanyaan*
- *Membahas kosakata dan struktur percakapan sesuai materi*
- *Latihan percakapan dalam bentuk dialog*
- *Menggunakan ungkapan-ungkapan percakapan sesuai materi dalam situasi nyata*

From the second point of the indicator the students need to imitate pronouncing the words they have listened from the CD or the teacher. It means they need to be able to pronounce the words correctly. For the other points the students need remember the vocabulary they have learnt and pronounce it correctly in the correct order to make a good short conversation or a good short sentence. It shows that, the major goals of learning English at SD Kartika 1-11 Padang is to teach the students to speak in English.

However, based on researcher's preliminary study, there some problems found related to the students' speaking ability. Even though the students have learnt English for six years, many of them still have poor ability in speaking English. The students are difficult to remember the vocabulary that has been thought for them. Sometimes, it is difficult for them to differentiate the vocabulary which are almost similar like *sun, fun, bun* or *bell, fell, tell, etc.* They are also difficult to imitate pronouncing the words such as *board, table, chair,*

niece, nephew, etc. They tend to pronounce them as they read Indonesian words. For the simple grammar that has been thought by the teachers indirectly, the students tend to do not use it in answering or responding to the questions or instructions giving by the teachers. They will respond or answer it directly, for example:

T : Hana, what is this? (Pencil)

H : Pencil.

Or

T : What is your name?

H : Hana.

While, they have learnt how to answer the questions completely (*This is a pencil, My name is Hana*).

The problems lead them fail in achieving the goals of learning English in elementary school.

In addition, Ur in Basic (2011) says that there are four problems will be faced in speaking by young foreign language learners; inhibition, *nothing to say*, low or uneven participation and mother tongue use. The difficulties can be caused by factors from themselves, factors from the teacher and the curriculum, factors from the environment, and factors from the language itself. The problems those come from the learners themselves can be fear of making mistakes, and no motive to speak or to learn English. The problems those come from the teacher and the curriculum can be comes from classroom management, using L1 in the classroom, only smart learners who active to speak English in the classroom and the

insufficiency of English teaching duration. The problems those come from the environment can be when there is less opportunity to speak in English because it is a foreign language and their tendency to use their mother tongue because it is easier to express their idea in L1 rather than in L2. The problems those come from the language itself can be in form of the difficulty to understand grammar, the difficulty to pronounce the word and the difficulty to remember the vocabulary. These four problems might be causes that make the students fail in achieving the goals or the basic competencies in learning English.

In relation to the real condition at the school which is not appropriate with the condition that would be achieved based on the theory about young learners ability in learning a new language during their critical period, so the researcher wants to see the ability of the fifth grade SD Kartika 1-11 students on speaking whether they have good or bad speaking ability and which difficulties encountered most by the students.

1.2 Identification of The Problem

There are some problems that have been identified. First, the theory tells that learning English during the critical period will give better result to the students. Second, the students are difficult to remember the vocabulary that has been thought for them. Third, it is difficult for the students to differentiate the vocabulary which are almost similar like *sun, fun, bun* or *bell, fell, tell, etc..* Fourth, the students are difficult to imitate pronouncing the words such as *board, table, chair, niece, nephew, etc..* Fifth, the students tend to pronounce the words as they read Indonesian words.. Sixth, the students tend to do not answer or

respond the questions or instructions grammatically complete. Last, there are some difficulties that caused by many factors encountered by the students in learning English spoken language in order to have a good speaking ability.

1.3 Limitation of The Problem

Based on the background knowledge of the problem above, the research is limited into the analysis of students' English speaking ability and what are the difficulties encountered most by the students.

1.4 Formulation of The Problem

The problem of this research is formulated in the following questions:

“How is the fifth grade elementary school students' English speaking ability and what are the difficulties encountered most by the students?”

1.5 Research Questions

The research questions include:

1.5.1 How is the fifth grade SD Kartika 1-11 Padang students' English speaking ability?

1.5.2 What are the difficulties encountered most by fifth grade SD Kartika 1-11 Padang students in English speaking ability?

1.6 Purpose of The Research

Based on the formulation above, the purposes of this research are:

1.6.1 To find out how the fifth grade elementary school students' English speaking ability at SD Kartika 1-11 Padang.

- 1.6.2 To find out what are the difficulties encountered most by fifth grade SD Kartika 1-11 Padang students in English speaking ability.

1.7 Significance of The Research

By doing this research, the researcher expects will give contributions to:

- 1.7.1 Theoretically, this research will support other studies about young learners' cognitive development and speaking ability.
- 1.7.2 Practically, this research will give some information about difficulties encountered by the students in English speaking ability.

1.8 Definition of Key Term

- 1.8.1 Young Learners: children from five until twelve or thirteen years old, they are still in the elementary school.
- 1.8.2 Speaking ability: the ability of the students to use the language orally in order to communicate with others.
- 1.8.3 Speaking ability of young learners: the ability of the students in using the correct words in correct order with correct pronunciation.