

**THE EFFECT OF GENKI-ENGLISH (CD-INTERACTIVE) AS
MEDIA TOWARD YOUNG LEARNERS' SPEAKING ABILITY AT SDN
02 SAWAHLUNTO**

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Abstrak

Penelitian ini bertujuan untuk melihat dampak terhadap penggunaan media ini dalam fase kegiatan sebelum dan sesudah berbicara terhadap kemampuan berbicara siswa.). Media yang digunakan dalam penelitian ini adalah Genki-English (CD-Interactive). Jenis penelitian ini adalah penelitian eksperimen. Populasi penelitian ini adalah siswa kelas IV SDN 02 Sawahlunto tahun pelajaran 2013-2014. Sampel penelitian ini terdiri dari dua kelompok, kelompok A sebagai kelompok eksperimen menggunakan Genki-English (CD-Interactive) dan Kelompok B sebagai kelas control dengan menggunakan media Picture Cards and Teacher's voice. Data berupa nilai speaking test dianalisis secara statistic dengan menggunakan rumus *t-test*, dan ditemukan bahwa t -hitung sebesar 2,51, sedangkan sebesar 2,228, yang berarti t -hitung > t -tabel. Berdasarkan hasil hitungan ini, disimpulkan bahwa penggunaan media Genki-English dalam pembelajaran dapat memberikan pengaruh yang lebih baik terhadap kemampuan berbicara siswa.

Key words: Media, Young Learners, Speaking Ability.

A. Introduction

Talking about teaching English to young learners, from all the four skills of English such as writing, reading, listening, and speaking skill, speaking is viewed as the crucial skills for the young learner because speaking is the first output after the first input (Listening), long before they can write. It means that speaking is taught before others English skill. However, teaching speaking to young learners is defines as being able to produce speech sounds and sound patterns. In this level, young learners seem to have the same proficiency in speaking that is novice level. The characteristic of novice level is the students' ability to communicate minimally with learned material and oral production

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consists of isolated words and perhaps a few high-frequency phrases essentially no functional communication ability (Brown, 2001:4).

However, learning speaking for young learners is still a great challenge. Based on the preliminary research that had been done at grade fourth in SDN 02 Sawahlunto, it seems that most of the young learners at the grade fourth have a poor speaking ability. Their pronunciation was very poor. There are might be many reasons why most of the fourth grader students at SDN 02 Sawahlunto have a poor ability in speaking. It could be occurs because of two main reasons, there are mother toque's distraction and incorrect pronunciations teacher's models. Those kinds of reasons of why most of the young learners have a poor speaking ability might also influenced, and shaped by another factors such as choosing and implementing methods, techniques, activities, material and learning media that are not appropriate with young learners' needs, interest, and characteristics.

Relating to the preliminary observation that had been done at SDN 02 Sawahlunto, it was assumed that an in appropriate media is a main factor that has a contribution in making young learners speaking ability even getting worse. The media that is used by the teacher to the fourth grade students at SDN 02 Sawahlunto is picture cards. Picture cards were the only media that used by the teacher in introducing and presenting the vocabularies and expressions. Meanwhile, the teacher's voice was used as the pronunciation's model in young learners' speaking class in order to support the use of picture cards as media. It might be the answer of why the young learners have a great problem in pronouncing a certain word and phrase. Based on the reason above, the researcher applied Genki-English as media in teaching speaking to young learners.

Speaking for young learners can be defined in several ways. According to Nunan (2003:40), speaking for young learners is the capability of the young learners to produce English speech sound and sound pattern. Moreover, Bruno (2011:1) states that young learners learn a new language as the children acquire their first language, through imitating of sounds and patterns from the surroundings. Then, in order to obtain rewards, young learners repeat the sounds and patterns, so that these become habits.

Teaching Speaking for young learners is quite different with teaching to adult learners. The teacher should understand the nature and the characteristic of the young learners in order to bring them into effective learning atmosphere. Many experts try to define the concept of the young learners. Most of them define depends on the years spent in the primary or elementary stages of formal education before the transition to secondary school Rixon (1999:25) remarks that young learners are all the children aged five to twelve years old. While, Philips (1993:5) defines young learners as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age.

The characteristic of young learners in learning a language are stated by Slattery and Willis (2001:4). There are; 1. They are developing quickly as individually; 2. They learn in a variety ways, for example, watching, listening, imitating, and doing things; 3. They love to play and use their imagination 4. They can generally imitate sounds they hear quite accurately and copies the way adults speak 5.They are naturally curious.

Considering that the characteristics of how young learners learn foreign language through imitating sounds, and they have the capability to imitate sounds accurately, it is beneficial to have drilling activities, the drilling activities should be held effectively, the problem that might be occurred is uncorrected teacher's imitated model, in order to avoid it, it is recommended to use native speaker's sounds in the drilling activities. It means the presence of drilling media needed. However, it is important to select media that accomplished the needs and the characteristic of young learners.

As mentioned above, the young learners learn language fast through watching, listening, imitating and doing things. The selected media must be involved all of their sense, giving chance for them to play and stimulating their imagination. However, the role of teacher as the guider needed. The teacher should give more attention to the young learners during the drilling activities through media. It is supported by Linse (2005:2) that young learners are too young in learning English, they need more attention.

Smaldino and Russel (2005:9) label media as means of communication and source of information which is the purpose of media is to facilitate communication and learning. Selecting appropriate media is not an easy job. In selecting a learning media there are many things that should be considered. The important one is the learning media have to be suitable with the characteristics of the young learners. A selected speaking media which is suitable with characteristics of young learners brings the learners into a speaking classroom which is full of an enthusiastic of learning, and a great tendency to be a good learner.

Genki-English is full packaged interactive CD whom addressed for the young learners to teach their basic spoken language, in introducing and presenting the new vocabulary, expression to the learners based on several themes through imitating sounds. There are many features that includes on Genki-English (CD-Interactive) menu, words, mini-lesson, song, games, and karaoke.

Based on the explanation above, the purpose of this research was to find out whether teaching speaking to young learners by using Genki-English (CD-Interactive) give significant result toward student's speaking ability or not. This research applied in fourth grade students at elementary school. On, January-June semester academic year 2013/2014.

B. The Research Method

The design of the research is experimental with pre-test and post-test design which means the experimental group was treated differently from the control group. This research involved two groups; one group as experimental group that was treated by using Genki-English and the other one as control group that was treated by Picture card and teacher's voice in teaching speaking. By using t-formula, the data of the experimental group were calculated and compared with the control group.

The population of research was the fourth grade students of elementary school SDN 02 in Sawahlunto, West Sumatra. In this research, the sample was taken by using purposive sampling. All of the students in fourth grade were divided into two groups, group A and group B. Group A was experimental group consisting of 11 students and Group B was the control group consisting of 11 students.

The researcher used speaking test as the instrument of this research. Speaking test given to the students was oral interview test. The test was adapted from Cambridge young learners for starters consisting of five parts. Part 3, 4, 5 were only used in this research. In order to measure the oral speaking test, the speaking rubric was used in this research. The procedure of this research is the experimental class was taught by using Genki-English. Meanwhile, control class was taught by using picture-cards and teacher voice. In order to gain the data of this research, the researcher gave pre-test before the treatment and post-test was given after the treatment for nine meetings. After data were collected, they were analyzed by some analysis namely normality testing, homogeneity testing, and hypothesis testing.

C. Discussions

The recapitulation of the students' pre-test scores in the experimental and control class.

Table 15. Recapitulation of the Students' Pre test Scores in Both Experimental and Control Groups

	Experimental Group	Control Group
Number of students	11	11
Mean	51.32	46.54
Standard Deviation	15.51	15.79
Max	80	68

Min	28	19
Sum	564.5	512
$t_{observed} = 0.71$		
$t_{table} = 2.228$		

From the table above, the mean scores of the experimental group were 51, 32, while the mean scores of control group were 46.54. It can be said that both groups have similar scores. After calculating by t-test, it was found that $t_{observed}$ was smaller than t_{table} ($t_{observed} < t_{table} = 0.71 < 2.228$). It means that there is no significant difference between the students' pre-test scores in both groups. Therefore, both groups can be compared.

Table 16. Recapitulation of the Students' Post-test Scores in Both Experimental and Control Groups

	Experimental Group	Control Group
Number of students	11	11
Mean	74.36	61.27
Standard Deviation	11.30	12.90
Max	91	77
Min	55	33
Sum	818	674
$t_{observed} = 2.51$		
$t_{table} = 2.228$		

From the table above, the mean scores of the experimental group were 74.36 while the mean scores of the control group were 61.27. It can be said that both groups are different. It could be also proved from the results of $t_{observed}$ before which was higher than t_{table} ($t_{observed} > t_{table} = 2, 51 > 2.228$). It means that there is a significant difference between the students' post-test scores in both groups.

The hypothesis testing that had been done shows that the $t_{observed} < t_{table}$, it means that the null hypothesis is rejected, and alternative hypothesis is accepted. It means that the hypothesis that students who were taught with Genki-English have better speaking achievement than who those were taught by Picture Cards and teacher's voice. In other words, it can be said that the Genki-English as media have a bigger effect than picture cards and teacher's voice toward speaking ability of young learners. It caused because Genki-English is audio visual media

which involves all the senses of young learners, if compares with the picture card as a visual media, the picture card only involves sight sense of the learners. It means that in the process of learning speaking, teacher has to choose a media who involve all the senses of the learners.

Second, is the authenticity of Genki-English itself, Genki-English (CD-Interactive) is design as media for speaking activities, drilling and repetition with the sound and voice of the native speaker. Comparing with media that is used in control group, the pronunciations model is a teacher. The incorrect pronunciations of the teacher might be occurred because the pronunciations of the teacher as not good as a native speaker.

Third, the meaningful feature that is provided on Genki-English (cd-interactive) is the strength points of the Genki-English. The features of Genki such as mini-lesson, games, song, and karaoke are successfully attract young learners' attention. It is appropriate with young learners' characteristics of learning a language, learning through a fun and an enjoyable activity. They learn through playing and learning fast through song. If we compares to the media that is used in control group, a colourful picture card is not interesting enough to catch young learners' attention.

Through some strength of Genki-English, the speaking ability of the young learners of SDN 02 Sawahlunto had been improved. It was shown on the gain score of pre-test-and post-test Genki-English, it can be concluded that the role of media is important in the classroom. The media is completely helping the teacher to create a good learning atmosphere, attract their attention and engage them in the learning process. Choosing a suitable media to the young learners obviously a major concern of the teacher, the teacher have to choose the media with involve all the senses of the young learners and the media have to stimulates, engage and attract them.

D. Conclusions and Suggestions

Based on the finding of the research, it can be concluded; 1) Teaching speaking by using Genki-English as media gave significant effect to students speaking ability. In fact, the analyzing of data showed that the students' ability in speaking is increase. This indicated that the hypothesis was accepted. 2) The average score of experimental group are higher than control group. It means that Genki-English that used as a treatment in experimental class it give effect significantly. 3) Genki-English as audio visual media in teaching speaking to young learners has many strengths comparing to the Picture card as media, because it involves all senses of the young learners, sight and hear senses in attractive way. 4) The authenticity of the Genki-English as learning media of teaching speaking is placed on the voice of native speaker that used as a

pronunciation's models in every feature of Genki-English. 5) Learning interactively through Genki-English, bringing the young learners to put themselves as the centre of learning and get their real learning experiences through doing several learning activities. 5) Speaking activity such as repetition and drilling will be meaningful speaking activities if it is covered and presented in interesting way.6) Speaking activity such as repetition and drilling will be meaningful speaking activities if it is covered and presented in interesting way.

Based on the conclusion above, the researcher suggests; 1). Genki-English as audio visual media in teaching speaking to young learners can be an alternative for the teacher in choosing a beneficial speaking learning media. 2). the teacher should use the audio visual media which involve all of the sense of the young learners rather than using the visual media such as picture cards in teaching speaking to young learners. 3). the teacher should create a meaningful repetition and drilling speaking activities at young learners' speaking classroom. 4). Engaging young learners through create a fun speaking' activities atmosphere that appropriate with the characteristics of young learners at young learners' speaking classroom. 5). Avoid teacher pronunciations' model instead of using the authentic audio visual media with the voice of native speaker as pronunciations 'model.

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