

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this research. It contains the background of the study, the research questions, purpose of research, the significance of research, and the limitations of research.

1.1 Background

Listening, speaking, reading, and writing are the fundamental skills that must be mastered by all students when they learn English. In the context of teaching English, particularly speaking, the teacher should be innovative in selecting learning topics that can boost students' interest. The teacher, hence, require modifying a lot of teaching strategies in order to facilitate learning activities. Teaching English to young students differs significantly compared to adults since they tend to be active and adaptive in learning situations. The teacher' teaching strategies contribute to students' active participation in conversations, meaning that they can assist students to communicate fluently and elevate their speaking ability. Pratama and Awaliyah (2016) stated that teaching speaking to youngsters is critical in this era, which is proven by numerous schools in Indonesia that launch bilingual programs to accustom students to a foreign language environment. Various schools in Indonesia are recently trying to provide the greatest education for their students, one of which provides bilingual classes (Rosiana, 2019).

In the field of language education, teaching speaking skills to young learners plays a crucial role in their language acquisition and communication development. With the increasing demand for English proficiency in both academic and professional settings, the role of the teacher in implementing effective strategies to

enhance students' speaking abilities becomes paramount. Global Course Jambi, as a non-formal learning institution that has English conversation subject for the students', serves as a platform where these strategies can be observed and analyzed.

In some primary schools, the students' in certain grades didn't get a chance to learn English at their formal school. It takes a long time to train someone to become fluent in using the language skills. In reality, the class size is usually big while the time for English subject is very little and the meeting frequency is very low. Many English course nowadays are expensive so parents who don't have much financial means and want to equip their children with good English language skills find it difficult to get them. Therefore, researchers see the potential of this course which provides affordable and good English conversation subjects so that parents can and trust their children to study there.

The researcher selected the Global Course Jambi because it is a non-formal institution that is sufficient to meet the demands of students' parents who send their children to schools around the institution, and they have the motto "Learning Fun to Be Smart", so the researcher wanted to find how is that sentence can be implemented by the teacher in her strategies and struggle that the teacher found during teaching at the course.

To create a comfy classroom, the teacher must first identify the reasons for the student's challenges in following learning activities before taking the required steps to address their issues. Consequently, the researcher conducted a study in this non-formal institution by exploring strategies implemented by an English teacher in conversation classes in teaching speaking to young learners. Afterwards, the

researcher discovered several research gaps that could enable in finding differences in this research.

The first previous research is from Florentina and Pane (2020) entitled “Teacher’s Strategies in Teaching English Speaking to Young Learners.” This article was a qualitative study that investigated the teacher’s strategies for teaching speaking to young learners in junior high school. This research involved two English the teacher from SMP Purnama, and the data were obtained through interviews using a case study design. The findings exhibited that the the teacher utilized a variety of techniques to teach speaking, including role play, storytelling, social strategy, and discussion. The English the teacher at SMP Purnama implemented multiple instructional strategies, as explained above. All of the strategies made it manageable, faster, and more enjoyable for students to master vocabulary, which considerably benefited the development of their speaking skills. The the teacher selected every teaching technique considering the principles of teaching speaking. They employed various strategies to aid students become motivated to study and expand their vocabulary.

Furthermore, the second related prior study is entitled “Teacher’s Strategies in Teaching Speaking to Young Learners,” by Pratama and Awaliyah (2016). This research was intended to explore the teacher’s strategies, challenges, and remedies for teaching speaking to young children with a case study design. The researchers gathered the data through observation, interviews, and written documents in which the initial findings were interpreted qualitatively. The findings justified that the teacher implemented many strategies in teaching speaking to young students, such as role-playing, watching movies, jazz chanting, digital storytelling, games, and

repetition. The teacher probably encountered a variety of hurdles in the classroom, including reluctant students, incorrect pronunciation, and a lack of vocabulary. However, it could be anticipated by employing several approaches for teaching speaking, for instance, leveraging media and organizing the class around the topical-based syllabus (Pinter, 2006).

From both studies, the researcher concluded that they were conducted with a case study design. In addition, the researcher expected this research to have the same strategies that were implemented in both previous studies mentioned. What differentiates this research from the two studies is that this research used a descriptive design, and this research also took place in a tutoring or course setting where the learning range between teacher and students was closer. It is also rare to find studies on the teacher' strategies in teaching speaking in a course, which is also the unique thing of this research.

1.2 Research Questions

From the above description, the researcher intended to explore the following questions:

1. What are the strategies used by the teacher in teaching speaking to young learners?
2. What are the difficulties faced by the teacher when implementing the strategies?
3. How do the teacher deal with the difficulties?

1.3 Research Purposes

Following the research questions, this research was aimed at identifying the strategies that the teacher implemented in teaching speaking to young students at the Global Course Jambi, investigating the strategies, and discovering what kind of actions the teacher takes to face the challenges.

1.4 Limitation of the Research

As the previous explanation, this study's participant was limited to strategies of the English tutor for teaching speaking to youngsters at the Global Course Jambi, which the researcher chose to observe and investigate in conversation classes.

1.5 Significance of the Research

The researcher expects that this study can contribute to the reference for further researchers who are eager to do studies in teaching speaking, especially in an educational institution. The findings of this study are hoped to be valuable for English the teacher who may employ the strategies in teaching speaking, as well as to get students enthused and motivated to enhance their speaking skills at the Global Course Jambi's future learning activities.

1.6 Definition of Key Terms

1.6.1 Teaching Strategy

The methods, techniques, procedures and processes that an educator implements throughout the learning process in teaching young learners.

1.6.2 Teaching Speaking

The teacher's delivery of speaking English as foreign language to the young learners so they can communicate orally and implement it on daily activities or necessity in the future.

1.6.3 Young Learners

Children that studied a lesson in a formal or non-formal institution, roughly aged 7-12 years old.

1.6.4 Course

A series of lessons or a study plan on a specific subject that typically results in an exam or qualification. A place where children want to deepen or master certain subjects more than school subject.

1.6.5 Non-formal Education

Non-formal education refers to education that occurs outside the formal school system. It takes place mostly outside formal educational systems and is voluntary.