

CHAPTER 1

I. INTRODUCTION

1.1 BACKGROUND OF STUDY

In Indonesia, English subject in elementary school acts as a local content subject through which the substance is determined by the school. Based on the Indonesian ministry policy or *Peraturan Menteri* number 81a year 2013 about the implementation of 2013 curriculum mainly in the attachment 2 about local content development guidance, it is stated that English as a local content subject is important in consideration with: *“Meningkatkan penguasaan Bahasa Inggris untuk keperluan peserta didik dan untuk mendukung pengembangan potensi daerah, seperti potensi pariwisata.”*

By considering English subject as a local content, it is expected Indonesian students in elementary school could function English to help the government in fostering the local potency especially to face AEC (Asean Economic Community) that has already been implemented since the end of 2015. It is in the line with the purpose of local content subject in elementary school, that is: *“Pendidikan muatan lokal berorientasi pada upaya melestarikan dan mengembangkan budaya lokal dalam menghadapi tantangan global.”*

In the implementation of English language subject, among other skills, speaking is considered as the most important skill as it is used as the medium through which a new language is encountered, understood, practiced, and learnt and also because people are considered to be able to speak a language if they have the ability to function the linguistic knowledge in the actual communication (Nunan, 1999).

For children under the age of 10 years old, learning speaking is very important as they have greater chance of achieving higher native like proficiency than adults (Krashen, Long, Scarcella, 1982). Therefore, for children at 9 years old (grade 4th) learning speaking becoming crucial and teacher should emphasize his or her language teaching on developing speaking skill.

In English language teaching and learning, especially in elementary school learners' classroom, the spoken form also acts as the prime source of language learning. However, speaking problems can be major challenges to effective foreign language learning as speaking tends to be the most difficult skill to comprehend by most learners. Many factors including the mother tongue interference hinder, linguistic use difficulties, or other inhibitions could be the major problems in teaching speaking skill to the learners (Hosni, 2014; Pathan, Aldersi & Alsout, 2014).

Those factors could be the result of the lack or the inappropriate used of learning materials for certain categories of learners (Hosni, 2014). In this case teaching English for elementary school learners. Teacher sometimes just left with a set of textbook to use without considering to adapt locally the learning materials

available to match the need of the students. As a result a number of learners could not achieve the learning objective that is expected.

In SDIT Al-Azhar 12 Cikarang, the English teacher does not have the chance to choose learning materials to be used to teach the learners since the school has already provided the textbook. The textbook used is the imported book which title is *Move with English*. Based on the learning materials evaluation, it was found that the textbook lack of some aspects, mainly in consideration with cultural content, linguistic input, and activities. And then, from the questionnaire and interview with the students was also found that the learners still having difficulties in speaking skill especially in pronouncing words and in remembering vocabularies as they choose speaking skill as the most difficult skill to be learned. It means that the textbook as the source of learning materials in the class has not fully met the need of the learners yet. Therefore, a supplementary speaking materials is needed to overcome the problems faced by learners and to give the learners chance to develop native like proficiency.

Through this research, the writer is going to analyze the needs of the fourth graders on supplementary speaking materials. However, as the fourth graders could not fully understand their needs, the teacher perceptions will be the source of data to analyze the needs of the fourth graders on supplementary speaking materials.

I.2 Research question

Based on the background of the study above, the research question of this study are:

1. How are the existing syllabus and learning materials cover students' needs on supplementary speaking materials?
2. What are the teacher's perceptions of students' needs on supplementary speaking materials?
3. What are the students' perceptions of their needs on supplementary speaking materials?

I.3 Purpose of the study

The purpose of the study is to analyze the needs of the fourth graders on supplementary speaking materials.

I.4 Scope of the study

This research is limited into the target needs and learning needs of the fourth graders on supplementary speaking materials.

I.5 Significance of the study

By the end of this research, it is expected that the need analysis from this study could give contributions for the teachers, and further researchers. For the teachers to be able to get information related to their students' needs in learning English. For other researchers to obtain the information gathered about the needs of the fourth graders that could be the foundation to design supplementary speaking materials.