

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) research problems, (3) research objectives, (4) significance of the study.

1.1 Background

Humans are social creatures that live in society. As social creatures, humans exchange information both knowledge and experience each other through communication. One form of communication is speaking. Therefore, the ability needed to communicate in everyday human life is speaking skills. Fulcher (2003) stated the way that someone needs to be able to communicate is by speaking. Speaking is essential because it is needed to express ideas, emotions, and feelings to others daily.

Speaking is one of the four skills in English that the teacher emphasizes during the language learning period. It is supported by O'Malley and Pierce (1996), who noted that teachers are required to teach students speaking skills for them to be able to communicate through spoken language. Therefore, speaking is very important because it allows humans to interact by conveying ideas, emotions, and feelings and exchanging information.

Speaking skills are included in English subjects in most school stages, and it is one of the problematic skills or subjects for students since speaking English is assumed to be a difficult subject. Bueno et al. (2006) suggest many students are unable to speak English properly despite having spent time studying the language. Since certain factors can be factored in internally and externally, most students

struggle to master spoken English. If current students are supposed to master spoken English, all the stakeholders in the English learning process should work together to address the factors that have prevented students from mastering the language.

Nevertheless, the English subject for Elementary schools is not included in the 2013 curriculum, but it is a subject of local content. The Ministry of Education and Culture has decided to abolish English in elementary schools because it represents only encumbrance students. The abolition initiative began in the 2013/2014 school year and will be implemented progressively until 2016/2017. In reality, English is still applied and schools are given the freedom of choice and may not carry out English subjects in elementary schools (as cited in Maili, 2018, p. 27). The government allows elementary schools to determine whether or not to implement English in their classrooms with a note it does not interfere with other subjects taught in Elementary school.

Besides, English subjects are taught not only in elementary schools, but also in junior high schools and senior high schools, where each English teacher has their own strategies for helping students understand and speak English fluently. The first previous study is taken by Anjaniputra (2013) by the title "Teacher's Strategies in Teaching Speaking to Students at Secondary Level". From that thesis, there were some strategies in teaching speaking that can be used in the classroom. The strategies applied by the English teacher were cooperative activities, role play, creative tasks, and drilling. As a result, students had positive reactions such as being helped and encouraged to talk.

The second previous study is taken by Nasution (2020) by the title “Mind Mapping to Improve Students’ Speaking Skill”. The result of this research indicated that students were more active in following the lesson, most students were not embarrassed to express their opinions, and students were less noisy, allowing them to focus more on the lesson and actively follow the teacher's instruction.

The third previous study is taken by Anggraeni et al. (2020) entitled “Teachers' Strategies in Teaching Speaking Skills at SMAN 1 Palopo”. The writer examined two English teachers in SMAN 1 Palopo. The findings from this research indicated that teacher 1 used discussion, role-play, brainstorming, writing, conversation, blogging, picture description, and learning assignment. While teacher 2 used conversation, modeling, role-play, brainstorming, writing, questioning, reading, explaining, and playing ice hockey.

The fourth study is taken by Arodjiah (2020) by the title “The Strategies Used by English Teachers in Teaching Speaking (A Descriptive Study at SMP Negeri 23 Surakarta in Academic Year 2020/2021)”. The findings from this research indicated that English teachers of SMP Negeri 23 Surakarta implemented various plans, methods, approaches, or a series of activities designed to achieve educational or teaching goals, and in the problems faced by the English teachers of SMP Negeri 23 Surakarta in applying strategies to teach speaking, as stated by Ur’s theory (1996) that described the problem faced in teaching speaking strategy (problems faced by the English teacher) they were: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

The fifth grade English teacher at SDIT Azizah Palembang states that SDIT Azizah Palembang applies English subject as one of the local content subjects besides Arabic. It is due to the fact that all of these subjects are included in all SDIT (personal communication, November 4th, 2020). It means that students are required to learn foreign language skills in English classes, particularly because English is used as an international language in the modernization period. Jackson and Stockwell (1996) argued that language is used to communicate with one another all over the world who have different cultural, ethnic, and social backgrounds is English (as cited in Abrar et al., 2018, p. 129).

Thus, SDIT Azizah Palembang not only uses the 2013 curriculum as a guide, but also the plus curriculum, which is a combination of 3 curricula, namely JSIT (*Jaringan Sekolah Islam Terpadu*) curriculum, Gontor curriculum, and national curriculum, namely 2013 curriculum or K-13. The plus curriculum at SDIT Azizah Palembang is applied in learning and activities for *Rencana Pembelajaran Semester (RPS)* SDIT Azizah which have been planned and compiled in *Rencana Kerja Jangka Menengah (RKJM)* and *Rencana Kegiatan dan Anggaran Sekolah (RKAS)*. In addition, the plus curriculum includes English subjects as one of the local content (personal communication, May 11, 2021).

Furthermore, at SDIT Azizah Palembang, speaking is taught as part of the local content subject of English and speaking is still combined in one lesson plan with three other English skills such as listening, writing, and reading. Before the Coronavirus became a pandemic, SDIT Azizah Palembang had one program once a week on Thursdays, namely speaking English and Arabic as language passwords

in the *Kamis Ceria* program. The students at SDIT Azizah Palembang also use English in their everyday lives. However, after the coronavirus outbreak and the implementation of online learning, speaking is only included as one of the learning skills in the local content subject of English, and language passport activity was no longer applied because of online learning (personal communication, March 4th, 2021).

Some difficulties are experienced by students in learning speaking English especially young learners. Students are often concerned about making mistakes while speaking English because they have to think and speak simultaneously. Richards (2008) states misunderstandings in communication can be caused by students not mastering common vocabulary to talk about common conversation, not mastering grammar, cannot pronounce words correctly, aptitude to speak English naturally, took too much time in speaking and talking slowly to arrange utterances, not mastering strategies in communication, and not play an active role in conversation are several typical learners' problems in speaking English. Those problems can be hindrances in speaking so that misunderstandings can occur in communication.

In teaching speaking, teachers have to find how to teach the students well or have their teaching strategies. Therefore, it is necessary to use strategies to improve students' capability and solve students' problems in speaking English. It is in line with Brown and Yule (1999) the success of language learning can be seen from the achievement of learning objectives, which affect the state of

teaching-learning, and a sign of successful language learning is seen from the speaking skills.

The preliminary study was conducted by interviewing the English teacher in the fifth grade of SDIT Azizah Palembang. The interview confirmed that the teacher used several teaching speaking strategies in the teaching speaking process for young learners, especially the fifth grade, such as brainstorming, role playing, mind mapping, and picture describing strategies. The teacher also said that teacher's strategies could enhance students' capability in speaking English and achieve learning objectives where the learning objective is that students are able to express very simple information in the class context. But in applying these strategies the teacher also faced several problems related to student involvement in speaking activities.

Related to preliminary study and previous studies, teachers have different strategies for teaching speaking English to their students at different stages of education, especially at the stage of young learners, where their age and experience in speaking are still minimal compared to other stages, so having the right strategies for teaching speaking English to young learners is critical. Hence, strategies can be adjusted by the English teacher to enhance students' speaking skills and achieve learning objectives.

According to the explanation and situation above, the researcher interested in conducting research titled **“Teacher’s Strategies in Teaching Speaking Skills for Young Learners at SD IT Azizah”**.

1.2 Problems of the Study

Based on the discussions in the background above, the problems of the study are formulated as follows:

1. What are strategies used by the English teacher in teaching speaking skills to the fifth grade students of SDIT Azizah?
2. What are the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah?

1.3 Objectives of the Study

Based on the problems formulated above, the objectives of this study are as followings:

1. To identify the strategies used by the English teacher in teaching speaking skills to the fifth grade students of SDIT Azizah.
2. To find out the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah.

1.4 Significance of the Study

This research hopefully will give contributions and useful for English teachers especially to teach speaking English to young learners to the fifth grade of SDIT Azizah. For students, it is expected to solve their problems and enhance their speaking ability in the future teaching and learning process. For readers, it can be utilized as a reference for further research, especially to investigate teacher's strategies, know the problems faced with those strategies, and make readers interested in observing the teacher's strategies in teaching speaking from other points of view. The last for a researcher, this research will give valuable

experiences because the researcher can better understand teacher strategies in teaching speaking skills for young learners and find the way to solve the problems faced by teacher.