CHAPTER I
INTRODUCTION

In this chapter the writer presents the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the scope and limitation, and the definition of key terms.

1.1 Background of the Study

Nowadays, English is very important because it is used as a means of international communication for transferring science and technology. Therefore, more and more people learn English and the development of many fields are discussed and made available in English.

English in Indonesia is taught as a foreign language. Edelonbos & Johnstone & Kubanek (2006 : 14) states that children’s first language will be their country official language. An additional language at primary school will likely be either official language or a foreign language. In Indonesia, English is taught formally at elementary school until senior high school and becomes the compulsory subject which is divided into four skills, namely listening, writing, reading, and speaking. Especially speaking, it is an English skill that is important to learn because speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994). It is considered as prior skill as well as listening in learning a language. Therefore, speaking is supposed to be the most important skill to be learned in most schools.
Teaching English speaking is important because it trains the students to develop their speaking ability fluently and communicatively with others. It will also focus on the development of the students’ ability in expressing their opinion orally in the language that is why the students are asked to talk a lot. As students become more proficient in understanding what other people say, they also become more proficient at expressing their own thoughts, ideas, and wishes. Therefore, the teachers should have a good strategy to encourage the students speak English in the class activity.

Teaching strategy is needed in the teaching speaking process because it will be used as estimation toward the students’ achievement in speaking. Furthermore, according to Clark and Starr (1986: 49), a strategy is a plan of attack. It is an outline that intends to be taken in order to achieve an object. Dealing with this statement, a strategy is an important way to reach a purpose. Therefore, the teachers should apply certain strategies to make the students interest to the class speaking activity and master the lesson well.

According to Clarke (2009: 14-15) when children start in a children’s service or school without prior knowledge of English, they cannot draw on their knowledge base and home language in the same way as children familiar with English since birth. They should hear contextualised language by visual materials and need to known concepts to new vocabulary. Therefore, teaching English for kindergarten is not easy work for the teacher. Moreover, teaching English for kindergarten students is quite different from teaching English for elementary or secondary students. Habiba in Sari (2007) states that in teaching and learning English to young learner or kindergarten are not emphasized on the
communication, structural building sentence or grammatical sentence but it is focused on giving the basic knowledge in English language. Teaching English for young learner is about teaching the simple vocabularies.

Kindergarten students cannot be forced to learn something in the same way as the students in elementary school. They are still learning about living in “society”, that is how they can get along well with other children. They are very fond of playing and most of the lesson time in kindergarten is conducted by playing and indirect learning. Furthermore, students are not expected to be able to read and write yet. Most of the activities are conducted by speaking activity like singing or repeating the teacher’s utterances. Here, an English teacher in kindergarten plays a very important role. She ought to select materials and teaching strategies which approaches in teaching activity especially in speaking. Furthermore, according to Glasgow (2009, 8), young learners will be supported in recognising their own learning style and will be provided with a toolkit of strategies to support them to be life long learners. Therefore, kindergarten teachers should know the characteristic of their students and learning style to apply the appropriate teaching strategy for them.

Since teaching English to young learners need special strategy, it always becomes interesting topic to be analyzed. One research related to teaching strategy to young learners is conducted by Kurniawati (2005) about strategy in teaching English at SDN Talok 04 Turen – Malang. She found that the teacher arranged setting in U-shape, established the routines, formed discussion activities, used body language, facial expression and gesture to deliver material. Those made students attentive to the material and make the classroom activity more
interesting. Another study was conducted by Warnaningtyas (2006) who investigated teaching strategy in teaching speaking at Bhinneka English private course Malang found that expository and immersion strategies were frequently used by the teacher in teaching speaking. She also resulted that those strategies were applied in that course to make classroom more fun and interesting.

Based on the background, the writer is interested in investigating the teaching strategy in speaking used by the English teacher in TK Senaputra Malang. English extra curricular is provided to all kindergarten students to introduce English skill since there is no English subject in the kindergarten curriculum. The researcher choose TK SENAPUTRA Malang because this school is one of famous Kindergarten in Malang which has complete extracurricular especially English. Besides, the implementation of teaching strategy used by the teachers in teaching English in this school has never been investigated yet.

1.2 Statement of the Problem

These are several problems to be answered in this research, namely:

1. What are the strategies of teaching speaking used by the English teacher in TK Senaputra Malang?
2. What problems are faced by the teacher of TK Senaputra Malang in applying the strategies of teaching speaking in class?
3. How does the teacher solve the problems in applying the strategies of teaching speaking in class?
1.3 Purpose of the study

In this research, the research has some purpose. As a follow:

1. To know the strategy of teaching speaking used by the English teacher in TK Senaputra Malang.
2. To know the problems faced by the teacher of TK Senaputra Malang in applying the strategies of teachingspeaking in class.
3. To know how the teacher solves the problems in applying the strategies of teaching speaking in class.

1.4 Significance of the Study

The writer of this thesis hopes that this study has some significances and the expected result. First, this study will provide description of the strategy in teaching speaking used by the teacher in TK Senaputra Malang. Second, for the English teacher of TK Senaputra Malang, the finding of this study will become her reflection of the teaching strategy in speaking used by the teacher in TK Senaputra Malang.

1.5 The scope and Limitation

The success of teaching-learning is influenced by several aspects. One of them is teaching strategy. Since speaking is important to learn, this study is focused on the strategy in teaching English speaking. To avoid misperception on this study, the writer limited to the English teacher strategies application.

1.6 Definition of Key Terms
To avoid misunderstanding, the writer makes definitions the key terms as follows:

1. Teaching strategy: a specific method used by the teacher for approaching a problem or task, modes of operation for achieving a particular end planned designs for controlling and manipulating certain information (Brown, 2000: 113). In this study, teaching strategy refers to a specific plan to teach speaking for young learners.

2. Speaking: an interactive process of constructing meaning that involves producing, receiving and processing information (Brown: 1995). In this study, speaking refers to the interactive processes of young learners in producing, receiving, and processing information in their class activity.

3. Young learners: a large number of children who are coming to school at age of three, four of five with their skills abilities that are useful for their life situation including in their growing and learning (Ronald, K Parker, 1992).

4. Kindergarten refers specifically to the education program of children in the year prior to Grade I and is part of the ECS (Early Childhood Service) continuum (Alberta, 2008). In this study, the kindergarten is TK Senaputra Malang.