

CHAPTER I INTRODUCTION

In this chapter, the researcher discusses the background of the study, scope and limitation of the study, the statement of the study, the objective of the study, the significances of the study, the definition of key terms and the assumption. Each of sub topic is discussed as follows.

A. Background of the Study

Introducing English at an earlier age is important considering as foreign language in Indonesia. As a foreign language in Indonesia, English remains one of the most popular language to learn. Many parents send their children to International or bilingual schools, and English courses since they are kids. Parent can provide positive influence on their children's learning as family is the most effective system for fostering and for sustaining their long-term improvement (Pugh, 1998). Particularly in Indonesia, students are not immersed in an English environment. They also may not have immediate needs to use and to learn English; nevertheless parents seem to recognize the benefits of learning English. Therefore, parents' participations may help their children learn the foreign language effectively. Jeynes (2007) Quoted in (Hornby, 2011) defines parental involvement as parental participation in the educational process and the experience of their children. It includes school based parental involvement and home-based parental involvement.

Additionally, some of many ways in which parents can participate in their children foreign language learning, as Young (1994) Quoted in Barthram (2006) suggests that discussing the subject with the children, helping them with homework, encouraging them to read material written in the foreign language and solving the problems their children experience in learning the foreign language. Parents also can develop their children's understanding of the importance of the foreign language includes the status and its utility which these then develop their enthusiasm to learn the language (Barthram, 2006). Providing such supports and encouragement enable the children to not only engage in the language and learn effectively but also to develop interaction with their parents. Interaction between parents and children at home can create a cognitive socialization which contributes to children's basic intellectual development (Ryan, 1995).

In education, English has become the primary language of communication. In Indonesia, English is considered a foreign language which is taught from elementary to university level. Therefore, many people nowadays, particularly students, ought to master English. Mastering English is an important value for the students to have. By mastering English, students can improve their skill, thinking capacity, decisiveness, and expressiveness. Teaching speaking is focused on the ability of the learners to be capable of mastering the four language skills. The learners should

have the abilities in reading and listening to support their speaking and writing (Depdiknas, 2003). One of the English courses that provide classrooms for young learners is *English First (EF)*.

In Indonesia, speaking English is a quite difficult since it is not used in our daily communication. Actually, speaking is good to be learnt by young learners at the elementary school. The two of those competencies are called linguistic competence and linguistic performance. In fact, this is a challenging and time-consuming task. Both young learners and foreign language teachers are challenged in the classroom. Unfortunately, teaching speaking English in a foreign environment is difficult and takes time. So, TEYL (Teaching English for Young Learners) teaches a new language, such as English. Most English teachers in the world encounter obstacles when teaching a new language. They faced an even bigger problem because they are asked to teach TEYL a new language that was completely different from their native language. Speaking and communicating occur in various condition. Yet, it is agreeable to say that the most observable of speaking and communicating conduct in the classroom, especially during the learning activities (Yusuf & Zuraini, 2016). It denotes to the teacher who explains the material being taught, which certainly through speaking to the students. Especially in the context of EFL countries, where English teacher is required to often speak as it needs to be clearly explained (Paneerselvam

& Mohamad, 2019). Also, it is part of teacher's obligation since English is not their mother tongue.

In learning English, speaking is one of the important aspects that students need to master. Florez (2000) says that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. This is a challenge for the teachers as they have to understand what their students learn, how and why such learning influences them, and what lessons could be beneficial for them in the future (Derakhshan, 2015). Songbatumis (2017) states that teachers' challenge is a process where a teacher cannot control the class until the end of the learning activity. Therefore, language teaching requires teachers to teach students to develop academic and personal skills. Challenges teachers face in teaching speaking include lack of English exposure, classroom management, adapting to new materials, maintaining focus on students, and good communication. Another challenge is the English curriculum as it is overloaded and becomes a major obstacle to effective teaching practice (Kanga'hi and Indoshi, 2012). One of the other challenges in the learning process is to make the learning process fun. To solve the challenges, teachers should teach creatively. Therefore, understanding the challenges teachers face in English teaching is very important to find solutions and develop further, as professional English teachers

with good attitudes are expected to improve the quality of their teaching.

However, teacher's challenges are difficult to define because it is difficult for teachers to implement effective practices. Thus, the teacher gets difficulty in teaching speaking in the classroom as they cannot control the whole classroom activity and due to the size of the classroom. Therefore, this is one of the reasons why it is crucial to investigate the teacher's challenges in teaching speaking and the solution of the challenges in teaching speaking. In other words, such investigation will give valuable information; it can be used to help the teachers in teaching speaking effectively and also to inform educators as well. Based on the previous explanation, there are a number of studies that have investigated the teacher's challenges in teaching speaking and the solution of those challenges. The findings of these studies indicated that the teacher's challenges are the lack of teacher's knowledge on students' field, lack of supervision time, and the confusion in selecting media for the students (Copland and Bums, 2014). Meanwhile, some other studies that have different results show that students get difficulty to communicate with teachers because they have limited vocabulary and they are not able to express their ideas (Hamaidi, 2014). In addition Rasheed, et al, (2017) investigated teacher's challenges in teaching speaking is that most students are not able to communicate with their English teacher because the students are doubt to communicate in English

language due to the factor of anxiety and lack of confidence and they cannot communicate in English with instructions given only in English.

The previous study showed that teaching speaking for young learners has many challenges, such as challenges in introducing English at an early age, the difficulty in teaching speaking in the size of the classroom, the lack of English exposure. Those challenges should be overcome so that young learners can acquire speaking skills and can study English well. Because overcoming challenges is important therefore the current research focuses on discussing the teachers' challenges of teaching speaking for young learners at English First (EF).

B. Limitation of the Study

Based on the background of the study, the scope of this research is the teaching English for young learners. The limitation of the study is the teachers' challenges of teaching speaking for young learners.

C. Research Questions

Based on the background of the study that has been explained above, it is clearly understood that the problem to discuss in this research is about the teachers' challenges of teaching speaking for young learners at English First (EF). Therefore, the questions can be formulated as follows:

1. What are the teacher's challenges in teaching speaking for young learners at English First (EF)?

2. How does the English teacher solve the challenges in teaching speaking for young learners at English First (EF)?

D. Purpose of the Study

Based on the statements of the study that has been exposed above. The purpose of the study are:

1. To find out the challenges in teaching speaking for young learners faced by English teachers at English First (EF).
2. This research aims to explore how the teachers solve the challenges in teaching speaking at English First (EF).

E. Significance of the Study

1. For teachers

The result will help the teacher in improve their skill on teaching speaking for young learner.

2. For students

The result of this study is expected to help the students to be more motivated to learn English.

3. For researchers

The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process especially in teching speaking for young learners.

F. Definition of Key Terms

This part functions to make the reader knows the context and the meaning of the terms. Here are some important terms and its definition.

1. Young Learners

Young Language learners are who learning a foreign or second language and who are doing so during the first six or seven years (Ellis, 2014).

2. Teaching English For Young Learner (TEYL)

TEYL requires instructors who are capable in English, have more extensive preparing in child advancement, and who are able to propel young children (Zacharias, 2010).

3. Teacher

Teacher is educator in early childhood education, basic education and secondary education. That has kind of formal qualifications. In a definition of any broader, people who teach something new can also be considered a teacher. Some of the term that also describes role of the teachers, are follow: lecturer, mentor and tutor (Suhana, 2014).

4. Challenge

A challenge means a situation that is perceived as being difficult to handle (Rosalina et al., 2020).

5. Speaking

Speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 2003)

6. English First (EF)

EF English First is a network of language schools or institutions that provide English language training and courses in countries whose native language is not English. (Arnoi & Pranowo, 2020)