CHAPTER 1
INTRODUCTION

This chapter presents review of related literature in which it covers the research background, research problem, research purpose, research significance, scope and limitation and key terms.

1.1 Research Background

Young learners are the students in primary school who are at about 6 ages and range it until 11 ages. This is a first step that they learn about basic of subject. In this time, they are active in making their sense base on their world. They also can imitate in fast what the teachers said or the teachers do. Furthermore, almost of young learners enjoy and enthusiastic about what their learning based on their hobby or something new that they meet.

Currently, English becomes one of the lessons that have been taught from elementary school. Almost in all country determine the English subject as a part of their school curriculum. It is why the English teachers should know the English that use to young learners. All of the skill in English likes speaking; writing, reading, and listening have different part to teach it. Specifically in speaking, as a teacher we should know and understand about the learner’s behavior and characteristics in teaching learning process. Even sometimes, teacher encounters many difficulties and problem to teach them. It can be the pursuer of understanding and ability of the learners in speaking skill. The difficulties that faced by the learners usually in when the teachers give assessing in speaking to the learners. Therefore, we should know the
difficulties and how to solve it in order to help the learners improve their speaking in assessing.

Based on the research which is conducted by Muslimah (2009), it was found that students at Madrasah Ibtidaiyah Jenderal Sudirman Malang felt difficulties in building and pronouncing vocabulary. Moreover, they also had difficulties in writing and spelling. Besides, there were also some non-linguistic problems: for instance, they forgot to bring the handbook, did not participate the class well, and walk around the class so that it disturbed the teaching learning process.

In this research, the topic that is taken is the difficulties faced by English for young learners practice teacher in assessing speaking conduct at 3rd grade in University of Muhammadiyah Malang. The reason why the researcher takes this title is because the teachers often encountered difficulties in assessing speaking in teaching and learning in English for young learner’s class. It prompts the researcher to learn more about these difficulties in order to seek ways of solving the problem of difficulty in assessing speaking.

This research is conducted to describe the ways of English for Young Learners practice teachers in conducting the speaking assessment, the difficulties in assessing speaking and the solutions how to solve it. By knowing these difficulties and the problem solves, it can make the teaching practice is successfully. Moreover, it is expected to help the English for Young Learners teacher in their teaching practice.

Based on the explanation previously, this research has differences with the previous research. The previous research explained about the system of
teaching learning process and this research explained about the difficulties that faced by the EYL practice teachers in assessing speaking. The researcher is interested in conducting the research that the practice teachers as the subject, because the researcher wants to explore more about the subject in order to find the problem solving when the teachers are faced the difficulties on teaching practice.

1.2 Research Problems

Based on the background of the research above, the problems of this researcher can be formulated in the following questions:

1. What are the ways of assessment used EYL practice teachers in conducting speaking at 3rd grade students in EYL class in University of Muhammadiyah Malang?

2. What are the difficulties faced by EYL teachers in assessing speaking at 3rd grade students in EYL class in University of Muhammadiyah Malang?

3. How the practice teachers solve the difficulties in assessing speaking at 3rd grade students of EYL class in University of Muhammadiyah Malang?

1.3 Research Purposes

Referring to the formulation of the research problems above, the specifics objectives are as follows:
1. To know what are the ways of assessment used EYL practice teachers in conducting speaking at 3rd grade students in EYL class in University of Muhammadiyah Malang.

2. To know what are the difficulties faced by EYL teacher in assessing speaking at 3rd grade in University of Muhammadiyah Malang.

3. To know how the practice teachers solve the difficulties in assessing speaking at 3rd grade students of EYL class in University of Muhammadiyah Malang.

1.4 Research Significance

The research is expected to give insight to student who takes English for Young Learner. It is to help them to improve their knowledge about difficulties and how to solve it in teaching learning process, specifically in assessing speaking. It is also to help their teaching practice during give assessing to the learners. Furthermore, this research not only can be used by students who takes English for Young Learners (EYL), but also can be used by elementary teachers. Because it can contribute to help them to understand about problem that often faced in teaching speaking.

1.5 Scope and Limitation

There are many things that can be studied in term of speaking. But in this research, the scope of the research is the difficulties that faced by English for Young learners teachers in assessing speaking. Meanwhile, the researcher limits the research in 3rd grade on EYL program in University of Muhammadiyah Malang. The researcher chooses third class because third
grade is a stage where the ability to remember and speak develops quickly and admirably. The researcher want to know how practice teachers assessing students speaking in this phase. The researcher also wants to know the level of difficulty encountered by the practice teacher in the student speaking assessment process.

1.6 Definition of Key Terms

There are some keys term that are mentioned in this research such as assessing, speaking, difficulties, EYL. To avoid misunderstanding, those terms are defined as follow:

1. Assessment

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Huba and Freed : 2000)

2. Speaking Difficulties

Speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. (Zhang : 2009)

3. EYL

EYL stands for English for Young Learners, it means the English which is used or taught to the children from the first year of formal
schooling (five or six years old) to eleven or twelve years age. (Philips : 1993).