

CHAPTER I INTRODUCTION

A. Background of The Research

The worldwide demands English and it creates an enormous demand for quality of language teaching materials and resources. Being an international language, English is spoken in the most international event and it is used as the medium of the information on science, technology, and culture. English now has a prominent position in twenty more countries.¹ Realizing the importance of English language, Indonesian government considers that English is one of the compulsory subjects to teach since Elementary School level in Indonesia. It is the result of belief that children are better language learners, the brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. The children have fewer negative attitudes to foreign languages than adult.² And that consequently they are better motivated than adult. Therefore, in such condition, it is the best stage to introduce the English to the young learners.

The teaching of English includes four skills: listening, speaking, reading, and writing. Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.³ Dealing with this complexity, speaking skill must be practiced since elementary level because it is the golden age to acquire new things more easily.

¹Jean Brewster, Gail Ellis, and Denis Girard, *The Primary English Teacher Guide*, (China: Penguin English, 2003), p. 1

²Shofkhatin Khumaidah, *Developing English Syllabus for Kindergarten in Jember*, "In Fenomena", Vol.3 No.2 July 2004, p. p. 21-26

³ Lucy Pollard, *Teaching English*, (London, Lucy Pollard Copyright, 2008), p. 33

The children's language development (particularly in their first language) is increasing highly. They have known many vocabularies and are able to say long sentences better. They are also able to speak more fluently. Allah has said in the holy Koran

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ

“And Allah brought you out of your mothers' wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks”(an Nahl: 78)⁴

According to Mackey, cited by Setyadi, the most common factors that affect the choice of method are age, aptitude, second language level, interest, the time he can devote to language learning, the size of group to with whom he practices the language, and the culture group to which he belongs.⁵ For the successfulness of teaching speaking skill to elementary school students, the teacher must develop curriculum; select the appropriate teaching materials, teaching methods, and learning assessments.

SD Hj. Isriati is an Islamic elementary school. There, English is used everyday since all the students and the teachers start teaching and learning process by praying in three languages i.e. Arabic, English and Indonesian. It has a mission to make their students not only have religion knowledge but also international discourse. Most of the students recite and pronounce the prayer fluently in all foreign languages both Arabic and English. There are also some foreign researchers that conduct their observation at this school. Students are brave to speak with the foreigner. Seeing this fact, it is interesting to know more

⁴Mahmud Y. Yazid, *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar Al-Chouro, 1980), p.196

⁵Bambang Setyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 177

about the English language teaching learning especially for speaking class at SD Hj. Isriati 1 Semarang in terms of teaching materials, teaching methods, and learning assessments.

This research is aimed to find teaching methods that can help the students' improve their speaking skill. The purposes of this research are to support and push our development as teachers.

In this research, the researcher is going to investigate them by the title: Teaching and Learning Process of Speaking Skill (A Descriptive Research at the Fourth Graders of SD Hj. Isriati 1 Semarang in the Academic Year of 2010/2011).

It long has been hypothesised that children learn the second language better than adult and this is often used to support the early introduction of foreign language teaching. The children brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. There are many theories that support the advantages of introducing foreign language in early age. In the implementation of teaching English speaking skill, it's interesting to know the teaching materials, teaching methods, and learning assessments used by the teachers to teach the elementary school students.

B. Question of the Research

How is the implementation of English language teaching learning of speaking class in terms of teaching materials, teaching methods, and learning assessments to the students at the fourth grade students in SD Hj. Isriati 1 Semarang?

C. The Objective and Benefits of the Research

The objectives of the research is to investigate the application of English language teaching learning of speaking class in terms of teaching materials, teaching methods, and learning assessments to the students at the fourth grade students in SD Hj. Isriati 1 Semarang.

Based on objectives above, the result of the study is expected to give advantages as follows:

1. Theoretically; the result of the study can give larger knowledge about teaching English language speaking skill to elementary school students for writers, readers, and teachers.
2. Pedagogically; the result of the study is expected to be as follows:
 - a. Motivator for the teacher to improve the quality of English language teaching for young learners.
 - b. Reference in English language teaching for young learners not only for the teachers but also for the writers and the readers.
 - c. Reflection of SD Hj. Isriati 1 Semarang, which at least, it can examine the instructional practice at the SD Hj. Isriati 1 classroom. It will become consideration not only for SD Hj. Isriati 1 itself, but also for elementary schools in making instructions such as teaching materials, methods, and learning assessments.