CHAPTER I
INTRODUCTION

Chapter I of this research present such topics as: background of study, statement of the problems, purposes of the study, and significances of the study, scope and limitation and also definition of key terms. Each section is presented as follows:

1.1 Background of the study

Nowadays, English has been known as an international language around the world. Among all language skills, speaking is an important skill used in daily communication in the society, the reason is that the purpose of learning a foreign language such as English language is mostly used for communication. The process of speaking fluently and effectively is big challenge for all language learners. According to Pinter (2006:55), the ability of speaking fluently in a foreign language needs a lot of practice. He stated that speaking practice is started by practicing and drilling a set phrases and repeating models. In certain situation, fluent speaker also requires to learn how to manage conversation, speak and think at the same time.

Teaching English to young learners is challenging than others. At least, we should be aware of children’s basic physical and psychological needs. According to Klancar (2006), when teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge, and different learning styles. Thus, we need to vary our approaches and provide as much opportunity as possible to make the whole class find a little something to hold
on to, expand and grow. Developing speaking skills definitely deserves a closer look and the article provides a few guidelines to keep all the students involved and interested.

Teaching speaking to children also has such important ways to be understood. They may not be able to catch or aware what other speakers know before, because of their mother tongue or their second language. Moreover, Pinter (2006) says that it is important for teachers to familiarize themselves with what their children can do in their first language. At the beginning stages with children, it is a good idea to focus on simple but purposeful and meaningful pattern drilling and personalized dialogue building in order to prepare them to be able to talk about themselves and their world. Then, they begin to interact with their friends in class and other speakers of the language.

Kayi, 2006, found that there are many activities that can be used to promote speaking. Those activities are discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, completing story, reporting, playing cards, picture narrating, picture describing, and find the difference.

Irawan (2008) in his research on the technique in teaching speaking in English extracurricular program at SMUN II BATU, found that the techniques used by the teacher in teaching speaking were focus group discussion, dialogue, role play, games, simulations, watching movie, storytelling and singing a song.

Meanwhile, Prasetyowati (2008) who conducted the research on the techniques used by the teacher in teaching Speaking class at the Daffodils
course, Pare Kediri, found that the techniques were speeches, role play, small group and audio taped.

Based on the statements and previous researchers above, teachers should have different techniques in teaching English, especially for speaking skill. In this case, the researcher tries to investigate the technique in teaching speaking in bilingual class that has not been conducted by the previous researchers, because they only investigated the regular class. Brown (2000) stated that technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. It means that the techniques implemented can help the teachers’ role in the classroom. Hopefully, those kinds of technique are helpful for students to understand and comprehend the topic learned.

Since 2009, the government has designed a newest class program in school that is called bilingual class. This class program is carried out with different rules in the process of teaching and learning. Bilingual class is different from regular class because it is designed by using both English and Indonesian language to communicate during the classroom activities and also for the instruction in teaching and learning process (Permen. No: 78, 2009).

The reason underlined in this study is that bilingual class basically is recent educational program in Indonesia and the process of its quality is being developed in every school, especially for young learners. As stated previously, this class program uses both English and Indonesian language to communicate in the class. Some of the characteristics of the program are applying education
curriculum unit level (KTSP) accompanied by international curriculum, the learning of science, mathematics and core vocational use English language, while learning other subjects, except foreign language lessons must use Indonesian (Permendiknas. No: 78, 2009).

Furthermore, the researcher is interested in analyzing speaking teaching technique to English for young learners in bilingual class since the topic has not been conducted by other researchers, also designing bilingual class program need a good preparation and qualification for both teacher and school.

1.2 Statements of the Problem

1. What are the techniques do the teacher use in teaching speaking to English for Young Learners in Bilingual Class at SD Muhammadiyah I Malang?

2. How are the techniques implemented by the teacher in teaching speaking to English for Young Learners in Bilingual Class at SD Muhammadiyah I Malang?

1.3 Purpose of the Study

The purposes of the study are:

1. To find out what are the techniques do the teacher use in teaching speaking to English for Young Learners in Bilingual Class at SD Muhammadiyah I Malang?
2. To find out how are the techniques implemented by the teacher in teaching speaking to English for Young Learners in Bilingual Class at SD Muhammadiyah I Malang?

1.4 Significance of the Study

The finding of the research generally provides some ideas, concepts or information to English teachers about the techniques of teaching speaking to young learners, especially in bilingual class. Furthermore, these findings will give some information to the principal of the school about the techniques applied by English teacher in bilingual class. It can also be the evaluation whether the technique used has already reached the goals of the study. Thus, the teachers can improve their quality in teaching speaking to young learners in bilingual class. The last, the study can be useful for the candidates of English teachers to prepare their ability and quality in order to have a good preparation about the techniques in teaching speaking before they teach in school.

1.5 Scope and Limitation

The researcher realizes that it is necessary to limit the scope of this study. The researcher concentrates this study on the investigation of technique used by the English teacher in teaching speaking to young learners in bilingual class at SD Muhammadiyah I Malang. This study is limited to the class that has already been conducted for bilingual class.
1.6 Definitions of Key Terms

It is important to define the key terms used in this study in order to help the readers avoid misunderstanding of the study.

- *Teaching* refers to Brown 2000, is the way to help and guide someone to learn something, to make someone understand about the thing learned.

- *Technique* is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives (Brown, 2000)

- *Speaking* is the process of building and sharing meaning through the use verbal and nonverbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching (Chaney in Kayi 2006)

- *Young Learners* are pupils and children between five and ten or eleven years old. Based on the book, they divided into two main groups, the five to seven years old and the eight to ten years old. (Scott and Ytreberg)

- *Bilingual* is an ability to speak more than one language; also bilingual is the term for speaking one or more languages (Myers – Scotton, 2006)

- *Bilingual* class is the class designed by using both English and Indonesia to communicate and give the instruction during the classroom activities. (Permendiknas, no: 78, 2009).