Teaching Speaking by Using Story Game to Elementary School Students

PAPER

Submitted as Partial Fulfillment for Getting Strata One (S_1) Degree

By
SRI WAHYUNI
01635/2008

Advisor:
Fitrawati, S.S., M.Pd.

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
PADANG STATE UNIVERSITY
2012

HALAMAN PERSETUJUAN MAKALAH

Judul	: Teaching Speaking by Using Story Game for Elementary School Students
Nama	: Sri Wahyuni
NIM	: 2008/01635
Program Studi	: Pendidikan Bahasa Inggris
Jurusan	: Bahasa dan Sastra Inggris
Fakultas	: Bahasa dan Seni

Padang, September 2012

Diketahui:	Disetujui oleh:
Ketua Jurusan,	Pembimbing,
Dr. Kurnia Ningsih, M.A.	Fitrawati, S.S., M.Pd
NIP. 19540626 198203 2 001	NIP. 19801119 200812 2 002

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Dipertahankan di depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris
***Fakultas* Bahasa dan Seni**
Universitas Negeri Padang
dengan Judul

TEACHING SPEAKING BY USING STORY GAME FOR ELEMENTARY SCHOOL STUDENTS

Nama	**: Sri Wahyuni**
NIM	**: 2008/01635**
Program Studi	**: Pendidikan Bahasa Inggris**
Jurusan	**: Bahasa dan Sastra Inggris**
Fakultas	**: Bahasa dan Seni**

Padang, September 2012

Tim Penguji

Nama	**Tanda Tangan**
1. Ketua : Fitrawati, S.S., M.Pd	
2. Anggota : Dr. Zul Amri, M.Ed	
3. Anggota : Yuli Tiarina, M.Pd	

ABSTRAK

Wahyuni, Sri. 2012. "Teaching Speaking by Using Story Game to Elementary School Students " *makalah.* Padang. Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. UNP.

Makalah ini bertujuan untuk menjelaskan bagaimana cara mengajarkan speaking atau berbicara dengan menggunakan sebuah permainan yang disebut dengan *story game* untuk anak-anak. Mengajarkan keterampilan berbicara untuk anak-anak bukanlah hal yang mudah karena anak-anak sangat mudah bosan selama proses pembelajaran. Story game adalah salah satu permainan yang dapat meningkatkan motivasi siswa dalam pengajaran keterampilan berbicara di dalam kelas. Permainan ini akan memotivasi siswa untuk berbicara dalam berbagai situasi atau konteks yang dekat dengan siswa tersebut, yaitu melalui cerita. Langkah-langkah dalam pengajaran *speaking* dengan *story game* yaitu *preparation, pre-teaching, whilst-teaching* dan *post-teaching*. Pada *preparation* guru mempersiapkan materi deskriptif teks, media ajar yang akan digunakan, *picture cards* dan rencana pengajaran. Pada *pre-teaching* guru mengaktifkan latar belakang pengetahuan murid dengan memperlihatkan video yang sesuai dengan materi yang akan diajarkan. Pada *whilst-teaching* menerangkan berbagai ekspresi yang bisa digunakan pada tindak tutur meminta dan memberi jasa, melakukan role play atau bermain peran, dan membagi siswa ke dalam empat kelompok untuk memainkan *story game*. Pada *post-teaching* guru menyimpulkan pelajaran dan memutarkan video yang berisikan sebuah lagu.

ACKNOWLEDGEMENTS

By saying "*Alhamdulillahirabbil 'Alamin",* the writer would like to express her praise to Allah SWT, who has given her chance, knowledge and strength in finishing this paper entitled "Teaching Speaking by Using Story Game to Elementary School Students". She also sends *shalawat* and *salam* along with greetings to the prophet Muhammad SAW, the last prophet and the greatest leader of human being.

Moreover, she would like to dedicate her sincere gratitude and appreciation to her advisor, Fitrawati, S.S., M.Pd for her professional help, a great deal of time, guidance, and valuable advice in the completion of this paper from the beginning until the end. A sincere gratitude also to her examiners Dr. Zul Amri, M.Ed and Yuli Tiarina, M.Pd for the suggestion and comments. Then the writer also thanks her academic advisor, Havid Ardi, S.Pd, M.Hum for his support and attention during the studies, Dr. Kurnia Ningsih, M.A as the chair person of English Department, Dra. An Fauzia Rozani Syafei, M.A as the secretary of English Department and all lecturers who have taught and guided her during her studies.

Besides, the writer sends her gratitude and thanks to her beloved parents, brothers and sisters for their pray, love, patience, caring, understanding, and supporting. Then, a special thankfulness for all of her friends that always give motivation, support and care to the writer. This paper will never exist without you all.

Padang, August 2, 2012

The writer

TABLE OF CONTENTS

JUDUL

HALAMAN PENGESAHAN……..i

ACKNOWLEDGEMENTS…….ii

TABLE OF CONTENTS……....iii

CHAPTER I INTRODUCTION

A. Background of the Problem ……....1

B. Limitation of the Problem…….....3

C. Formulation of the Problem……...……...4

D. Purpose of the Paper…….4

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Concept of Speaking…….5

B. Teaching Speaking……..6

C. Teaching Speaking to Young Learners.……..8

D. Teaching Speaking to Elementary School Students……...15

E. The Concepts of Game……...17

F. Game in teaching English……..18

G. Story Game…….22

CHAPTER III DISCUSSION

A. Preparation…….....25

B. Procedure of Teaching Speaking by Using Story Game...…….....28

C. Evaluation……..33

CHAPTER IV CONCLUSION AND SUGGESTIONS

A. Conclusion……...34

B. Suggestions……...……...…35

BIBLIOGRAPHY

APPENDIX

UNIVERSITAS NEGERI PADANG
U N P

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a compulsory subject at some level of education in Indonesia.. This foreign language has been taught from Elementary school until University level. It means that English is one of an important subject that must be mastered by all language learners. As a substantial subject, English is considered to be one of the components that can lead the students to reach national objective of education.

In learning English, there are four skills to be mastered by the students, namely listening, speaking, reading, and writing. Listening and speaking cannot be separated each other and neither do reading and writing. In teaching English as a foreign language, teacher has to make the students understand about the nature of language and how to use it. In other words, teaching English should make students able to communicate.

Between the two fundamental processes of language production (speaking and writing), people learn to speak before they learn to write. Through speaking, the speakers do not only transfer messages to their listeners, but also perform a social interaction as well. When someone speaks, moreover, it is not enough for him/ her to know just the sounds, structures, and vocabulary of the language, but also he/ she needs to think about the idea that should be expressed.

Since speaking is one of the important factors in language teaching, it needs to be mastered by all students who learn English as a foreign language (EFL).

However, speaking English for students is not easy, especially for young learners. Based on the observation in some classes at an Elementary school, the students face some problems in practicing speaking. There are at least four problems which make the ability of students in speaking English is poor.

Based on the writer's observation in some elementary schools, the teaching techniques used by the teacher in teaching speaking are less variation. The teacher just asks the students to read the dialogue in their text book with proper title. Then, the students asked to practice the dialogue with their friends in front of the class. Sometimes, the students do not know the meaning of the dialogue that they read. As a result, they feel bored in learning speaking. Another activity is the teacher asks the students to repeat the words or sentences that have pronounced by the teacher. It makes most students are passive in speaking class activity.

Furthermore, the other awkwardness found is that many teachers prefer to stick with one module which is popularly known as LKS (*Lembar Kerja Siswa*). This module contains some shorts explanations and examples of the material followed by some kinds of exercises. Although there are many mistakes found in the LKS, it seems that LKS has been "the holy book" for some teachers. These teachers teach by using the LKS, they teach expressions from it, explain a little, and left the students with the module. Students are expected to learn by themselves with the LKS provided. The teacher forces the students to sit silently, bow at the module and easily understand the lesson through the simple summary and exercises in the LKS. Of course, it will not work on these students since young learner is significantly different to adult learner who can sit still working with some papers. The teacher does not provide "learning by playing" activity;

therefore there is no active and concrete learning that students demand. Because of this mistaken, the elementary school students commonly found releasing their energy by yelling, screaming, jumping and running around the class without learning something.

These problems lead to the result that the speaking skills of most students are comparatively lower than other skills such as listening, reading, and writing. So that, teacher should find the interesting ways to teach speaking in this level of students. There are many techniques that can be used in teaching speaking to encourage students' creativity to speak. One of them is learning by playing. Most of Elementary school students like learning while playing because when they do this activity they do not realize that they are in learning process. There are so many ways that can be used by the teacher such as by using pictures, games, telling a joke and telling short stories. In this paper the writer tries to explain about teaching speaking by using story game.

B. Limitation of the Problem

There are many techniques of teaching speaking to develop students' speaking skill for young learners. This paper is limited to use story game as one of the techniques in teaching speaking skill to Elementary school students.

C. Formulation of the Problem

Based on background of the problem above, this paper is formulated as follows: How do the English teachers use story game in teaching speaking to Elementary school students?

D. Purpose of the Paper

The purpose of this paper is to give inform the English teachers that story game can be used in teaching speaking to Elementary school students or young learners. It is expected that teachers will use this game in the classroom to motivate the students in learning speaking.

UNIVERSITAS NEGERI PADANG
U N P