

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, reasons for choosing the topic, research question, objectives of the study, limitation of the study, significance of the study, definition of key terms, and outline of the study.

1.1. Background of the Study

The development of modern era cannot be dammed anymore. The improving era towards the industrial revolution 4.0 which increases rapidly needs adaptations to be relevant with future demands. To be able to survive in this modern life, it is obvious that human resources with high level of knowledge and competence are needed. As stated by Nofrion (2018), the ability to think critically, creatively, innovatively, and having qualified communication ability are the main skills that are needed to deal with modern era. A qualified communication ability becomes very important for the children in the next generation, because in the future what they will face is the great development of the world.

In conducting communication in the global era it is certainly necessary to be competent in using foreign language. Samosir, Rahayu, & Donal (2017) stated that English mastery is an essential thing in the globalization era. It is a communication tool for social, trade, science, cultural, education, entertainment, and technology. English mastery as an international language is a necessity that

cannot be separated along with the times because it is the main requirement to be able to compete in global world.

The process of English learning involves four skills: listening, speaking, reading, and writing. According to Sadiku (2015), teaching English could be successful if the four skills, reading, listening, speaking, and writing are integrated in an effective way. As one of the skills in English learning, speaking is one of the productive skills which need regular practice and habituation. Speaking is an interactive process that involves producing, receiving, processing information, and expressing meaning. Nuraini (2016) stated that speaking is an expression in delivering message from one person to others. Therefore, it can be concluded that speaking is really important because it is the main skill to communicate.

In order to master speaking skill, it requires regular practice and habituation. Thus, the teaching of speaking should be done from the early age. In Indonesia teaching English speaking especially for young learners is quite difficult. It happens because English is not used in daily activities. Furthermore, in the newest regulation of 2013 Curriculum, English is no longer as the compulsory subject for Elementary School. Based on Permendikbud No. 67 of 2013 concerning the Basic Framework and Structure of the Elementary School / Madrasah Ibtidaiyah Curriculum, English is not mentioned as the compulsory subject. It is now as a local content which can be included as a regular subject or only as an extracurricular activity depending on the decision of the school. The changes from English as a compulsory subject become a local content reduces the time for English lesson. It makes even harder for the teacher to teach English for

young learners, especially speaking skill because it needs long time learning process.

The journey of English subject in Indonesian school is still continuing. On 26th of May 2020, the Indonesian Minister of Education and Culture, Mr. Nadiem Makarim held a virtual meeting with two teachers from Papua and Jawa Timur entitled “Cerita Inspiratif Guru dan Murid” that aired on TVRI. On that occasion one of the teachers from SMP Islam Baitul Izzah Nganjuk, Mrs. Santi Kusuma Dewi expressed her feeling and idea about English for Elementary School. She hopes that English can be included again in the curriculum for Elementary School. In her opinion, the decision to remove English as a compulsory subject in Elementary School was really unfortunate. As the response, Mr. Nadiem gave a signal to make it happen, but according to him it is not an easy thing. The statement from Mr. Nadiem gives a hope especially for English teachers to introduce English from an early age because it is very important for students’ future.

The learning process in teaching speaking for young learners still faces many failures. There are some problems happen in the process. One of the problems is environment. In Indonesia the first language used to communicate is the local language, and the second language is Bahasa. English is a foreign language in Indonesia. It is not used in daily life as much as the local language and Bahasa. Furthermore, the language instruction used in most of Indonesian school is Bahasa. It makes the chance for students to practice their English,

especially their speaking skill remains small. Thus, it makes the English speaking ability of Indonesian people becomes low due to the lack of practice.

Based on those phenomena, the researcher is interested to investigate about teachers' problem in teaching speaking to EFL elementary school students in Jepara. All of the problems faced by the teacher should be observed in order to find the best solutions. When the problems are resolved properly, the teaching speaking process can be done successfully. Therefore, the speaking skill of Indonesian children can be improved and they will be ready to face the future world.

1.2. Reasons for Choosing the Topic

The study was conducted for the following reasons:

1. Speaking skill is an essential thing that should be mastered to have great communication ability in the future.
2. Speaking skill should be taught from early age.
3. Teaching speaking for young learners is very important and needs to be implemented properly.
4. Teaching speaking for young learners is challenging and some teachers still have problems in doing it.
5. The problems in teaching speaking for young learners should be observed in order to reach the success of the teaching.

1.3. Research Question

As related to the background of the study, the problem was formulated as: “What are the teacher’s problems in teaching speaking to EFL elementary school students in Jepara?”

1.4. Objectives of the Study

The objective of conducting this study was to find out what are the problems faced by teachers in teaching speaking to EFL elementary school students in Jepara.

1.5. Limitation of the Study

This research focused on teaching speaking skill. The participants of this study were three teachers from three different Elementary Schools in Kalinyamatan Jepara who are teaching the 3rd grade students in academic year 2020/2021. The object of this study was limited to the problem faced by teacher in teaching English, especially speaking skill. The study was only talking about the problems faced by the teacher while teaching speaking skill in class, therefore next researchers can do another research with topic that still related to this study such as the problems faced by the teacher in assessing students’ speaking skill.

1.6. Significance of the Study

From the explanation above, this study was expected to be useful for:

1. Pedagogical Significance

a. For teachers

- The result of the study can help teachers to know the problems of teaching speaking for young learners.
- The result of the study can help teachers to find the best solution for the problems in order to reach the success of learning.

b. For Students

- This study can help students to get effective learning especially English speaking.

c. For Schools

- This study will help the school in the developing of English teaching activity.
- This study will help the school in preparing globally competitive students in the future.

2. Practical Significance

a. For Teachers

- The result of this study is able to improve teachers' creativity and to help them in deciding the appropriate method in teaching speaking to EFL Elementary School Students.

b. For Students

- The result of this study can help to improve the speaking skill of EFL Elementary School Students.

c. For Schools

- The result of the study can be a source in developing approaches or methods in EFL.

d. For Researchers

- The result of the study is expected to enrich the knowledge of the writer and give the references to prepare herself to be a great teacher in the future.
- The existence of this research, hopefully can be a motivation and reference for the next researcher to conduct a study related to teaching speaking to EFL Elementary School Students.

1.7. Definition of Key Terms

a. Speaking

Speaking is a productive skill which involves receiving, producing, and expressing information in order to communicate. Furthermore, speaking skill is very important because it is the main aim to create a good communication (Nuraini, 2016). This study will focus on the speaking activity done in the classroom. The topic and material is different for each, depends on the teacher.

b. Young Learners

According to Ellis (2014), young learners refer to students who are learning in the young age between 4 – 12 years old and usually still in the Elementary School. Precisely, this research will be focused on the process of teaching

speaking skill for children in the age of 8-9 years old or the students in the 3rd grade of elementary school.

1.8. Outline of the Study

This research proposal is divided into 3 chapters, and each chapter will consist of different sub-categories. The 3 chapters are:

Chapter I consists of several sub-categories: Background of The Study, Reasons for Choosing The Topic, Statement of The Problem, Objectives of The Study, Hypothesis of The Study, Limitation of The Study, Significance of The Study, Definition of Key Terms, and Outline of The Study.

Chapter II discusses about the literature review which explains some important key-terms that underlie the research and the review of related studies.

Chapter III explains about the research method. It consists of Research Design, Subject of the Study, Data for the Study, Instrument, Procedures for Collecting Data, Validity and Reliability, and Data Analysis.

Chapter IV discusses about research finding. This chapter consists of school profile, description of the respondent, analysis of validity and reliability, procedure of data collection, research finding and the discussion.

Chapter V is about the conclusion of the study. This chapter consists of the conclusion and suggestion from the writer which is related to the study.