

CHAPTER IV FINDING AND DISCUSSION

This chapter deals with the research findings and discussion of the study. The researcher describes the result of the data in findings part. While in discussion part, the researcher discusses and informs the data based on the results of the analysis.

A. Research Finding

The findings of this study are discussed in accordance with the research questions stated previously in chapter I: (1) How is the implementation of English language in learning process at SD Islam Al-Chusnaini? (2) What difficulties are encountered by elementary school teachers in speaking English? (3) How do elementary teachers overcome the difficulties in speaking English? Each of findings is described and provided with supporting data. The following section presented details findings of the study.

1. The Implementation of English language in learning process at SD Islam Al-Chusnaini

The researcher observed some points related to the implementation of English language in teaching process at SD Islam Al-Chusnaini such as: the objective of implementation of English language in teaching process, the teachers' role toward the implementation of English, and the communication in teaching learning process between teacher and students

a) The objective of the implementation of English language in teaching learning process.

According to the result of interview with headmaster in March 23rd 2017, bilingual program in SD Islam Al-Chusnaini conducted since 2012 with the consideration to create elementary school based international standard. To reach international standardized school, some subject matters must be conducted. Since it is not easy to use English fully as the instructional language, the headmaster and other school stakeholders decided to conduct bilingual program.

In the practice of bilingual program, the teaching and learning model referred to bilingual transitional education. So, the teachers used English in delivering material partially not fully English. The headmaster explained that the portion of English used is different among class levels. The portion was based on students' ability in English.

Tabel 4. 1 The portion of English use in teaching learning process

Grade	Portion	Language
1 and 2	75 %	Bahasa
	25 %	English
3 and 4	50 %	Bahasa
	50 %	English
5 and 6	25 %	Bahasa
	75 %	English

There is another objective of implementing English in teaching and learning process that is helping students to acquire English since they were young in any aspects. The students are expected to be able the topic from the subject matter being taught using English while also improving the students' English skills.

From the explanation above, it can be concluded that the objective of the implementation English in teaching and learning process is not only to reach international standardized school but also to prepare the students in facing globalization era by improving students' English skills since they are young.

b) The communication in the teaching and learning process between teacher and students.

The researcher observed two points related with this topics as follows:

1) Interaction between teacher and students

In SD Islam Al-Chusnaini, the main teaching and learning process was done using English language such as in the opening, delivering material, and closing. But when there were some students who had

not yet understand about the material given, the teacher explained using Bahasa.

Based on the observation, the researcher found that during teaching and learning process, teacher sometimes give some feedbacks. For example, the teacher gives feedback for inappropriate vocabulary. When the teacher realizes students made mistake, the teacher would helped those students, even though the researcher found that some teacher also made some mistakes related to grammar. The teacher also gave feedback in written form because the assessment toward the students' learning is in the written.

2) Interaction among students

Based on the observation result, interaction among students in teaching and learning process was created by the teacher by making group. The teacher divided some students into some groups then asked them to do some exercise.

When the students interacted to each other, most of them were not aware of the structural and grammatical features of English. The students lacked of using English in their daily conversation because they still use their mother tongue.

3) Interaction among teachers

In this research, interaction among teachers also observed by the researcher. Usually, there are 6 to 8 teachers chosen by English coordinator who get a task to be teacher ambassador. Those teachers are asked to wear yellow scarf as a mark. While they get a turn to be teacher ambassador they must speak English anytime and anywhere as they can, another teacher who communicate with them should use English also.

As the continuation of bilingual program, the researcher found there was an activity called *one minute talk*. Here, those teachers who have duty as teacher ambassadors are asked to talk or give a speech in front of other teachers for one minute. They are

allowed to talk about anything they want. From the description above, SD Islam Al-Chusnaini also give the teachers a chance to use or practice speaking English also give them opportunity to improve their English speaking.

2. The Difficulties Encountered by Elementary Teachers in Speaking English

Related with data about difficulties in speaking English, the reasearcher concerned on three topic such as teachers' experience in learning English, teachers' difficulties in speaking English, and teachers' strategy toward speaking English difficulties.

First question was aimed to discover whether the duration of learning English influence the ability in speaking English. The researcher asked the participants about their previous English education. From the result of interview, the teachers in SD Islam Al-Chusnaini had various backgrounds in learning English. Mostly non-English teachers learn English for 9 years that is when they were grade IV in Elementary school, 3 years in junior high school, and 3 years in senior high school. Meanwhile, the period of English teachers in learning is longer than non-English teacher because after graduated from senior high school, they continue their study in University. Moreover, 1 out of six teachers reported that she took an English course for a year and two months to prepare her studying in University.

Second question was about the difficulties in speaking English during bilingual program in SD Islam Al-Chusnaini. When the teachers were asked about their opinion about speaking English, most of them said that speaking English is difficult even for English teacher. 10 out of 12 teachers agreed and reported that speaking English was either difficult or sometimes difficult. The problem occurred such as remembering the word they want to say, remembering tenses while they were speaking, and another problem related to

pronunciation. They did not know how to articulate a word well and they did not know whether the word pronunciation they said was correct or not.

The researcher also attempted to discover some factors which made the participants had difficulties in speaking English. There were various difficulties according to the result of interview. First, some teachers reported that their difficulties were due to they had low background knowledge of English. Most of teachers said that when in junior or senior high school, they had a few time in practice speaking because the teacher often asked them to read textbook, translate sentences, paragraphs, even text such as narrative or descriptive, and the teacher also focused the students to study grammar. The second factor, other teachers admitted that they were lack of practice in speaking English. Outside school activities, the teachers prefer to use their mother tongue for communication.

The researcher found that most teachers were still nervous when they speak using English. They said that they were not confidence when they speak in front of people who have higher ability in using English. In other hand, some teachers explained that talking in front of English can be enjoyable because when they were making mistakes or facing problem, the English teachers would help them. 2 of 12 teachers said that sometimes when they were speaking English they felt guilty because they were afraid to not be a good model for their students. They afraid when they made mistakes in pronouncing some words the students would follow. However, other 2 out of 12 teachers said that they were confident in speaking English.

3. Teachers' Strategies to Overcome Speaking English Difficulties

In attempt finding the data about strategies to overcome speaking English difficulties, the researcher proposed two questions. First, the question about teachers' strategies or ways when facing difficulties in speaking English, and the second, the question about whether the teachers have strategies to improve their speaking ability outside the schools program.

Based on the result of interview, the teachers' ways in overcoming speaking problem they faced were various. Related with vocabulary difficulties, 2 out of 12 teachers said that they installed dictionary on their smartphone and used it whenever they needed. Other 2 out of 12 teachers admitted that they did not care about the mistakes they have made when the audience still understood their saying. 1 of 12 teachers preferred to switch their English into their mother tongue or Bahasa when they did not know the word in English. Other 1 of 12 teachers said that when her students did not understand her explanation or intention, she usually gave explanation again using gesture or by acting out. The rest of the participants said that they would ask English teachers when they face problems in speaking.

In term of improving teachers' ability in speaking English, the researcher attempted to discover what the teachers did in their free time or outside school activities. The result showed that 5 of 12 teachers admitted that they did nothing to improve their speaking ability. Then the rest of participants preferred improving their speaking skill by watching movies in English (western movie), reading English book, and listening English conversation by native on the internet such as *Youtube*.

B. Discussion

1. The Implementation of English language in learning process at SD Islam Al-Chusnaini

In this part, the researcher discusses some research findings concerning with the implementation of English language in the teaching and learning process, difficulties in speaking English encountered by teachers in SD Islam Al-Chusnaini Sukodono, and their strategies to overcome the difficulties in speaking English.

In conducting bilingual program, all teachers who involve are required to use English as instructional language in the process of teaching and learning. In the practice, it is not

easy to use English fully because of some reasons such as Non-English teachers' low ability in using English language and students' low ability in understanding all subjects school delivered using English. Not fully using target language (English) in bilingual program is in line with Caroline that is bilingual transitional education shows to use language partially.¹ The longer time teacher use English, the greater amount of the vocabulary the students get.

Based on the observation, the use of English in communication in the classroom between teacher and students still need improvement. In delivering material, teachers often repeat the explanation due to the way teacher delivered the material could not be understood well by the students.

During teaching and learning process, the teacher attempt to make the students to be active in teaching learning activities by guiding them to ask, answer, and develop their comprehension towards material being taught. The teacher also give the students feedback to increase students' motivation in learning. It is in line with Silberman's statement that is when learning is active, the students will do the work. They use their brains, studying ideas, solving problems, and applying what they have taught.² All teachers should apply the most efficient methods and strategies so the students will develop their maximum ability and get the optimum achievement.

2. The Difficulties Encountered by Elementary Teachers in Speaking English

The aim of this study was to find out whether teachers in SD Islam Al-Chusnaini face difficulties in speaking English and if so, what kind of difficulties, why it was occurred, and how they overcome those difficulties. According to the results, teachers in SD Islam Al-Chusnaini (Non-English teachers and English teachers) faced difficulties in speaking English such as

¹ Clauss-Ehlers, *Encyclopedia of Cross-Cultural School Psychology*, p. 146.

² Shoshana Silberman, *Active Jewish Learning: 57 Strategies to Enliven Your Class* (Torah Aura Productions, 2009), p. 9.

remembering vocabularies, problem with grammar and pronunciation, and also anxiety.

Based on the result of interview, teachers in SD Islam Al-Chusnaini faced difficulties in linguistics aspect, one of the components of speaking skill that is accuracy. It is in line with Tahir's opinion. Tahir stated that accuracy has three components; they are pronunciation, vocabulary, and grammar.³ In term of problem with vocabulary, the teachers' ability in English is ironic because vocabulary is the main element that should be mastered by the speakers if they want to be able to speak English well as Hanunah's argument.⁴ Another problem that makes the students' speaking ability is not really good is because of the interference of grammar in speaking. Some teachers had a problem dealing with tenses. As bilingual teachers, this problem seems worrying in accordance with Sharon Hanson argument that is English competency can be judged by correct use of English grammar.⁵ Pronunciation is also one of the problems in speaking English faced by teachers in SD Islam Al-Chusnaini. Some teachers admitted that they did know how to say English vocabulary well. However, according Rizvi, good pronunciation is the way of speaking that ordinary people find easy to understand.⁶ When the speaker has a good pronunciation, it will be easy to carry out the message or intention to the listeners or audience.

There are some reason causing teachers have difficulties in speaking English. First, some teachers reported that their difficulties are due to they had low background knowledge of English. They felt that they did not have ability to use English in communication. Some teachers believe that their poor proficiency is the reason they faced linguistics problem in

³ Tahir, *TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER*, p. 8.

⁴ Hanunah Hanunah, "STUDENT'S STRATEGIES IN OVERCOMING SPEAKING PROBLEMS IN SPEAKING CLASS OF SECOND SEMESTER AT ENGLISH DEPARTMENT OF TARBİYAH FACULTY IAIN SUNAN AMPEL SURABAYA" (Surabaya: UIN Sunan Ampel Surabaya, 2009), p. 40.

⁵ Hanson, *Learning Legal Skills and Reasoning*, p. 508.

⁶ Rizvi, *Effective Tech Communication* (Tata McGraw-Hill Education, 2005), p. 97.

speaking English. The second factor, other teachers admitted that they were lack of practice in speaking English. Outside school activities, the teachers prefer to use their mother tongue for communication. This is in line with Ur's idea that in class where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they felt less 'exposed' if they were speaking their mother tongue.⁷

3. Teachers' Strategies to Overcome Speaking English Difficulties

Related with problem that teachers face in speaking English during bilingual program, there are some ways that the teachers use in overcoming the difficulties such as asking for help to other teachers, using gesture, switching the language into mother tongue, looking up the dictionary to find vocabulary and to check pronunciation. This finding is supported by Tarone's classification dealing with communication strategy. The strategies are avoidance, paraphrase, borrowing, appealing for assistant, and mime.⁸

⁷ Penny Ur, *A course in language teaching: practice and theory* (Cambridge [England]; New York: Cambridge University Press, 1996), p. 121.

⁸ Cheng, *Taiwanese Students' Perceived English Oral Proficiency in Relation to Communication Strategies*, p. 60.