

CHAPTER I

INTRODUCTION

A. The Background of the Research

Over the last three decades or so, the term “World Englishes” (WE) has been widely used to refer to localized forms of English found throughout the world, particularly in the Caribbean, parts of Africa, and many societies in Asia. Prior to the 1980s, discussions of English worldwide typically employed a normative lexicon that rested on the distinction between “native speaker” and “non-native speaker”, resulting in such categories of description as English as a Native Language (ENL), English as a Second Language (ESL), English as a Foreign Language (EFL), and English as an International Language (EIL).¹

In Indonesia people use Indonesian language as the main language and English language as a foreign language. English has a role as a language of science, technology and art. People are able to communicate in English will be easier to get more information and knowledge in globalization era.

¹ Andy Kirkpatrick, *English as an international language in Asia: Implications for language education* (Springer: Media Dordrecht, 2012), 13.

Teaching English to young learners in Indonesia refers to teaching English to children and those who are still in Elementary school. In Ministry of Education and Culture No. 67 2013 years concerning Elementary school curriculum pages 9-10, absolutely no mention of English language lessons in Elementary school.² The government is officially policy about entering English lessons in Elementary school according to policy about entering English lessons in school basis in accordance with the policy of the Indonesian Ministry of Education and Culture No.0487 / 1992, Chapter VIII, states that elementary schools can add subjects for their curriculum, as long as the lessons do not conflict with the aims of national education.³ Juridical foundation of the 2013 curriculum is:

1. The 1945 Constitution of the Republic of Indonesia;
2. Law Number 20 of 2003 concerning the National Education System;

² Salinan Lampiran Permendikbud no. 67 Tahun 2013.

³ Sjafty Nursiti Maili, "Bahasa Inggris Pada Sekolah Dasar: Mengapa Perlu dan Mengapa Dipermasalahan" *Jurnal Pendidikan UNSIKA*, Vol. 6, No. 1, (Maret 2018), 26.

3. Law Number 17 of 2005 concerning the National Long-Term Development Plan, along with all the provisions set forth in the National Medium-Term Development Plan; and
4. Government Regulation Number 19 of 2005 concerning National Education Standards as amended by Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards.

So 2013 curriculum aims to prepare Indonesians to have the ability to live as individuals and citizens who are loyal, productive, creative, innovative, and effective and able to contribute to the life of social, national, state, and world civilizations.⁴

The four language skills that is listening, speaking, reading and writing are to be developed in sequential order. These language skills are interdependent in the sense that failure to acquire one will lead to a general failure in learning the language. Listening leads to speaking. Speaking leads to

⁴ Salinan lampiran Permendikbud no. 67 tahun 2013.4,6.

reading which in turn leads to writing. In other words, writing depends upon the reading skill. The skill of reading depends upon speaking which is dependent upon listening. All skills are very important to be mastered in every school, one of which is speaking.⁵

Speaking As a productive language skill, speaking is the active use of language to express meaning. Speaking involves expressing ideas, opinions or a need to do something and establishing and maintaining social relationships and friendships. For spoken language is usually the medium through which a new language is encountered, understood, practiced and learnt. While listening is the initial stage in first and second language acquisition, and the skill that children acquire first, speaking will often quickly follow and provide evidence to the teacher of learning, whether this is superficial or deep. It goes without saying that listening and speaking, therefore, are closely interrelated, particularly in the young learner classroom.⁶

⁵ Neena Dash, M. Dash, *Teaching English as an additional language* (Atlantic: Publishers, 2007), 36.

⁶ Garton and Fiona copland, *The Routledge Handbook of Teaching English to Young Learners* (Abingdon: Routledge, 2019), 172.

In the world of education, there are many things that can support the teaching learning process at school. Some of them are the teachers, media, materials, activities and strategies in teaching speaking. Teaching strategies are plans and ways of teaching that will be done by the teacher. Speaking strategy is a crucial part of the whole language teaching strategy. The speaking strategy is used by foreign and second language students to practice their oral performance in the target language.⁷ So the role of this strategy allows the teacher to be creative, innovative in creating a pleasant learning atmosphere. So that student learning outcomes can be obtained optimally and the classroom atmosphere is well controlled.

EvFiA Land School is a school with adequate facilities. Students and teachers speak fluent English. However, often teachers do the teaching and learning process of English especially speaking skills using strategies or methods that make some students easier to be interested in learning, even involving

⁷ Quadir Mst, Moriam, "Speaking Strategy Use by the EFL Students in Japan and Bangladesh", *Journal of International Development and Cooperation*, Vol. 12, No.1, (September, 2004) and (January, 2005), 48.

students to practice speaking skills to those who feel less confident and feel not interested in speaking lessons.

Finally, based on the above background, the researcher's goal of this study is to analyze. **"Teachers' Strategies in Teaching Speaking for Young Learners at EvFiA Land School in Elementary School Serang Banten"**.

B. Identification of the Problem

Based on the above background, there are several problems that can be identified, namely the teacher must be creative in teaching English in the middle of adequate facilities and the quality of the teacher is clearly one of the factors that greatly influences student learning outcomes. It is not possible for teachers to teach speaking without using a strategy, of course, every teacher has a strategy. So from this point of view I will research.

C. Limitation of the Problem

The research focus to know the teachers' strategies in teaching speaking for young learners and the response of young learners to the strategies used by teacher at EvFiA Land School Serang Banten.

D. Research of Question

The statement of problem are followed:

1. What strategies are used by teacher in teaching speaking for young learners at EvFiA Land School Serang Banten?
2. How do young learners responses to the strategies used by the teacher in teaching speaking at EvFiA Land School Serang Banten?

E. The objectives of the study

The objectives of this study are as follows:

1. To know the strategies which are used by the teacher in teaching speaking for young learners at EvFiA Land School Serang Banten.
2. To know the response of young learners to the strategies used by teacher at EvFiA Land School Serang Banten.

F. Significances of the Study

Based on this research, the researcher will give several significant not only to researchers, and teachers but also to other researchers.

1. To fulfill one of requirements for the researcher to complete her undergraduate degree program at program at Departement of English Education of Faculty of Education and Teacher Training of State Islamic University of Sultan Maulana Hasanuddin Banten.
2. The findings of this study are also expected to make a positive contribution related to the teaching and learning process of English, especially teaching speaking skills for young learners.
3. Researchers hope for other researchers that this research will help and provide benefits in providing information and useful as a reference for those who want to do research.

G. Previous Research

First, Agung Ginanjar Anjaniputra, *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*.⁸ It was a Qualitative Research. This study is aimed at portraying teacher's strategies in teaching speaking to students at secondary level and recognizing students' response towards the strategies by involving an English teacher and students.

In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the students to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized.

⁸Agung Ginanjar Anjaniputra, "Teacher's Strategies in Teaching Speaking to Students at Secondary Level", *Journal of English and Education*, Vol. 1, No. 2, (February, 2013), 1-8

Second, Khaira Maulidar, *Teacher's Strategies in Teaching Speaking for Cadets*.⁹ This journal is about finding the strategies used in teaching speaking and the problems faced by the teacher during a teaching process at *BP2IP Malahayati Aceh*. It also investigated the students' responses toward the teachers' strategies by involving two English teachers and students. The results showed that the teachers used five strategies in teaching speaking for cadets in *BP2IP Malahayati Aceh*, namely: role play, drilling, games, describing picture, and also discussion group. Moreover, three common obstacles were found during teaching process; limited vocabulary, improper pronunciation, and less confident of the students. To gain the needed data, the writers used classroom observation, interview and questionnaire as research instruments.

Third, M. ArifRahman Hakim, *Teacher's Strategies in Teaching Speaking Lessons on Introvet Students in Madrasah Aliyah (MA) Ja-Alhaq Bengkulu*.¹⁰ This journal states. This

⁹ Khaira Maulidar, "Teacher's Strategies in Teaching Speaking for Cadets", *English Education Journal*, Vol. 10, No. 1, (January, 2019), 80-94.

¹⁰ M. Arif Rahman Hakim, "Teacher's Strategies in Teaching Speaking Lesson on Introvert Students in Madrasah Aliyah (MA) Ja- Alhaq Bengkulu", (*school of education studies, University Sains Malaysia*, Vol. 21, No. 1, (Juni 2017), 23.

study aims to provide a description of English teachers in Indonesia who are experienced in speaking teaching related to the challenges and strategies in teaching and learning process for students with introverted characteristics.

Based on the research results, it can be concluded that teachers are advised to apply the discussion, role play, storytelling, and interview. In addition, the teacher must also know the character of the learners because by knowing the personality of learners, the teachers can choose the appropriate learning strategy to be applied in the classroom.

That study above has similarity with this research in the topic that conduct. It is Teacher's Strategies in Teaching Speaking. But the previous study and this research also has differences. The differences, the third research study just take introvert students but this research will take random students.

The differences the first, second, and this study is the collect the data method. The first and second similarity with research collect data; use observation, interview, and questionnaire but this research just use interview and observation with some students and teachers.