

CHAPTER I

INTRODUCTION

This chapter will present the introduction of this research paper. This chapter which will be divided into several parts namely background, research questions, aims of the research, scope of the research, significance of the research, research methodology, data analysis, clarification of terms, and organization of paper.

1.1. Background

English as a foreign language has been taught and studied in Indonesia. According to Lengkanawati (2004), in Indonesia, English is a first foreign language which is a compulsory subject to be taught in all schools from lower secondary to upper secondary schools. In Indonesia Elementary schools, English is taught as one of the preferred curricular contents.

According to Cameron (1994), learning a foreign language is different from learning the first language, even for children at the young end of our age range. It is different because the first language is already a huge system that a child has in place, because in comparison, the child will encounter such a small amount of the foreign language; and because it is 'foreign'- often the language ' belongs' to people in a distant and strange culture.

The purpose of teaching foreign language to children is the government desire to improve national standards in foreign language use. Based on that purpose, it makes the parents believe that English as foreign language is important for their children. Their believe makes the parents to look for school which have high intensity in using English. So, many international schools are built to fulfill the demand. Unfortunately, Most of the school is private school. But, recently the government builds some International Elementary public schools.

Before considering English comprehension, students should realize that studying English means studying its elements, consisting of phonemes, morphemes, syntax, and lexicon. In other words, students should study English sounds, vocabulary, grammar, structure and the language. In addition, students also have to talk about the way how to use the language and it means they have to master the four language skills, those are: Listening, Speaking, Reading, and Writing. One of the most difficult skills to teach is speaking skills. It is proved by most of Indonesian senior high school students' speaking is not fluent even though they have studied from elementary school.

The idea in teaching speaking English has been important thing for children's language development. Teaching speaking English to young learner is not easy task, because they are still study or accept to speak their native language. Unfortunately, many learners still frequently get some difficulties and mistakes in Speaking English.

In several cases, In classroom the students often do not have desire to speak English and do not spend time to speak English more than their native language. In facing those difficulties, factor that can influence the difficulties is the strategies in teaching speaking provided by the teacher.

The factor is the methods and strategies in teaching speaking applied by the teacher. Because in teaching speaking the teacher probably cannot apply effective and appropriate strategies, it can also affect students desire to speak English. The method and strategies include the activities, media, and assessment employed in teaching speaking.

Linse and Nunan (2005) stated that if we were to visit a class for native English speaking five-year-olds in North America, you would undoubtedly see children talking **finger-plays**, simple chants and rhymes with hand and finger motions. The children would also be singing songs with their teacher. The entire class usually sits together while everyone sings or chants at the same time. This is a regular and main part of the school day because teachers working with young learners recognize how important it is for children to improve great power speaking skills. Many songs and finger-plays that children study to talk language are repetitive.

Regarding to the importance of teaching speaking, we also have to consider the time when teacher teach speaking to the students. When speaking is studied and taught in early year of school, the students' desire in speaking English in their adolescent can be decreased. Teacher can start to teach speaking English since the

students in the golden age. Children in golden age have some strengths and characteristics. Children can be fast learners of everything that teacher teach (Harmer, 2001:38).

Children are also attend sensitively with the teacher teach in the classroom (Brown, 2001:89). Thus, it can be a big thing if the teacher can facilitate speaking English with appropriate methods in the young age.

The purpose of writing the paper is to highlight the way of speaking English is taught in elementary school in Indonesia which consider English as a foreign language and many difficulties of teacher experienced in teaching English to young learners. The writer would like to put forward the idea to do this research about teaching speaking English to young learner at Elementary School is relevant to teaching English to young learners.

1.2. Research Questions

Teaching Speaking English to Young Learners is investigated in this research.

Thus, the research questions for this study are:

1. How is Speaking English taught at SDNBI CIKASO KUNINGAN?
2. What are the difficulties experienced by the teacher in process of teaching speaking English at SDNBI CIKASO KUNINGAN?

1.3. The Aims of the Research

The research is conducted to investigate furthermore about the teacher way in teaching speaking English to young learners. The research is aimed:

1. To find out how Speaking English is taught at SDNBI CIKASO KUNINGAN.
2. To find out the difficulties experienced by the teacher during the process of teaching speaking English to the children at SDNBI CIKASO KUNINGAN.

1.4. The Scope of the Research

The research will focus on description of teaching speaking English to Young Learners at SDNBI CIKASO KUNINGAN, completed by finding the difficulties experienced by the teacher in process of teaching speaking English. The description cover, the media used, the techniques applied, and the assessment accomplished.

1.5. Significance of the Research

This research is hopefully able to present a real portrait of teaching Speaking English to young learners at that school, contribute to other researchers discussing similar zone, become reference for the next researchers who are interested in any other researchers that relates to teach speaking English to young learners, and offer an input for educator, parents or institution to consider the way of teaching speaking to young learners.

1.6. Research Methodology

1.6.1 Research Design

Dealing with the research question above, the research will be descriptive. The data will be collected through observations, and interview. Furthermore, qualitative method will be used in the research to describe the data. The data will be collected, analyzed into some categories, and then interpreted to get some findings. Finally, the final conclusion of the research will be reached from the findings.

1.6.2 Respondent

The research will be conducted at SDNBI CIKASO KUNINGAN. The subject researched are the English teacher of the school who is teaching English for fourth grade elementary students and the group is taken from the fourth grade students in that school. There is only one class in this grade. The students involved in this research are 22 students.

1.6.3 Data Collection

In this study, the data are gained by doing classroom observation and interview in order to get the information that can be identified.

1.6.3.1 Instruments

To obtain data related to the study, there are some instruments that are used to collect the data; classroom observation and interview.

1. Classroom observation

Classroom observation is used to get the portrait of teaching speaking English process in the classroom. The technique used, the media employed, the assessment, the teacher difficulties and the process itself, are set of things that the researcher need to know by using observation sheet as the instrument during in the classroom. The note will be also made to write what is happening during the teaching process and to back up the results from observation.

2. Interview

Interview is used to get further information about the perception in teaching method and the difficulties which might appear in the process of teaching speaking English to young learners. This instrument also used to find out the reason why the teacher chooses that kind of technique and media used.

1.7 Data Analysis

The writer analyzed the data based on the following procedures:

1. Checking all the observation sheets. It would give information about how speaking English was taught in SDNBI CIKASO KUNINGAN by describing the aspects such as the practice of teaching speaking English in classroom completed with technique and media used during the process of

teaching; and the difficulties appearing during the process of teaching and learning which contained the problem faced by the teacher.

2. Analyzing and processing the data gained through interview. The answers were the reasons of the teacher of why that kind of process was applied and the difficulties experienced during the process of teaching. The results of interview would strengthen the data gained through observation, especially for what the teacher had accomplished in the classroom.
3. Combining the data analyzed through both classroom observation and interview which then lead to the findings and discussions to find out the answers to the research questions. The findings and discussions will be matched to each question, the conclusions as the result of the research will be gained.

1.8. Clarification of Terms

In order to avoid misunderstanding, misinterpretation or ambiguity in defining several terms, the definitions are addressed as follows:

1. *Speaking* is defined here say or state about something, the way to convey the meaning. (Oxford Learners Dictionary)
2. *Young Learners* are defined here as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Sarah Phillips, 1993:5).

In this research, young learners refer to the fourth grade of elementary school in the age nine or ten year old children.

3. *Teaching* is defined here as to give (someone) knowledge or to instruct or train (someone) (Cambridge International Dictionary of English cited in Harmer, 2001: 56)
4. *Teaching speaking* in this research refers to teach how to produce simple language to the students of younger age.

1.9. Organization of Paper

This paper is divided into five chapters. Chapter I is Introduction. Chapter II is theoretical foundations. Chapter III is the research methodology. Chapter IV is the findings and the discussion of the research. Chapter V is the conclusion and suggestion.

Chapter I is the introduction that consists of background of the research, research questions, the aims of the research, the scope of the research, the significance of the research, research methodology, data analysis, clarification of terms, and organization of paper.

Chapter II contains some theoretical foundations. It consists of the explanation about the characteristic of young children, the definition of speaking, teaching of speaking for children, and teaching difficulties.

Chapter III is about the methodology. It includes the research design, the instruments of the research, respondent of the research, the data collecting procedures, and data analysis.

Chapter IV consists of findings and discussions which present the result of the research.

Chapter V is the conclusions and suggestions.

