

CHAPTER I INTRODUCTION

A. Background of the Study

Nowadays, the importance of English cannot be ignored since English is the most common language spoken in the world. English has been playing a major role in many sectors including medicine, engineering, and education. A study revealed that for many reasons the ability to speak English may affect a person's ability to make money.¹ Difficulty in speaking English can adversely affect the ability to get a job, get a full-time job, and earn competitive salaries in the labor market. Employers may avoid hiring otherwise qualified individuals who have difficulty communicating effectively. People who have difficulty with English may feel uncomfortable applying for some jobs that require proficiency in English.

As English became a major international language, many developing countries considered to make English as one of the subject taught at school. Learning English in early ages has advantages from both biological and psychological point of view. In Indonesia, the teaching of English in elementary school is normally started from grade one. However, according to 2013 curriculum, Education and Culture Ministry made English as an optional school subject not as a core subject.

Today, elementary school teachers are demanded to master all subjects because they do not only teach one specific subjects like in junior or senior high school. In addition, one of teachers' roles in language teaching process is teacher as a model. This role is important particularly in teaching speaking. Willis, as cited by Vacharaskunee promotes the teaching of English through English, that is, by speaking and using English

¹ Jennifer Cheesman Day and Hyon B. Shin, *How Does Ability To Speak English Affect Earnings?*, https://www.census.gov/hhes/socdemo/language/data/acs/PAA_2005_AbilityandEarnings.pdf, accessed 31 May 2016.

as often as possible, for example, when organizing teaching activities or chatting to students socially.² According to Willis opinion, elementary teachers also need to master speaking skill in order to give appropriate model to the learners.

In English, speaking is one of the four language skills (reading, writing, listening and speaking). Through speaking, learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Developing speaking skills is one of main importance in EFL/ESL programs. Shaimaa Abd EL Fattah Torky cited that success in learning a language is measured in terms of the ability to carry out a conversation in the target language.³ Therefore, speaking skill is presumably a priority for most English learners. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers.⁴ Furthermore, if the teacher use right speaking activities while teaching in the class, speaking can increase learners' motivation and make the English language classroom become fun. In addition, speaking can support other language skills. According to research that Shiamaa cited, it has considered oral interaction as an important factor in the shaping of the learner's developing language. For instance, it was proved that learning speaking can help the development of reading competence, the development of writing as well as the development of listening skills.

However, many people argue that speaking English is difficult. The difficulties come from many aspects. It can be

² Sasithorn Vacharaskunee, "Target Language Avoidance By Thai Teachers Of English : Thai Teachers' Beliefs" (Edith Cowan University, 2000), p. 54, <http://ro.ecu.edu.au/theses/1521>, accessed 6 Apr 2016.

³ Shaimaa Abd EL Fattah Torky, *The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students* (2006), <http://eric.ed.gov/?id=ED523922>, accessed 31 May 2016. Accessed on May 31, 2016.

⁴ *Ibid.*

seen from some teachers' experience who the researcher has met. The school which the study will be conducted provides a bilingual program for teachers and students. Since the teachers teach elementary level students, automatically, most of them are not only graduated from English Education Department. The teachers graduated from various departments such as Elementary School Teachers Department, Islamic Education Department, Arabic Language Department, and so on. Therefore, in following the bilingual program in SD Islam Al-Chusnaini, some teachers admit that they get problems. The most common problem that the teachers revealed is about vocabulary. When they want to speak English, they understand what they are going to say, but they cannot express it using English. Such problem can be occurred because the teachers only learn basic things about English in University. Therefore, this study is designed to explore another difficulty faced by elementary school teachers in speaking English. Furthermore, the strategies they used to overcome the difficulties in speaking also will be investigated.

B. Research Questions

Based on the background of the study above, questions of the study are formulated below.

1. How is the implementation of English language in teaching and learning process at SD Islam Al-Chusnaini Sukodono?
2. What difficulties are encountered by elementary school teachers in speaking English?
3. How do elementary teachers overcome the difficulties in speaking English?

C. Objective of the Study

According to the questions mentioned above, the objectives of this study are as follows.

1. To describe the implementation of English language in teaching and learning process at SD Islam Al-Chusnaini Sukodono
2. To describe the difficulties which encountered by elementary school teachers in speaking English.

3. To describe how elementary teacher overcome the difficulties in speaking English.

D. Significance of the Study

This study is expected to give contribution for school as a material of evaluation related with bilingual program conducted by SD Islam Al-Chusnaini. Hopefully, it provides information about difficulties faced by elementary school teachers in speaking English and their strategies to overcome speaking difficulties.

E. Scope and Limitation of the Study

The scopes of this study are bilingualism and speaking. In this research, the researcher will focus on the implementation of bilingual program at SD Islam Al-Chusnaini and the difficulties that the elementary school teachers encountered in speaking English. Furthermore, the researcher also attempts to find some ways that the teachers use to overcome such difficulties regarding the existence of bilingual program in SD Islam Al-Chusnaini Sukodono.

F. Definition of Key Terms

1. Speaking:

Burns and Joyce define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.⁵

In this study, speaking is defined as the elementary school teachers' ability to use English orally, coherently, fluently and appropriately in giving lesson to the students using correct pronunciation, grammar and vocabulary. In other words they are required to show mastery of the following sub competencies/ skills:

1. Linguistic competence: This includes the following skills:
 1. Using intelligible pronunciation.

⁵ Anne Burns and Helen Joyce, *Focus on Speaking* (National Centre for English Language Teaching and Research, 1997), p. 68.

2. Following grammatical rules accurately.
 3. Using relevant, adequate and appropriate range of vocabulary.
2. Discourse competence: This includes the following skills:
1. Structuring discourse coherently and cohesively
 2. Managing conversation and interacting effectively to keep the conversation going.
2. Speaking English Difficulties
In this study, speaking English difficulties refer to troubles or problems encountered by elementary school teachers in speaking English.
3. Elementary School Teachers
Elementary school is the most basic level of formal education in Indonesia which taken within six years, started from grade one to grade six.⁶ Generally, teacher is also known as educator. Hadari Nawawi, as cited by Ramayulis dan Samsul Nizar in *Filsafat Pendidikan Islam* says that teacher is someone who teaches or gives lesson in school.⁷ In addition, Daniel Bowling states that teacher is someone who will work with each student in an entirely unique way, recognizing and respecting the individuality and originality of each student.⁸ According to both opinions above, Elementary school teachers are people who dedicate their self to teach the students in school, specifically for elementary level.

⁶ Kementerian Pendidikan dan Kebudayaan » Republik Indonesia, <http://www.kemdikbud.go.id/main/sekolah-dasar>, accessed 17 Aug 2016.

⁷ Ramayulis and Samsul Nizar, *Filsafat pendidikan Islam: telaah sistem pendidikan dan pemikiran para tokohnya* (Jakarta: Kalam Mulia, 2009), p. 138.

⁸ Daniel Bowling, *Auditions Undressed* (Lulu.com, 2009), p. 57.