

**IMPROVING FOURTH GRADER STUDENTS' SPEAKING
ABILITY THROUGH MEANING-USE-FORM FRAMEWORK
AT SDIT BUSTANUL 'ULUM**

(A Script)

By:

Niken Wulandari



**LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

ABSTRACT

IMPROVING FOURTH GRADERS STUDENTS' SPEAKING ABILITY THROUGH MEANING-USE-FORM FRAMEWORK

By

Niken Wulandari

The aims of this study were 1) to find out the difference of students' speaking ability after they are taught through MUF Framework, 2) to investigate the students' engagement in the teaching learning activity of MUF Framework. The design was quantitative-qualitative research. The subjects of this research were 36 students of the fourth grade of SDIT Bustanul 'Ulum Terbanggi Besar. Speaking tests were administered and observation sheets were filled to collect the data. The results show that MUF Framework significantly improves students' speaking ability and the students were active during the teaching learning activity through MUF Framework. This indicates that MUF Framework facilitates students to improve their speaking ability.

The result showed that the average score of the students' post-test is higher than the pre-test. The maximum score that students get after following the Framework is higher than before following the Framework, although the minimum score obtained by the students before and after following the Framework is scored nearly the same. This proven that the average of achievement of students' speaking skill for each aspect after following the Framework is higher than before. In addition, the average of speaking skill aspects will be described as follows. Thus, the answer of the first research question is answered, and the component of speaking which improves significantly is grammar, pronunciation, followed by vocabulary, while the least improve component is fluency.

Also from the total sample of 36 students, it is found that there are 32 students actively engaged in the classroom, 2 students passively engaged in the classroom, and 2 students with challenging behavior in the classroom. From the statistical analysis, it can be seen that students actively engaged in the classroom dominate the sample.

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A Script

**Submitted in a Partial Fulfillment of the Requirements for
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In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**



**LAMPUNG UNIVERSITY
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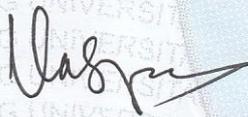
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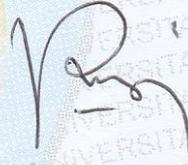
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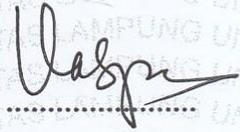
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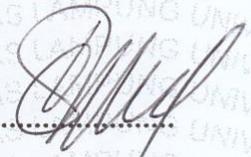
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CURRICULUM VITAE

The writer was born in Bandar Jaya last 12th June 1995. She is the third child of Antony and Haeriyah, and her two siblings are both male.

She made her first childhood memory in learning at TK ABA Poncowati. Then, she continued and graduated from SDN 1 Poncowati in 2007. She continued her study at SMPN 1 Terbanggi Besar and graduated in 2010. She enrolled SMAN 1 Terbanggi Besar and graduated three years later in 2013.

In the same year, she is registered as a freshman in English Education Study Program at Teacher Training and Education Faculty of Lampung University. She spent her college life following some organizations things. At her very first year, she tried following PANSUS XV PEMIRA FKIP Unila and elected as the coordinator for secretarial. She continued her college life being the member, general secretary, co-head, and committee of HMJPBS FKIP Unila in following 4 years. She is chosen as the representative of her Language and Art Education department in DPM FKIP Unila, and of her faculty in DPM U KBM Unila. She did KKN at Surabaya Baru, Central Lampung, and teaching practice program (PPL) at MTs Darussalam. She did research at SDIT Bustanul ‘Ulum Terbanggi Besar.

DEDICATIONS

*By the name of Allah S.W.T. for the blessings in my beautiful life, this script is
proudly dedicated to:*

My two best persons in life: Antony and Haeriyah

My two brothers: Prima Wahyudi and Aan Septian

My sisters in law and my niece also nephew

My friends in English Education 2013 of Lampung University

My Almamater, Lampung University

MOTTO

أَقْدَامَكُمْ وَيَبَيِّتُ يَنْصُرُكُمْ اللَّهُ تَنْصُرُوا إِنْ آمَنُوا الَّذِينَ أَيُّهَا يَا

“O you who have believed, if you support Allah,
Allah will support you and plant firmly your feet.”

(Q.S. Muhammad: 7)

الْقُلُوبُ تَطْمَئِنُّ اللَّهُ بِذِكْرِ آلَا ۖ اللَّهُ بِذِكْرِ قُلُوبِهِمْ وَتَطْمَئِنُّ آمَنُوا الَّذِينَ

“... Those who have believed and whose hearts are assured
by the remembrance of Allah
Unquestionably, by the remembrance of Allah hearts are assured.”

(Q.S. Ar-Ra'd: 28)

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Gratitude and honor are addressed to all who have helped and supported the writer for completing this script. The writer would like to address her gratitude and honor to:

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3. Her unpredictable mom.
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5. Her king, Antony. I thank you for being my first love that I will never choose the wrong person to be in love with. Thank you for your care, love, and affection; It is such a hidden treasure for me.
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7. Her two sisters-in-law; Silvhya, and Intan Merdekawati. Please take care of my two big brothers. Also my nieces and nephews, ya, mba.

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27. You. I thank you for giving me kind of supportive suplement ever to complete this script. Even if I haven't know who you are, where you are, yet.

Hopefully this script will give positive contribution to the educational development and also for those who want to carry out further research. The researcher is completely aware that this script is far from perfection. Therefore, constructive input and suggestions are expected to compose a better script in the future.

Bandar Lampung, 28th July 2017

Niken Wulandari

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I. INTRODUCTION

This chapter discusses several points such as background of the questions which contain reasons of conducting the research of MUF Framework in Improving Speaking Skill for Young Learners, identification of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms. The contents of the chapter are provided briefly below.

1.1. Background

Speaking is a way to express, communicate, or show opinions, feelings, ideas by talking, and it transfers the information of what the speaker wants.

While, according to Jones (1917), in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. Meanwhile, Littlewood (1981) says that speaking is communicating effectively to a partner and producing certain language forms in an acceptable way.

So we can say that speaking is the ability of someone to communicate to the others. Penny Ur (1991) states that speaking seems to be the most important goal of learning a foreign or second language is to gain the ability to communicate using the target language. The students should be made aware that the language they are studying is a tool of communication. Students do not truly realize that

foreign or second language is even spoken and exist outside the classroom. The communication is effective if the speakers can express themselves clearly, fluently, and accurately. Therefore, learning a language is learning how to speak the language.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning on how much they feel they have improved in their speaking skill. Thus, it emerges many varieties of approaches to learn speaking, ranging from direct approaches focusing on specific features of oral interaction to indirect approaches that create conditions for oral interaction.

Good oral work enhances pupils' understanding of language in both oral and written forms and of the way language can be used to communicate (Elizabeth Grugeon 2005:1). Verbal communication is one of the common ways that is used by people to communicate each other. From the statement, speaking ability in language learning is an important basic skill to acquire to be able to communicate in a target language.

From all methods used, the grammar-translation-method is one method used in teaching English as the second language in Indonesia. Grammar-translation method, which is categorized as the "traditional method" does not involve students' opportunities as the active learners to use language that they have learnt. As the consequence, they become passive learners and reluctant to speak English. Grammar-translation method also put emphasis on the grammar translation and grammar accuracy without providing contextual and meaningful learning

methods. That traditional method focuses on grammatical rules as the basis for translating from the foreign to the native language, memorizing vocabulary, translating the texts, and doing written exercises (Brown, 2007).

Considering the fact the students need something contextual and meaningful in their language learning which cannot be achieved by learning through the grammar-translation method, many researchers have developed several methods to solve the problem served above. One of the alternative methods in teaching English is Meaning, Use and Form (MUF) Framework.

“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, the students are guided to notice the language pattern that they have learnt before. The combination of three elements in MUF framework gives opportunities to student to practice and use the language as well as notice the form of the language.”

(Moon, 2008 : 76)

MUF Framework offer three elements in it; meaning, use, and form. The first element is meaning. Meaning is the mental image or comprehension which is generated by the grammar or vocabulary. Students connect the grammar structure with the meaning. When vocabulary is the focus of the lesson, students connect the form of the word with its meaning. This occurs both at the micro- and macro-levels. In addition, when someone uses a word, there may be other associated word choices selected or triggered. The second element is use. Use is the last thing comes how the grammar or vocabulary gets used. Use in sentence appears to

order events. Use also takes into consideration phrases or certain structures that might appear more conversational, others more formal, and yet even more than a few used only in very specific industries or situations. The last element is form. Form refers to the mechanics of the language, either in terms of grammar or vocabulary. With regards to grammar, students must understand the sentence structure of a specific grammar rule. With regards to vocabulary, students must understand the pronunciation of a word. If in a written text, then students must know how to spell a word.

As stated in the background above, the researcher realise that the young learners need an appropriate and special treatment in the teaching-learning process. Since speaking is chosen as the most important aspect to be learned due to the researcher, the researcher proposes a technique to be taught to young learners to improve their speaking ability; MUF (Meaning, Use, and Form) Framework.

1.2. Research Question

Based on background of the research above, the questions formulated by the researcher are as follows:

1. What aspect of speaking skill improves better after the students are taught through MUF Framework?
2. To what extent are students engaged in the teaching-learning activity of MUF Framework?

1.3. Objectives of the Research

Based on the questions above, the objectives of this research are as follows:

1. To find what aspect improves better after the students are taught through MUF Framework.
2. To find the students' engagement in the teaching learning activity of MUF Framework

1.4. Uses of the Research

This research hopefully useful both theoretically and practically:

1. Theoretically
 - a. The result of the research is expected to support that MUF Framework should be considered as the technique used in English teaching.
 - b. The result of the research is expected to help teachers in understanding the learners' needs in teaching-learning activity.
2. Practically
 - a. The result of the research can be used as a reference for teachers or students in teaching or learning speaking skill.
 - b. The result of this research is expected to provide specific procedures of how to help students improving their speaking skill through MUF Framework.

1.5. Scope of the Research

This research focus on examining whether MUF Framework successfully improve students speaking ability after being taught by MUF Framework. This study is restricted to only implementing MUF Framework which is then will help the students improve other skills in English as well. The research conducted in

elementary school as the age of young learners and the sample were students which are in the fourth grade.

1.6. Definition of Terms

In order to avoid misunderstanding, some terms used in this research are defined as follows:

a. MUF Framework

MUF Framework divided into three elements; meaning, use, and form. The first one is meaning, it tells us of what meaning does the vocabulary, functional expression or grammar structure have in the (specific) context. The second one is 'use', it tells us when or why the vocabulary, functional expression or grammar structure used. The third one is 'form', it tells us how the vocabulary unit, functional expression, or grammar structure formed.

b. Speaking.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking itself.

c. Young Learners.

Children between 7-12 years old (Cameron: 2001).

II. LITERATURE REVIEW

This chapter discusses about the literature review that is used in this study, they are: Concept of speaking, aspects of speaking, teaching young learners, problems in the classroom, concept of MUF Framework, procedure in learning speaking through MUF Framework, students' engagement in classroom, advantages and disadvantages.

2.1. Concepts of Speaking

Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or

vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996).

As Hornby (2003) has explained that speaking is “to say exactly what you think, in every direct way”, it means that speaking is a skill which appears directly from our mind to convey messages to other people. In other words, speaking a way to say what you feel now, and it is appears from our mind.

As quoted in Handayani (2012), Byrne (1984) states that speaking is oral communication. It is a *two-ways* process between speaker and listener and involving productive and reactive skill of understanding. And it is agreed by Welty (1976) as she states that speaking is the main skill in communication. In brief, we can conclude that through speaking, someone can communicate to other in oral and it is the main skill in communication.

As stated in Handayani (2012), Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which occurs, including the participants themselves and the purposes for speaking. But speaking requires not only understand when, why, and in what ways to produces the language (*sociolinguistics competence*) but also that they know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistics competence*).

Handayani (2012) states that Lado (1976: 240) defines speaking as an ability to converse or to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and one other as the listener. In communication or speaking process, the speakers must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend in coming message and the organize appropriate response for production.

Referring the explanations above, it can be concluded that speaking is used as a key to communication. Speaking is a basic skill of a person to produce language that has meaning and be understood by other people about what the speaker says. It is a skill of a speaker to give information to a listener or group of listeners by transferring it effectively.

2.2. Aspects of Speaking

1. Fluency

Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Thornbury (2005:6-7) states that research into listener's perception suggests that pausing is one of the factors of fluency.

Thornbury (2005:8) says that people can be said as fluent speakers if they fulfill following features:

- a. Pauses may be long but not frequent
- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points

- d. There are long runs of syllables and words between pauses

Foster and Skehan in Nunan (2004:87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

2. Pronunciation

To Thornbury (2005:128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001:28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

3. Grammar

According to Brown (2001:362), grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:

- a. Who the speaker is
- b. Who the audience is
- c. Where the communication takes place
- d. What communication takes place before and after a sentence in question
- e. Implied versus Literal Meaning
- f. Styles and Registers
- g. The alternative forms among which a produce can choose.

4. Vocabulary

Thornbury (2005:22) suggests three usual things used by speakers in what they are being said:

- When people speak, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

5. Interactive Communication

Referring to Thornbury (2005:129), interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements.

By Brown (2001:269), the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

6. Appropriateness

According to Harmer (2001:24), the term of appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose. Those variables are:

- a. Setting
- b. Participants
- c. Gender
- d. Channel
- e. Topic

7. Complexity

Halliday (1985:87) points out that it is wrong that written language is highly organized, structured, and complex while spoken is disorganized, fragmentary, and simple.

Brown, Anderson, Shillock, and Yule is Nunan (2004:86) states of what made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

According to the explanations of the speaking aspects stated above, the researcher will only choose fluency, pronunciation, grammar, and vocabulary as the main concern.

2.3. Teaching Young Learners

Children are able to learn anything at any stage as long as the learning material is presented in a comprehensible way. Therefore, the English teacher should follow a spiral curriculum model in developing competency standard and basic competency in their school-based curriculum, i.e., the one whose content is included in any units but in different levels. Furthermore, the teachers must consider the four main characteristics in their instructions: input, the knowledge framework, the flow of presentation, and reward and punishment.

In teaching English to young learners, in this case, the students of elementary school, the teachers must comprehend the concept of acquisition and learning. Acquisition can be defined as a process of having language naturally or sub-consciously. On the other hand, learning is a process of having language consciously.

Krashen and Terrell, (1983: 18) state that acquiring a language is ‘picking it up’, i.e., developing ability in language by using it in natural, communicative situations. Children acquire their first language, and most probably, second languages as well. Language learning is different from acquisition. Language learning is ‘knowing the rules’, i.e., having a conscious knowledge about grammar. According to recent research, it appears that formal language learning is not nearly as important in developing communicative ability in second languages as previously thought.

In line with children’s development and the two concepts above (acquisition and learning), the teaching of English to young learners at elementary school requires

situations in which the students acquire language abilities by means of acquisition rather than learning. It means that the students acquire language naturally and communicatively.

In teaching English to children (young learners) at elementary school, the English teachers need to comprehend language learning principles, which, according to some experts, are as follows.

- a. Children learn through experiences by manipulating surrounding objects. Piaget in Hudelson (1991: 256) states that children in primary or elementary school are usually in what is called the concrete operational stage of cognitive development. This means that they learn through hands –on experiences and through manipulation of objects in the environment. Accordingly, it is important that the English teachers use media or realia in delivering the materials in order that the students are able to understand easily.
- b. Children learn through social context, in groups in which they know with one another. Vygotsky in Hudelson (1991: 257) states that children learn in social contexts, in groups where some group members know more than others. Therefore, the English teachers should make their teaching situations similar to social contexts.
- c. Acquisition takes place when learners comprehend how the language is used. Vygotsky in Hudelson (1991: 257) states that acquisition occurs through learners figuring out how the language works, through learners making and testing out hypotheses about the language. In this case, the English teacher should use English correctly although they employ short sentences.

- d. Acquisition takes place in social interaction. Vygotsky in Hudelson (1991: 257) states that language acquisition occurs through social interaction. It means that the teacher should use English in the class room naturally as if they were in their society.

Teaching English to young learners is not merely a matter of setting them loose on a plethora of authentic language tasks in the classroom. To successfully teach young learners a second or foreign language requires specific skills and intuitions that differ from those appropriate for adult teaching.

In the process of teaching English to young learners, or, students of elementary school, there are three points that must be considered and done. Those are as follows.

- a. Language chunks

In practicing speaking in English, the students need to use language chunks, i.e., phrases which have complete meaning. In this way, the students will be able to comprehend language function as a means of communication easily although at first they do not know the meaning of the phrases they use, such as, “Good morning”, “Good afternoon”, “Never mind”, “Thank you”, and so forth.

Perhaps, at the beginning the students do not know the meaning of the intended phrases but they comprehend the usage of those expressions. For example, when they meet their friends in the morning they will say, “Good morning”, at noon they will say, “Good afternoon”, when they are given something by their friends, they will say, “Thank you”, and so forth. This is in line with Abe (1991: 266) who the language teachers to treat language as a series of natural chunks.

b. Using media

Using media as a means of teaching English to young learners helps the teachers create classroom situations to be more alive. The media also help the teachers render materials and help the students comprehend the given materials.

... In place of reading, we can use flash cards, pictures, and various objects and *realia* to make the classroom come alive and resemble more closely the outside world. Use of these tools can free the teacher to be more the observer and facilitator and free the children to learn to use the language and learn to love the potentially fabulous experience of being able to communicate in another language to other people from around our vast world (Abe, 1991: 266-267).

c. Topic-based activities

Topic-based activities are usually called The Topic Approach (Hudelson, 1991: 258) or Topic-Based Work (Krashen, 1983: 84). The topic-based activities begin with a subject appropriate for the students and then that subject is designed to involve the students in investigating the topic and using the language as an integral part and the core of investigation.

The topic approach begins with a subject that is of relevance and/or interest to the learners and then designs activities for learners that will involve them in investigating that topic and using language as an integral and central part of that investigation. Advocates of the topic approach suggest that learners will be more likely to be motivated to use the new language if their attention is focused on a topic or subject that they have an interest in or care about ... (Hudelson, 199: 258).

The use of this topic supports the success of the teaching of English to young learners because the materials are based on students' experiences and interest on the topic. They can associate any word, function, and situation involved to the specific topic. The association helps the students in memorization so that learning language through context helps them in comprehension.

When you are concentrating on a particular topic, the content of the lessons automatically becomes more important than the language itself. This means that it is easier to relate the lessons to the experiences and interests of your pupils (Scott and Ytreberg, 1993: 84).

Working on topics can help the learning process. The children can associate words, functions, structures, and situations with a particular topic. Association helps memory, and learning language in context clearly helps both understanding and memory (Scott and Ytreberg, 1993: 84).

2.4. Problems in the Classroom

Teaching English as a foreign language is a challenging, yet rewarding career choice. As an English as a Second Language (ESL) teacher, teacher must learn to constantly adapt to the students' needs. Many times, this means dealing with a variety of problems in the classroom, many of which are all too common occurrences. A good ESL teacher must be able to recognize these common problems, and work to find solutions. Even a small tweak in the teaching methods can help to create a more productive and casual environment for both teacher and students. The following will outline 10 of the most common classroom problems faced when teaching English as a foreign language, and just how to solve them:

1. Students become overly dependent on the teacher.

Many times, students will automatically look to the teacher for correct answers instead of trying themselves. If the teacher obliges them with the answer each time, it can become a detrimental problem. Instead, focus on giving positive encouragement. This will help to make students more comfortable and more willing to answer (even if incorrectly).

2. Persistent use of first-language

When teaching English as a foreign language, this is possibly the most common problem. As an ESL teacher, it's important to encourage students to use English, and only English. However, if students begin conversing in their first language, move closer. Ask them direct questions like "do you have a question?". Another idea is to establish a set of class rules and develop a penalty system for when they use their first language. For example: if someone is caught using their first-language three times, have them recite a poem in front of the class (in English). Remember, for the 1-2 hours they are in English class, it must be English only.

3. Student is defiant, rowdy, or distracting of others.

This will happen, no matter what, in every classroom. If the entire class is acting up, it may be the fault of the teacher, i.e. boring material or poor classroom management. If it is one particular student, teacher should react swiftly to show dominance. In order to resolve the issue, an ESL teacher must be strict and institute discipline if needed. If it continues to happen, further disciplinary action through the school's director could be pursued.

4. Students "hijack lesson"—the lesson doesn't go where you want it to.

When teaching English as a foreign language, teacher can always count on students hijacking a lesson. To some extent, this can be a good thing. It shows that students interest, and as long as they are participating and conversing in English, it is a productive experience. However, if the lesson strays too far off topic, in a direction teacher don't want it to go, it's important to correct the problem by diverting the conversation.

5. Personalities clash.

Not everyone in an ESL classroom will become the best of friends. If drama arises between certain students, the easiest solution is to separate them from one another. If the tension persists, switching a student to another classroom may be the only option.

6. Students unclear what to do, or do the wrong thing.

This happens far too often when teaching English as a foreign language. The fact is it's often the fault of the teacher. If instructions to an assignment yield look of confusion and soft whispers among students, don't worry: there is a solution. In order to avoid this problem, it's important to make sure instructions are clear. Use gestures, mime, and short concise sentences. Speak clear and strong. Most importantly, use models and examples of the activity. Teacher can use pictures, miming, gestures etc. to model the entire activity exactly how teacher wants the students to do it.

7. Students are bored, inattentive, or unmotivated.

Many times, it is the teacher's fault that class is boring. Fortunately, with proper planning, this problem can be solved. Choose a juicy theme to the lesson; one that the students can relate to and one knows they will enjoy. This will automatically give them some motivation and interest. Get to know pupils and identify their interests and needs then design the course accordingly.

8. Strong student dominance

As an ESL teacher, you will encounter learners with different capabilities and language skills. While it is good to have some students who excel in the classroom, it is important that they don't take away from others. If certain students begin to constantly "steal the show," take care. Focus on calling on weaker students in the class to answer questions. Encourage, but gently deflect some answers from the strong students and give production time to other not-so-strong members of the class.

9. Students are unprepared.

The last thing everyone wants as an ESL teacher is for learners to drop out simply because feeling lost and/or unprepared. Concentrate on a more shared learning experience. Make sure students are all on the same page before moving onto a new topic by concept checking multiple times, and encouraging individual participation.

10. Tardiness

Even having a hard time arriving places on time, the truth is tardiness is not only rude. It can be distracting and disruptive to other students. If tardiness becomes a

problem for members of the class, make sure they are disciplined. Set rules about tardiness and penalties for breaking them.

2.5. MUF Frameworks

This subchapter discuss about the concept of MUF Framework and the previous research which had been administered.

2.5.1. Previous Research of MUF Framework

There are several research conducted in order to examine the MUF Framework usage in teaching learning activity. The research on MUF Framework had been conducted by Fathallah (2012). He stated that the result of the t test of his research, showed that the experimental group's post test score increase after the teacher give a treatment which used MUF Framework in teaching speaking then compared with the students' post score of control group. It showed the treatment that was given have significant effect of using Meaning, Use and Form in speaking ability of the seventh grade students in MTs As-Sholihin Sugerkidul Jelbuk Jember in the 2012/2013 Academic years.

Hermiyati (2014) also examined the use of MUF Framework in teaching speaking to young learners. In her research, the result drawn indicated that MUF Framework is found to be potential to provide better learning when compared with the conventional method which is Grammar-Translation Method. In addition, the computation of the effect size shows that r obtained value belongs to a medium effect size which means that MUF framework is effective to be implemented in teaching speaking to young learners.

MUF Framework itself has been examined not only speaking skill but also the writing skill. It was Amida (2014) proving that the MUF Framework improve students' writing ability of X-6 students of SMAN Gedog Kubus of the Academic Year 2014/2015. There were 1 cycle of the research; the cycle improved from 69.87% to 75.12%.

2.5.2. Concept of MUF Framework

Children need an appropriate model of teaching to reach the goals. Moon in a British Council's program named *Primary Innovation* (2008) offers a model that consists of three steps: meaning, use and form.

1. Meaning

In the first step, teachers introduce a new language to children in meaningful contexts to help the children understand the meaning of the language they are learning. Meaning can be created through situations that are related to children's life. There are some ways that help create meanings:

- Set situations or dialogues that are fun for children using dolls or other media
- Using stories
- Playing dramas
- Using *TPR (Totally Physical Response)*
- Using pictures
- Using children's experiences as learning materials

Regarding language use, children need clear objectives when learning so that they know the reasons of using the language. In this step teachers have to help children mastering English vocabularies. Teachers also have to assist children to learn how

the words are pronounced through meaningful activities. In order to get the expected output, repetition of activities is essential, though it has to be administered in interesting ways, not boring ones. Such interesting activities are group or pair games, surveys, plays, singing, etc.

2. Use

After they are exposed to English language through the situations manipulated by teachers, children also need opportunities to use English to communicate with others (their classmates). They may use the language to play or to act in plays. In order to facilitate children to use English, teachers can give activities as follow:

- Games
- Information gap
- Quiz
- Plays
- Giving and following instructions to do or make something
- Creating funny rhythms or songs

3. Form

Children subconsciously notice forms of language (grammar). They tend to use language naturally in accordance with their need. Therefore, teachers have responsibilities to attract children's attention to language forms during English lesson. This does not mean that children are taught grammar explicitly. Instead, teachers make children aware of accurate language use both orally and written. In accordance with building children's awareness of accurate language use, children need certain conditions to make them understand meanings of English

vocabularies and to use the language in natural contexts. If teachers do not do as suggested—for instance, introducing children to language forms without meaningful contexts; the output will not meet teachers' expectation. In other words, children notice the forms before they produce the language. To make it worse, they will not be motivated to use English.

Some strategies are promoted to attract children's attention to English language forms:

- Games—children raise their right hands if teacher says singular animals, and their left hands if teacher says plural animals
- Writing—completing sentences, arranging words into good sentences, or completing dialogues
- Activities that increase students' awareness on grammar—teacher asks “*What is similar about these sentences?*”

He is talking She is listening They are eating at the restaurant

2.6. Procedures of MUF Framework

The researcher adopted the procedure used in teaching speaking using MUF Framework from the concept of MUF Framework which is offered by Moon in a British Council's program named *Primary Innovation* (2008). The procedure is focusing on the main activity in a teaching-learning process as follows:

a. Meaning:

- Teacher introduces a new language to students in meaningful contexts to help students understand the meaning of the language they are learning through

situations that are related to children's life (using stories which is played by dolls; self introduction).

- Teacher helps students mastering English vocabularies by creating list of new vocabularies found in the story (e.g. : name, address, occupation, etc.).
- Teacher assists students to learn how the words are pronounced through meaningful activities (through games, which dare the students to be the first one pronouncing the words).
- Teacher will create meaningful context by repeating activities to make it essential through pair games.

b. Use:

- Teacher will allow students to have opportunities to use English to communicate with their classmates through plays. Students will play plays about introducing their selves to a stranger.

c. Form:

- Teacher will attract students' attention to language forms during English lesson by pairing the questions with the correct answer which has been jumbled before.

Table 2.1. Materials of MUF Framework

Meaning	Use	Form
<ul style="list-style-type: none"> Teacher introduces a new paragraph to students in meaningful contexts to help students understand the meaning of the new paragraph they are learning through situations that are related to children's life (using stories which is played by dolls; self introduction). <p>Hello my name is Arjuna, and my friend call me Juna. I was born in Yogyakarta, 17th August 2008. My age is eight years old now. My hobbies are doing archery, horse riding, and swimming. My future goal/ occupation is to become great archery player. I live in Yogyakarta (my adress is in Yogyakarta). Now, I study in SDIT Bustanul 'Ulum and I'm in the third class.</p>	<p>Teacher asks students to have opportunities to use English to communicate with their classmates through plays. Students will play plays about introducing their selves to a stranger.</p> <p>(Students play plays of introducing their selves to a stranger.)</p> <p>Student 1 : Hello Student 2 : Hi Student 1 : What is your name? Student 2 : My name is Yudhistira Adi Pratama. Call me Yudhis. You?</p>	<p>Teacher will attract students' attention to language forms during English lesson by pairing the questions with the correct answer which has been jumbled before.</p> <p>(Teacher provides questions and its answers in a jumbled place, and asks the students to pair the correct questions and answers.)</p> <p>Questions:</p>
<ul style="list-style-type: none"> Teacher helps students master English vocabularies by creating list of new vocabularies found in the story (e.g. : name, address, occupation, etc.). 	<p>Student 1 : My name is Afifah Mesi Nur Hidayati. Call me Nur. Student 2 : Where is address? Student 1 : I live</p>	<ol style="list-style-type: none"> 1. What is your name? 2. Where do you live? 3. What is your

<ul style="list-style-type: none"> - address - future goal - occupation 	<p>in BTN. And you?</p> <p>Student 2 : I live in Lempuyang Bandar.</p> <p>Student 1 : What is age?</p>	<p>hobby?</p> <p>4. What is your goal?</p> <p>Answers:</p> <p>1. I live in Yogyakarta.</p>
<ul style="list-style-type: none"> • Teacher assists students to learn how the words are pronounced through meaningful activities (teacher corrects students' pronunciation, and provides videos/sounds of how words are pronounced). 	<p>Student 2 : I am ten years old. You?</p> <p>Student 1 : Ten.</p> <p>Student 2 : What is your hobbies?</p> <p>Student 1 : I hobbies reading novel. You?</p> <p>Student 2 : My hobbies cycling, jogging, sport.</p>	<p>2. My name is Arjuna.</p> <p>3. I want to be an army.</p> <p>4. My hobby is swimming.</p>
<ul style="list-style-type: none"> • Teacher will create meaningful context by repeating activities to make it essential through pair games. <p>(Students play pair games of introducing their self to their friend.)</p> <p>Hello, I Sri Wahyuni, call me Way. I born in Kecubung, 26 June 2006. I age ten years old. My hobbies drawing. My future goal to scientist. I live in Kecubung. I school in SDIT Bustanul 'Ulum ... fourth class.</p>	<p>Student 1 : What is goal?</p> <p>Student 2 : My goal is a army. You?</p> <p>Student 1 : My goal is doctor and teeacher.</p> <p>Student 2 : Thank you. Bye.</p> <p>Student 1 : Bye.</p>	

2.7. Students' Engagement in the Classroom

In education, student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education. Generally speaking, the concept of “student engagement” is predicated on the belief that learning improves when students are inquisitive, interested, or inspired, and that learning tends to suffer when students are bored, dispassionate, disaffected, or otherwise “disengaged.” *Stronger student engagement* or *improved student engagement* are common instructional objectives expressed by educators.

In education, the term *student engagement* has grown in popularity in recent decades, most likely resulting from an increased understanding of the role that certain intellectual, emotional, behavioral, physical, and social factors play in the learning process and social development. For example, a wide variety of research studies on learning have revealed connections between so-called “non-cognitive factors” or “non-cognitive skills” (e.g., motivation, interest, curiosity, responsibility, determination, perseverance, attitude, work habits, self-regulation, social skills, etc.) and “cognitive” learning results (e.g., improved academic performance, test scores, information recall, skill acquisition, etc.). The concept of student engagement typically arises when educators discuss or prioritize educational strategies and teaching techniques that address the developmental, intellectual, emotional, behavioral, physical, and social factors that either enhance or undermine learning for students.

It should be noted that educators may hold different views on student engagement, and it may be defined or interpreted differently from place to place. For example, in one school observable behaviors such as attending class, listening attentively, participating in discussions, turning in work on time, and following rules and directions may be perceived as forms of “engagement,” while in another school the concept of “engagement” may be largely understood in terms of internal states such as enthusiasm, curiosity, optimism, motivation, or interest.

From the problems faced in the classroom, the researcher use the Framework and is going to find out the students’ engagement in the teaching-learning activity of MUF Framework; actively engaged, passively engaged, and challenging behavior.

2.8. Advantages and Disadvantages

There are some advantages of this technique:

1. Interactions between children and their surroundings take place continuously, and give the children endless knowledge.
2. While interacting, within the range of the zone, adults give supports through praises and clues; and try to ease the children to master a language.
3. In the language classroom, teachers should strive to balance form, meaning, and use. MUF Framework fits the statement that students should understand not only the mechanics of the language, but also the hows, whys, and wheres a particular structure, word, or phrase gets used.

On the other hand, there are some disadvantages by using MUF Framework:

1. It will be a difficult framework to be applied for those who cannot be creative in creating meaningful context to be faced by the children.

III. METHOD

This chapter discusses about the research design, subjects of the research, reliability and validity of the instruments, research instruments, data collecting technique, and data analysis technique.

3.1. Research Design

This research is a qualitative descriptive research. The researcher intends (1) to find what aspect of speaking skill improves better after they are taught through MUF Framework, and (2) to investigate the students' engagement in the teaching learning activity of MUF Framework.

In order to find out what aspect of speaking skill improves better after they are taught through MUF Framework, and to find the engagement of the students to MUF Framework in the teaching-learning activity, this research was a qualitative descriptive research. The research used the speaking test and the result will be analyzed and focused on each aspect to find what aspect of speaking skill improves better after they are taught through MUF Framework. The test is administered before treatment (pre-test) and after treatment (post-test). For the engagement of the students, the researcher used observation sheets to find out students' engagement of the Frameworks which was observed after the meetings were done.

This research design was pre-test and post-test design with three times in giving treatments. The design of the research is as follows.

T1 X1 T2

T1= Administrating pretest.

X1= Three times giving treatment and observing students.

T2= Administrating post-test and fulfilling the observation sheets.

3.2. Population and Sample

Johnson (1992:110) stated that population is the entire group of entities or person to which the result of a study are intended to apply. The population and the sample of this research is a purposive sampling which meant the population and the sample is chosen to answer the research questions. The population of the research is elementary school students and the sample is the students who are in the fourth grade. SDIT Bustanul Ulum is chosen because the school offers the students to achieve not only English as the second language but also Arabic. It eases the students to acquire the target language since they are also learning to acquire and use it in daily activity, not only learning.

3.3. Variables

In order to assess the influence of the treatments in this research, variable can be defined as dependent and independent variables. Hatch and Farhady (1982) state that the independent variable is major variable that a researcher hopes to investigates; the dependent variable is the variable that the researcher observed and measured to determine the improvement of the independent variable. The researcher concerns on following variables:

X= MUF Framework as independent variable

Y= Speaking Ability as dependent variable

3.4. Instruments

In order to gain the data of the research, the researcher use some instruments to gain the data.

1. Speaking Test.

Speaking test is administrated in order to see the students speaking ability. The test is administrated two times, pre-test and post-test. The test contains information about the students' ability in speaking before treatment and after treatment. The researcher had 30 minutes in doing pre-test and post-test. The researcher asked the students to introduce themselves; in pre-test was done in monologue, and in post-test was done in dialogue. In order to measure the students' performance in speaking, the researcher used speaking rubric in order to make clear the measurement of the speaking performance done by the students.

Table 3.1. Scoring Rubric for Speaking Test

Category	Level	Criteria	Weight	Score
Fluency	I	Poor to very poor: Speech is halting, very slow, and fragmentary that conversation is probably impossible.	3	
	II	Average to Poor: Speech is frequently hesitant and jerky; some sentences may be left uncompleted.	4	
	III	Good to Average: Speech is occasionally hesitant. Speaker rarely has to grope for words.	5	
Pronunciation	I	Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	3	
	II	Average to Poor: Accent of the speaker is intelligible though often quite faulty.	4	
	III	Good to average: Errors never appear with understanding. Accent may be obviously foreign.	5	

Grammar	I	Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	3	
	II	Average to Poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	4	
	III	Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy.	5	
Vocabulary	I	Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	3	
	II	Average to Poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	4	
	III	Good to average: Speaking vocabulary is broad enough that he rarely has to grope for a word.	5	
			Total (x 5)	

2. Observation Sheets

An observation sheets are a research instrument to assist in the capturing of learner evidence. It can be used by assessors, and/or by other observers capturing learner evidence for assessment, for example teachers, tutors or workplace supervisors.

The form can be downloaded and used, or adapted for use. Observers may choose to complete the form in its entirety, or only certain sections, as appropriate. For example, an observer may use it to record the measurements taken by the learner, but not their calculations (where the learner has recorded the calculations themselves). Observers may also choose to record other evidence on the form, such as estimations the learner has made.

In this research, the researcher chose to adapt the observation sheets from the Engagement Observation Forms from VirtualLabSchool.org and completed the observation sheets after the meetings are done from the recording of the teaching-

learning activity the researcher recorded before. The observation sheets are made to answer the research question number 2; to what extent are students engaged in the teaching-learning activity?

3.5. Reliability and Validity of the Instruments

In doing the research, the researcher used some instruments, and those instruments should be proved whether the instruments have fulfilled the validity and the reliability aspects.

1. Speaking Test.

Speaking test is administrated to see students speaking ability towards the implementation of MUF Framework. There were pre-test and post-test of the speaking test. Pre-test is administrated in order to see students speaking ability before the treatment (MUF Framework implementation). Post-test is administrated in order to see students speaking after the treatment (MUF Framework implementation). To measure the students speaking performance, the researcher use scoring rubric to make clear the measurements of the speaking performance. To make sure the speaking test is able to use in this research, the researcher examined the validity and the reliability aspects of the instrument.

a. Validity

A valid instrument will have a high validity. Test validity is defined as the degree to which a test measures what it claims to be measuring (Brown, 1990: 101). The researcher use content and construct related validity.

- Content Validity

Content validity is concerned with the test whether the test supports or represents the curriculum used by the researcher. In this research, the researcher will use K-13 as the curriculum. Content-related evidence of validity is of major concern in achievement assessment, whether developing or selecting the assessment procedure. In constructing the speaking test and observation sheets needed in the research, content relevance and representativeness are built in by following the systematic procedure for specifying and selecting the sample of test items, constructing high quality items, and arranging the test for efficient administration and scoring. In test selection, it is a matter of comparing the test sample to the domain of tasks to be measured and determining the degree of correspondence between them. Similar care is needed when preparing and using performance assessments. Thus, content-related evidence of validity is obtained primarily by careful, logical analysis. The result of content-related validity in this script, speaking test and observation sheets, has adequately represent the domain of tasks to be measured, so that the speaking test and the observation sheets is valid in content.

- Construct Validity

Construct validity is the appropriateness of inferences made on the basis of observations or measurements (often test scores), specifically whether a test measures the intended construct. Constructs are abstractions that are deliberately created by researchers in order to conceptualize the latest variable, which is correlated with scores on a given measure (although it is not directly observable). This research examines the speaking towards MUF Framework. The test of

speaking (pre-test and post-test) will be administrated in MUF Framework and will be briefly explained below.

The construct-related category of evidence focuses on assessment results as a basis for inferring the possession of certain psychological characteristics. Construct-related evidence of validity for a test includes (1) a description of the theoretical framework that specifies the nature of the construct to be measured, (2) a description of the development of the test and any aspects of measurement that may affect the meaning of the test scores, (3) the pattern of relationship between the test scores and other significant variables, and (4) any other type of evidence that contributes to the meaning of the test scores.

The broad array of evidence that might be considered can be illustrated by a test designed to measure mathematical reasoning ability. Some of the evidence we might consider is the following:

1. Compare the sample of test tasks to the domain of tasks specified by the conceptual framework of the construct. Is the sample relevant and representative?
2. Examine the test features and their possible influence on the meaning of the scores. Is it possible that some features might distort the tests?
3. Analyze the mental process used in answering the questions by having students “think-aloud” as they respond to each item. Do the items require the intended reasoning process?
4. Determine the internal consistency of the test by inter correlating the test items. Do the items seem to be measuring a single characteristic?

5. Correlate the test scores with the scores of other tests. Do they show a high degree of relationship?
6. Compare the scores of known groups. Do the scores differentiate between the groups as predicted?
7. Compare the scores of students before and after specific training in mathematical reasoning. Do the score change as predicted from the theory underlying the construct?
8. Correlate the scores with grade in mathematics. Do they correlate to a satisfactory degree?

Assessment results are influenced by many factors other than the construct they are designed to measure. Thus, construct validation is an attempt to account for all possible influences on the score. The speaking test and observation sheets used in the research attempt to be answered mostly 'yes' on the questions above. It can be concluded that the speaking test and observation sheets has fulfilled the criterion of construct-related validity.

In short, the instruments of this study have fulfilled the validity aspects.

b. Reliability

A test must produce consistent result whenever it is administered again. It is the concept of reliability. According to Hatch &, Farhady 1982: p.244, reliability is the extent to which test produce consistent result when administered under similar conditions. The data gained in the research is using quantitative and qualitative description.

Before scoring the students' speaking ability, it was important to make sure that both raters used the same criteria of scoring; Jacobs et al (1981). The research used *Rank-order Correlation* to measure the reliability of the scoring with formula:

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Where:

- p : Coefficient of rank order
 d : Difference of rank correlation
 N : Number of students
 1-6 : Constant number

(Hatch & Farhady, 1982)

After calculating the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard below:

- | | |
|----------------------------|---------------------------|
| a) A very low reliability | (range from 0.00 to 0.19) |
| b) A low reliability | (range from 0.20 to 0.39) |
| c) An average reliability | (range from 0.40 to 0.59) |
| d) A high reliability | (range from 0.60 to 0.79) |
| e) A very high reliability | (range from 0.80 to 1.00) |

(Slameto, 1998 in Hayanti, 2010)

The results will be briefly explained in the appendices.

2. Observation Sheets

Observation sheet contain the criterion of students' engagement of the Frameworks in teaching-learning activity while being taught by MUF Framework.

3.6. Research Procedures and Data Collecting Technique

In gaining the data, the researcher used several step and technique:

1. Determining the population and sample.

Johnson (1992:110) stated that population is the entire group of entities or person to which the result of a study are intended to apply. In determining the sample and the population of the research, the researcher used purposive sampling which meant the population and the sample is chosen to answer the research question. The population of this research was elementary school of SDIT Bustanul Ulum and the sample was the fourth grade of it.

2. Administrating pre-test.

The pre-test was administrated in order to see students speaking ability before the implementation of MUF Framework. The pre-test was in form of speaking test which each student presented short monologue of their self introduction. The pre-test was done for about 30 minutes for each person to understand the test and maximum time 5 minutes for presentation.

3. Choosing the material, administrating treatments, observing the students.

According to the result of pre-test, the researcher chose the appropriate MUF Framework implementation to be implemented in the teaching-learning activity. There were two meetings in the treatments, and each treatment was done 50

minutes. The researcher observed students feedback each day of treatment related to students' activity during the MUF Framework application in teaching-learning activity.

4. Administrating post-test and fulfilling the Observation Sheets.

The post-test was administrated in order to see students speaking ability after the implementation of MUF Framework. The post-test was in form of MUF Framework test that each student presented a dialogue of their personal identity. The post-test was done for about 30 minutes which result will briefly be explained in appendices. After all the three treatments are done, the researcher fulfilled the observation sheets to see the answer the research question number 2; to what extent are students engaged in the teaching-learning activity of MUF Framework?

5. Analyzing the data gained.

The data gained were about speaking ability and students' engagement in the teaching learning activity when the technique is applied to answer the research questions.

3.7. Data Analysis

In analyzing the data gained, the writer analyzed the data into each research questions to answer it clearly.

1. What aspect improves better after the students are taught through MUF Framework?

In order to answer the research question, the researcher analyzed the data from speaking test which are pre-test and post-test. The improvement of each aspect was seen to find out what aspect of speaking skill improves better.

2. To what extent are students engaged in the teaching-learning activity of MUF Framework?

In order to answer the research question, the research used non-test instruments. The observation sheets were a list of the criterion of students' engagement in the teaching-learning activity of MUF Framework. The engagement can be compared to information that is already known to the observer.

V. CONCLUSION AND SUGGESTIONS

This chapter provides the conclusion of the study and the suggestion to further research. Additionally, the researcher also provides some suggestions for English teachers related to the identification of students' learning style on their reading comprehension achievement.

5.1. Conclusion

This research was concerned with the implementation of MUF Framework for young learners especially the young learners in the fourth grade of elementary school. In relation to the research findings and discussion, it could be concluded as follows:

1. The results show that the implementation of MUF Framework could improve students speaking skill and improve their grammar and pronunciation better than fluency and vocabulary. This shows that MUF Framework facilitates the teacher in improving students' grammar and pronunciation.
2. Students are actively engaged during the teaching learning activity of MUF Framework meaning that the strategies used by the researcher in attracting their attention is succeeded.

3. Students engagement in the teaching learning activity is important. The way the researcher done the activities in the research is influencing the engagement of the students most.

5.2. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions to the teachers as follow:

1. MUF Framework has proven in improving students' grammar and pronunciation better, but not their fluency and vocabulary. Further researcher should consider ways of how to balancing the improvement of the aspects of speaking that all aspects should be improved significantly.
2. Since the researcher used only observation sheets to observe the students' engagement, triangulation method should be considered to be use. The researcher might use other method to interpret and support data. The researcher can use quizzes to check for students' comprehension, practice frequency to check for their understanding at least three times a lesson, or else to support the data of students' engagement in the teaching learning activity of MUF Framework, or to correlate students' engagement with their achievement of the specific skill.
3. The researcher should find strategies to attract students' engagement in the teaching learning activity of MUF Framework that the students should be introduced to the language in natural context. Using games, writing, and other activities that will increase students' awareness on grammar is suggested.

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