

## CHAPTER I

### INTRODUCTION

- **Background**

In teaching English for young learners, most elementary English language teachers in Indonesia find some problems. One of the problems that is always faced in Indonesia is how to teach English contextually and meaningfully (Grassick, 2007). Most teachers still have difficulties in developing and applying the method which is appropriate for children. It happened because most teachers are lack of knowledge, creativity and competence in teaching English (Damayanti, 2008). This condition forced most teachers to use conventional way in the teaching English where the method usually focusing on teaching grammar and translation without considering the context.

The most common conventional way used in Indonesia is well known as grammar-translation method focusing on reading text, grammar and translation (Damayanti, 2008). In presenting the material by using the conventional way, most teachers commonly ignore the context. It creates an argument that learning English is difficult so it lowers students' interest and motivation in the next level of education degree (Damayanti,2008). Without context, the learning process is not meaningful for students. Students are learning English as a school subject not as a tool for communication. To avoid this situation, appropriate method which is suitable with children's characteristic needs to be considered to help students learn English easier

(Cameron, 2001)

In fact, Most children interested in meaning and function of a new language which they can find in meaningful activities, such as playing games, singing songs, or acting out stories (Pinter, 2006). Therefore, it is necessary to bring out a change in the way English is taught in more meaningful and interesting ways for children. Considering the fact that children need something meaningful in their language learning, many researchers have developed several methods to solve the problem. One of the alternative methods in teaching English that is MUF Framework. The framework proposed by British Council was first introduced by Moon (2008) through Primary Innovation program concerning the development of English teaching and learning in elementary school where English is functioned as a foreign language like in Indonesia.

MUF framework offers three elements; they are meaning, use, and form. The first element in MUF Framework is presenting the meaningful learning to students by providing appropriate context. In the second element, students are given opportunities to use the language that they have already known. Finally in the end, the students are guided to notice the language pattern that they have learnt before. The combination of three elements in MUF framework gives opportunities for children to practice and use the language as well as notice the forms of the language (Moon, 2005)

Besides the problem above, in the reality most students are afraid to speak English because they do not have confidence to express their thoughts due to not knowing appropriate words and grammar. It can be avoided at the beginning of stages with students especially young learners. The learning process of speaking should

focus on simple but purposeful and meaningful pattern through drilling and dialogue building.

Based on children's problems in learning English and teacher's problems in teaching English to children mentioned above, this study is purposed to find out whether MUF Framework is effective in improving students' speaking skill.

- **Research questions**

Based on the background above, the problem investigated in this study can be focused on these following questions:

- Is the use of MUF framework effective in improving students' speaking skill?
- How is the degree of students' participation in responding to the MUF Framework applied by the teacher?

- **Aims of study**

The aims of the study are as follows:

- To find out whether the use of MUF framework is effective in improving students' speaking skill in learning English.

- To find out the degree of students' participation in responding to MUF Framework applied by the teacher.

- **Research Methodology**

- **1.4.1 Research Design**

This study is quantitative in nature. Quasi-experimental design is also used in this study because it was difficult to construct a true experimental design. It is caused of some limitations like school regulation and limited time in implementing the treatment. This research design of this study can be represented into this table:

**Table 1.1**

Sample	Pre-Test	Treatment	Post-Test
Experimental Group	Se1	T	Se2
Control group	Sc2	-	Sc2

Notes:

Se1: pretest of students' speaking skill in experimental group

Sc1: pretest of students' speaking skill in control group

Se2: posttest of students' speaking skill in experimental group

Sc2: posttest of students' speaking skill in control group

T: treatment (Meaning, Use, and Form Framework)

- **Hypothesis**

Hypothesis is a tentative statement about the outcome of the research (Hatch and Farhady, 1982: 3). Two hypotheses are formulated in this study. They are as follows:

$H_0$  = there is no difference in mean between the class using MUF Framework as treatment and class without using MUF Framework.

$H_a$  = there is a difference in mean between the class using MUF Framework as treatment and class without using MUF Framework.

### **1.4.3 Data Collection**

The population of this study is third grade students from one of the elementary school in western Bandung. From the population, two classes were chosen as the samples. Each class consists of 31 students.

Three instruments were used to answer two research questions in this study namely speaking test, students' participation sheet and video recording.

Speaking test was employed to answer the first research question. It was given

by creating a situation in which the students were asked to speak. Five aspects are considered in this speaking test namely, pronunciation, vocabulary, grammar, fluency, and comprehension. The speaking test was conducted twice, before administering the treatment through pre-test and after the treatment through post-test. Pre-test was used to find out the initial differences between the groups of students who have similar level of speaking. Meanwhile, post-test was used to find out if there is a significant difference between experimental group and control group.

Participation sheet was used to measure the level of students' participation in responding to MUF Framework. This participation was categorized into three namely poor, fair and good.

Observation through video recording was employed to gain data for the second research question. It was taken during the treatment in experimental group. The data from the observation were used to support the analysis of students' participation during classroom activity and students' participation sheet.

#### **1.4.4 Data Analysis**

In analyzing the data, qualitative and quantitative analyses were used in this study. The scores of speaking test from pretest and posttest were analyzed by using quantitative analysis through t-test. Two kinds of t-test were used in this study. The first one was independent t-test which compared two post-test scores between the experimental and control group. The second is dependent t-test which compared pre-test and post test of the experimental group. The significance of the test was analyzed

by using computer program of SPSS 16 for windows.

In analyzing the students' participation, the data was taken from students' participation sheet and students' participation in video recording. Both data were used to get efficient result of students' participation. The data from video recording was needed to give a description about the kinds of students' participation in the class.

- **Significance of study**

It is expected that the result of this study can offer a child friendly alternative way of teaching English to children. It can also be used for teachers to teach English by using a method which is based on children's characteristics and needs without forgetting the meaning, use, and context in the learning process.

- **Clarification of Terms**

To clarify each term, a brief clarification is presented as follows:

- **MUF Framework:** In this study, MUF Framework will be focused on meaning, use and form (Primary Innovation Module, British Council 2008)
- **Young learners:** Children between 7-12 years old (Cameron: 2001)
- **Speaking:** Tool to express message in order the listeners can understand the materials that the speaker's talking about and to find out whether the speaker or the listener can adjust to the situation when he is delivering his idea (Brown, 2001).