

CHAPTER 1

INTRODUCTION

A. The Background of The Problem

It goes without saying that people live in the world of language. In every single moment and activity when they come together, they talk to the others. They talk to their friends, associates, wives, husbands, lovers, teachers, students, etc. They talk face to face or by telephone. People not only talk to the others, but also they talk when there is no one to talk with, they actually can talk to themselves and sometimes they talk to something. Hardly a moment of people waking lives is free from words. In this situation, language plays an important role in people life.

The writer is of the opinion that it is very important to know what exactly language is. Taylor (1990: 05) states that language is a system of signs used to communicate messages. To be more detail about the meaning of language, Finochiaro (1974: 03) declares that language is a system of arbitrary, vocal symbols that permits all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. Meanwhile Wardhaugh (1972: 03) defines that language is a system

of arbitrary vocal symbols used for human communication. From these explanations, it is clear that language is a system arbitrary vocal symbol used by people for communication in any event of language. Arbitrary in a simple way means selected at random and without reason. In this way, the relation between a word and its meaning is a matter of convention. More specific about language, Alwasilah (1985:81) explains that the most important function of language is 'sebuah alat komunikasi dan interaksi' (a tool of communication and interaction). So it seems to be very impossible for human beings to interact and to communicate with others without language.

In this world, different nations have actually different culture, skin color, religion, and of course different language. If there are more than 200 nations in the world, which means more than 200 different languages, it can be imagined how difficult it is for people to communicate and to interact. When people use the same language, it can be guaranteed that the communication and the interaction among them can be done well. But the problem is how people can communicate and interact each other if they use different language, because in fact the communication and the interaction cannot be done well if they do not understand each other what they are talking about. It means that they should know the language they use. Fromkin, V., et al (1999: 4) explain that knowing a language is knowing that certain sound

sequences signify certain concepts or meanings. By knowing the language they use, it can be guaranteed that people can communicate and interact each other.

To make the communication and the interaction among every single nation can be done well, the international community uses English, instead of other languages, as the international language they use as a means of communication and interaction. In this situation, to be able to join with the international community, every single nation in the world has to use English for communicating with others. For the nations who use English as their native language to communicate and to interact is not a big problem at all. But for the nations who consider English as a foreign language, such as Indonesian nation, it is becoming the problem.

In Indonesia, English has been introduced officially in the educational school system from the Elementary Schools to universities. But in fact, in the process of teaching and learning English as a foreign language, especially when it is taught to the students in the Elementary School, they often consider it as a difficult school subject. Of course, it is understandable why they tend to consider it as a difficult school subject because when they study English as a foreign language for the first time, they will think that they have to study many new words they never hear before. They have to study how to

pronounce, to read, and to arrange the words into the correct sentences. They know exactly that English is radically different from their native language seen from the point of any side. In addition, the most difficult thing for them in learning English is how to use it as a means of communication. From this point of view, these problems seem to be more enough to make the students unmotivated in learning English.

It is also not easy for the teachers to teach English especially, when it is taught to the students in the Elementary School because they know that the last purpose of teaching a foreign language is not just for introducing new words, how to pronounce, to read, and to arrange them to be correct sentences but much further, the most important thing is how it can be used by the students as a means of communication.

To motivate and to make the students be interested in learning English, the way that is used by the teachers for that purpose is by using the teaching aids. Alkhuli (1957: 119) declares that one from many kinds of teaching aids they often use is by using picture. There are some reasons why picture can make the students be interested in learning English. Mackey (1974:427) explains that one of the reasons for using pictures is that the class can thus see and speak about actions and objects and to make the learners speak. Another reason is that it may save valuable classroom time, which would

otherwise be wasted in changing and setting up situations. And of course, by using picture, it will make the situation in the process of teaching and learning English will be more interesting and this will motivate the students to study more energetically.

In the process of teaching and learning English in the Elementary School, the teachers also find some difficulties in evaluating and assessing the students' English ability especially, when they have to evaluate and assess the students' speaking skill as the most important aspect of language use (Heaton, 1979: 3). The teachers know that the students' vocabulary and they also know how their students make sentences which are very simple and ungrammatical. This is worst the students' attitudes that sometimes prefer to keep silent and tend to be ashamed when they are asked to use English. This is the real situation and problem which is faced by the English teachers at *Gesik 2 Elementary School Tengah Tani Cirebon* where the research is taken place. The form of evaluating the students' English ability is usually in the form of a test.

Test is an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out (Oxford Advanced Learner's Dictionary). With a test, the teachers enable to ascertain which parts of the language program that have been found difficult in the

class. In this way, the teachers can evaluate the effectiveness of the syllabus as well as the methods and the materials that they are using. The test may be constructed primarily as devices to reinforce learning and to motivate the students, or primarily as a means of assessing the students' performance in the language.

From the explanations above, the main problem of this research is how much the influence of the students' response to the application of picture test to the fifth year students' speaking ability in learning English at *Gesik 2 Elementary School Tengah Tani Cirebon*.

B. The Identification of The Problem

From the explanation of the background of the problem, the writer identifies the problem as follows:

B.1. The Formulation of The Problem

The formulation of the problem is divided into:

B.1.1. The Field of Research

The field of research in this thesis is Testing Language Proficiency.

B.1.2. The Approach of Research

The approach of research in this thesis is using quantitative research.

B.1.3. The Kind of Problem

The kind of problem of this thesis is unclear how much the influence of the students' response to the application of picture test to the fifth year students' speaking ability in learning English at *Gesik 2 Elementary School Tengah Tani Cirebon*.

B.2. The Limitation of The Problem

The limitation of the problem is divided into:

B.2.1. The Clarification of The Main Term

It is considered as very important to clarify the main term below:

- The application/ noun: The practical use of something, especially a theory, discovery (Oxford advanced learner's dictionary).
- The influence /noun: Power to affect somebody's character, beliefs or action through example, fear, admiration, etc. (Hornby, Oxford advanced learner's dictionary of current English).
- Test/noun: An examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out (Oxford advanced learner's dictionary).
- Picture/noun: 1. A painting/drawing 2. A description that gives you an idea in your mind of what something is like (Oxford advanced learner's dictionary).

B.2.2. The Scope of Research

To make specific explanation above, the writer exposes three things, namely:

1. The students' response to the application of picture test in the teaching and learning process.
2. The students' speaking ability by using picture test.
3. The correlation of applying picture test to the students' speaking ability.

B.2.3. The Questions of The Problem

The questions of the problem are as follows:

1. How is the students' response to the application of picture test in the teaching and learning process?
2. How is the students' speaking ability by using picture test?
3. Is there any correlation of applying picture test to the students' speaking ability?

C. The Aims of Research

The aims of research that will be obtained here are as follows:

1. To find out the data about the students' response to the application of picture test in the teaching and learning process

2. To find out the data about the students' speaking ability by using picture test.
3. To find out the data about the correlation of applying picture test to the students' speaking ability.

D. The Frame of Thinking

Most teaching and learning program in learning Language, especially English much more attention is paid to writing rather than to speaking. This is especially, true for the students who are preparing for an examination. Faced with the pressing requirements of an examination syllabus, teachers are often obliged to spend a very little time in oral English. They work through a course in the conscious knowledge that their students will be to bluff their ways through an oral examination. When this happens, unconsciously they neglect one of language skills, which is most used by people in the daily life, that is oral production or speaking. Undeniable, ultimately, the students' knowledge of English will be judged at large not in their capacity to write the language but to speak it.

For the students especially, in the Elementary School, testing the ability to speak is the most important aspect of language test. The test is better taken at the beginning. It is better for the students to get used to pronouncing the words appropriately the first time they study the language.

They should develop their pronunciation and vocabulary. The wrong pronunciation is not always being corrected, the most important thing is inviting the students not to be afraid to speak. Correcting it can be very difficult and most time consuming. If they develop an appropriate pronunciation at the beginning, every sentence that they say throughout the course will help to get used to pronouncing the word appropriately.

To evaluate the students' comprehension in using English, it is important for the teachers to use one of some kinds of oral production tests because the last purpose in introducing English is how they are able to use it as a means of communication. In testing their speaking ability, the teachers should find the appropriate test that they think it is suitable based on the condition and the situation they are facing.

Facing with the limitedness of the Elementary School students' ability in using English, the use of picture as a testing aid in testing the students' speaking ability may be considered as an appropriate way. Mackey (1974: 427) explains that there are two reasons for using pictures to make the learners speak. First, the class can thus see and speak about actions and objects, which it would be impossible to reproduce in the class. And second, it may save valuable classroom time, which would otherwise be wasted in changing and setting up a situation. Meanwhile Heaton (1979: 90) states that

pictures of single object can be used for testing the production of significant phoneme contrasts while a picture of a scene or an incident can be used for examining the total oral skills.

From the frame of thinking above, the writer thinks that picture test may be can have a positive influence on the students' speaking ability.

E. The Steps of Research

The steps of research which have been taken in hand by the writer for the need of this thesis are as follows:

E.1. The Resource of Data

1. Reference Books (Theoretical Source of Data).

To have the theoretical resource used in this research, the writer uses some English and Indonesian books concerning with the problem chosen.

2. Field Research (Empirical Source of Data).

The empirical resource in this research is taken from the place where the observation took place. The data is taken from the interview with the headmaster, the English teachers, the administrators, and the students themselves.

E.2. Population and Sample

The population of this research is taken from the fourth to the sixth students of *Gesik 2 Elementary School Tengah Tani Cirebon*. There are 191 students from the fourth to the sixth year of that school. From this number of the population, the writer takes 13% of it. That is $13\% \times 191$ students = 24.83 = 25 students (one class). The writer chooses the fifth year students as the sample of the research. Taking such a sample is in line with Arikuntos' theory (1998:120).

"Penelitian boleh dilakukan apabila populasi benar-benar homogen. Untuk sekedar ancang-ancang, maka apabila subjeknya kurang dari 100, lebih baik diambil seluruhnya. Sehingga penelitiannya merupakan penelitian populasi totalitas. Selanjutnya jika subjek lebih besar dapat diambil antara 10-15% dan 20-25% atau lebih tergantung kemampuan peneliti".

"The research may be taken if the population is indeed homogenous. Just for estimating, if the subject is less than 100, it is better to take all the number of it so that the research becomes a total population research. But if the subject of the population is more than 100, the research may be taken between 10-15% and 20-25% of it or more than this. It depends on the researcher's ability".

E. 3. The Techniques of Collecting Data

The techniques of collecting data are divided into:

1. Observation

The writer has visited *Gesik 2 Elementary School Tengah Tani Cirebon* for several times. In her visit, the writer gets the data of the real condition of the teaching and learning process in that school.

2. Interview

To get these data, the writer has interviewed the headmaster, the English teacher, the administrators, and the students. From the result of it, the writer gets the real data about all information needed.

3. Test

In this point, the writer has presented two tests; the first test is in the students' response on the application of the test using picture and the second test is the test in speaking ability.

4. Questionnaire

The writer has made a questionnaire that should be responded by a number of the students so that information can be collected from them.

E. 4. The Techniques of Analyzing Data

The techniques of analyzing data are divided into:

a. Qualitative data analysis

The writer tries to analyze the data based on the all-objective condition of the school, the process of teaching and learning and people who are involved in it. The data is taken by means of the result of the observation and the interview.

b. Quantitative data analysis

To find out the quantitative data, the writer has analyzed the data based on the result of the test given to the students. The writer uses the formula of correlation product moment (Sudijono, 2003:193) as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where

- r_{xy} : Angka indeks korelasi 'r' product moment (correlation index number of 'r' product moment)
- N : Number of cases.
- $\sum xy$: Jumlah hasil perkalian skor x dan skor y (the total of x score times y score).
- $\sum x$: Jumlah seluruh skor x (the total number of x score).

- $\sum y$: Jumlah seluruh skor y (the total number of y score).

To give the interpretation toward the correlation index value of "r" product moment, the writer uses two kinds of interpretation, they are:

1. Using the simple interpretation toward the correlation index value of "r" product moment formulated by Sudijono (2003: 180)

Besarnya nilai 'r' Value of 'r'	Interpretasi Interpretation
0.00 – 0.20	Antara variabel x dan y variable memang terdapat korelasi, akan tetapi korelasi tersebut sangat lemah atau sangat rendah sehingga korelasi itu diabaikan (dianggap tidak ada korelasi antara variable x dan variable y). Between x variable and y variable there is exactly correlation, but the correlation is very weak or very low so that the correlation is neglected (it is considered that there is no correlation between x variable and y variable).
0.20 – 0.40	Antara variable x dan variable y terdapat korelasi yang lemah atau rendah. Between x variable and y variable there is a weak or low correlation.
0.40 – 0.70	Antara variable x dan variable y terdapat korelasi yang sedang atau cukupan. Between x variable and y variable there is an enough or sufficient correlation.

0.70 – 0.90	Antara variable x dan variable y terdapat korelasi yang kuat atau tinggi. Between x variable and y variable there is a strong or high correlation.
0.90 – 1.00	Antara variable x dan variable y terdapat korelasi yang sangat kuat atau sangat tinggi. Between x variable and y variable there is a very strong or very high correlation.

2. Using the interpretation toward the correlation index value of "r" product moment by consulting to the table of value of "r" product moment.

The procedure that should be done by the writer when using this interpretation (Sudijono, 2003:181) is:

1. Merumuskan Hipotesa alternatif (H_a) dan Hipotesa nol (H_0).
 H_a : "Ada korelasi positif yang signifikan, antara variable x dan variable y".
 H_0 : "Tidak ada korelasi yang positif yang signifikan, antara variable x dan variable y".
 Formulating the alternative Hypothesis (H_a) and the zero Hypothesis (H_0).
 H_a : "There is significant and positive correlation between x variable and y variable".
 H_0 : "There is no significant and positive correlation between x variable and y variable".
2. Menguji kebenaran atau kepalsuan dari hipotesa yang telah diajukan diatas dengan jalan membandingkan besarnya "r" yang telah diperoleh dalam proses perhitungan atau "r" observasi (r_o) dengan besarnya "r" yang tercantum dalam tabel nilai "r" product moment (r_t).
 Testing the truth and the fault from the hypothesis that has been submitted above by comparing the "r" value from the counting process or "r" observation (r_o), with the "r" value from the table of value of "r" product moment (r_t).