

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research question, the objectives of the study, scope and limits of the research, significance of the research, and definition of key terms.

1.1 Background of the study

English as an international language is increasingly needed by people around the world, including Indonesians. According to Awaliyah (2020) In Indonesia English is as a Foreign Language still not Second Language, therefore some Indonesian are still unfamiliar with the use of English as a daily communication. This also affects the English language skills of Indonesian people.

From the point of view English learning theory, there are four skills: Listening, reading, writing, and speaking skills. Although these four skills are interrelated, most people focus on speaking skills as a measure of success in language learning. Because English is a very important communication tool for many people around the world. According to Norawati and Puspitasari (2022) Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. According to Sabila (2022) “Speaking is the skill that the students will be judged upon most in real life situations” if someone in abroad, be it work or just visiting they will still really need a language to communicate, while the international language is English. So speaking skills are very important wherever we are.

Speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection. We can conclude that one of the functions speaking skills is to establish communication between people. Remember that language is a means of communicating with others, and through communication can gain a lot of knowledge and experience. Therefore, it is natural that some people attach great

importance to speaking skills, and humans definitely need it as social beings. English is a very important communication tool for many people around the world.

In fact, speaking is one of the most difficult and habitual skills to master. Speaking is not easy for a student to master it. Mostly, students are confused and difficult to speak English. Some of them are also not confident speaking in front of the class Halim (2022). Because when people want to speak they have to pay attention to several things such as: topic of conversation, selection of polite sentences, grammar, proper vocabulary, pronunciation, and others. This is done to avoid misunderstanding with the interlocutor. From the description above, speaking is an ability that cannot be mastered in a short time. Because of its various uses, mastering speaking requires continuous practice to become accustomed to and proficient in its use.

According to Halim (2022) one of the important periods to improve speaking skill is, incontrovertibly, during primary education. Speaking skills acquired and developed during primary education are significant with regard to both acquisition and permanence. Therefore, it is essential that efficient and effective teaching methods are employed in order to improve speaking skills during primary education. So institutions and school principals must also think about effective programs or methods for learning speaking students.

The English teachers have to adopt several techniques or program to develop the speaking skills of their learners because some EFL/ESL learners have a deep fear of making mistakes and some others have just plain shy and this is observed even in the native learners. Strategy in teaching a language plays a central role in the process of teaching and learning. In order to use an appropriate strategy, the teacher needs to consider teaching objectives, material, and teaching-learning activity. Defines teaching strategies as a procedure that is applied by a teacher as a way to reach a certain objective. It is a broad outline needed in teaching and learning process to reach the goal

From the pre-liminary observation survey data collected by researcher on December 30th 2023 at MI Mansyaul Huda Mayangrejo Kalitidu Bojonegoro, researcher found that in teaching and learning, the school implements Cambridge Primary English toward the students. The curriculum is implemented in a program

commonly called International Class Program. According to Fitrianiingsih et al (2023) Cambridge Primary combines a world-class curriculum with high-quality support for teachers and integrated assessment. The curriculum is dedicated to help schools in developing learners who are confident, responsible, reflective, innovative and engaged. Cambridge Primary has curriculum frameworks for English, Mathematics and Science which have been designed to engage learners in an active and creative learning journey. Its programs reflect the principles and are regularly reviewed to keep them up to date and focused on the learners' needs. The English curriculum framework provides increased speaking and listening opportunities to help students develop a competency in English compare with the learning objectives to help lesson planning and help teachers understand the learners' progress.

The implementation of International Class Program (ICP) suggested that this school offers different ways in their teaching and learning than other schools. In the teaching and learning, this school applied Cambridge Curriculum. All materials of the subjects were served in English except the Indonesian language subject and both the teachers and the students using English to communicate in teaching and learning process. There are a lot of parents who want to send their children to study there because they believe their children can master not only common lessons, but they are also able to communicate in English.

To improve the speaking skills of International Class Program (ICP) students, Mansyaul Huda elementary school held a program commonly called "life miniature". Life Miniature is part of the International Class Program (ICP) curriculum program implemented at MI Mansyaul Huda as a strategy to improve students' English language skills, the life miniature program is a compulsory activity that is applied during students' break time. Hopefully with this program students can be more confident and brave to speak English. The purpose of the concept of life miniatures is to provide a simpler representation but reflect the reality of human life, so as to provide understanding to early childhood.

The process of implementing life miniatures resembles the role play learning method. According to Amelia and Fitriani (2022) role-play can be defined as a simulation or an action in imitating a character, mostly student play act being

someone else in the real world. In this life miniature program students will play the role of broadcaster, canteen officer, police student, and English guide student. Based on the definition above, students will act out these roles as in real life. This will help students to be more confident and get used to communicating in English so that it can improve students' speaking skills. According to Amelia and Fitriani, (2022) Role play is a technique that can help students improve their target language skills, encourage them to talk and engage with others in the classroom, boost motivation, and make the teaching learning process more fun. With role-playing students will have more fun and excitement in learning to communicate using English.

Based on the previous study from Bhatti (2021) Findings that teaching speaking skills through role play could improve the students' motivation, attitude, and interest in learning speaking skills, as it showed in the teaching and learning process. In the study, the researcher gave suggestions for Elementary-level English teachers are suggested to apply role play in teaching speaking skills since it is one of the best techniques to improve students' speaking skills. However, previous studies only focused on the process of improving students' speaking skills, and in this study the researcher will dig deeper into the process of implementing the life miniature program as a way to improve students' speaking skills and also examine the obstacles experienced by students in implementing the program and how to overcome them. In this program students not only play according to fictional scenarios but play some real roles in life such as broadcasters, canteen officers, bank officers, police students, and English guide officers. Therefore, this program not only aims to improve students' speaking ability, but also to introduce real-life knowledge to students

In this study, researcher describe the process of implementing life miniature program in International Class Program (ICP). This research is important to know the process of life miniature program so that it can be a consideration for English teachers in using appropriate methods in learning speaking in elementary students. Furthermore, modification or development of the technique can be more beneficial for its implementation and get better achievement for the students. So in this study researchers will examine more

deeply the life miniature program where the program is a modification of the role-play method. In addition, researchers also examine how students overcome obstacles in the application of the life miniature program as an effort to improve speaking skills of International Class Program (ICP) students at Mansyaul Huda elementary school by giving the title of this research “An Analysis of Life Miniature Program to Improve Speaking Skills of International Class Program (ICP) Students”.

1.2 Research Questions

Based on the explanation above, the research questions are:

1. How does the process of life miniature program improve the speaking skills of International Class Program (ICP) students?
2. How do the students overcome obstacles in the process of implementing the life miniature program as an effort to improve their speaking skills?

1.3 The Objectives of the Study

Based on the problem statement above, the objectives of the study can be stated as follows:

1. To describe life miniature program at Mansyaul Huda elementary school can improve the speaking ability of International Class Program (ICP) students.
2. To find how the students overcome obstacles in the process of implementing the life miniature program as an effort to improve students' speaking skills?

1.4 Scope and Limits of the Research

The researcher was conduct this study at MI Mansyaul Huda Kalitidu. The research will conducted in the Third Grade International Class Program (ICP), using observation, documentation, and interview with students and teacher. The research focuses on analysis process of life miniature program that can improve the speaking skills of International Class Program (ICP) students and to find how to overcome obstacles in the process of implementing the life miniature program as an effort to improve students' speaking skills.

1.5 Significance of the Research

Researching the application of miniature life activities to improve students' speaking skills is very important to expand knowledge about speaking. Improving speaking skills certainly requires appropriate and relevant teaching methods or tools to support learning. Especially for International Class Program (ICP) students who have to master speaking skills to support the smooth running of their education. This life miniature activity is one of the strategies to facilitate speaking learning, so hopefully this research can be useful for improving students' speaking skills.

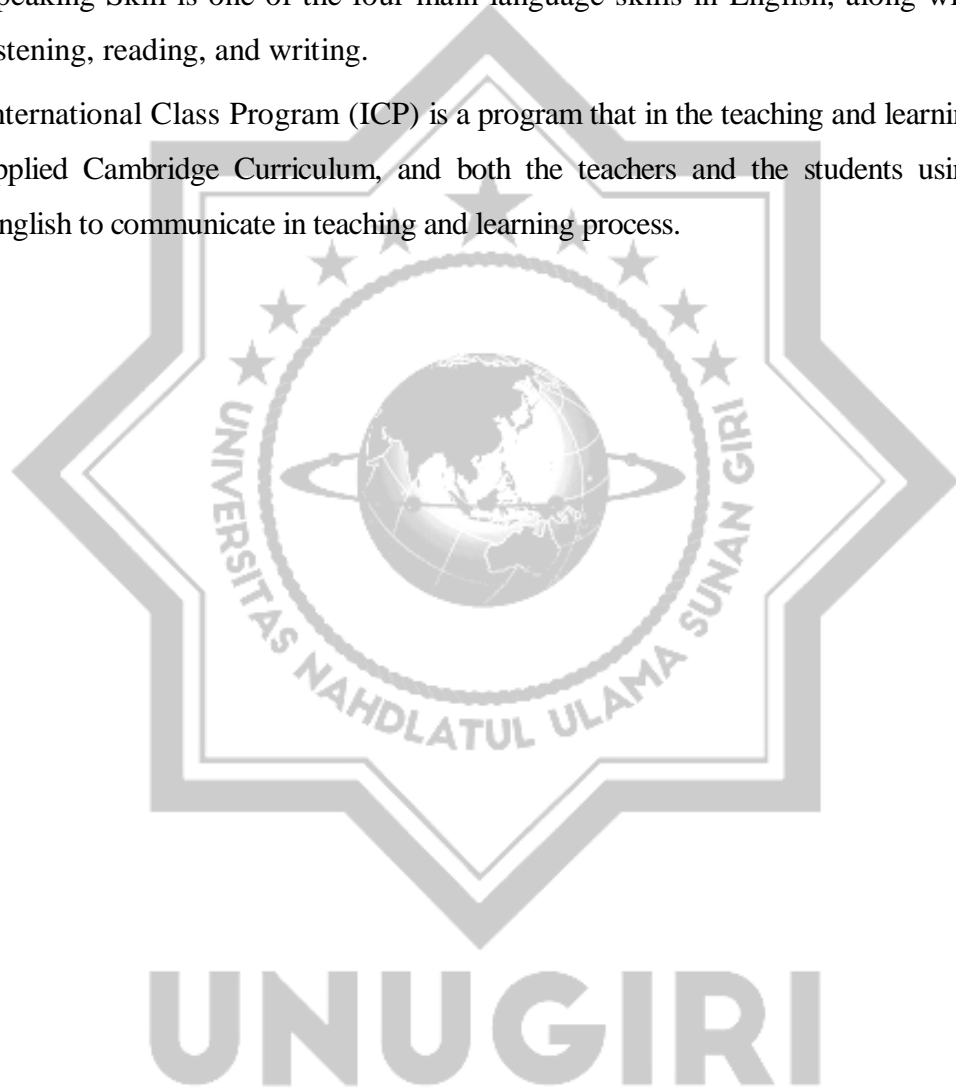
For Students, Learning to speak is not an easy thing for students at an early age, therefore, to learn speaking requires relevant strategies or methods that are also interesting. The application of miniature life is a strategy to make it easier for students to learn to speak. Therefore, the success of this research is very useful for students in the process of learning to speak.

For Teachers, Teachers are the spearhead of the success of the student learning process at school, therefore teachers must be able to make classroom learning interesting so that students are comfortable and happy while learning. This research on the application of life miniatures is very useful for teachers as an illustration of activities that might be applied to make students more interested in learning to speak.

For Other institutions, Every institution should think about the educational development of students in the institution. Thinking about innovations in lesson plans to create effective and relevant learning for students by applying certain programs, methods, or activities that can support student learning must always be developed by those responsible for an institution. The success of this research is certainly very useful for other institutions to motivate or even adopt this miniature life activity to be applied as a program to support speaking learning.

1.6 Definition of Key Terms

1. Life Miniature program is a program that is similar to the role-playing method that is applied at MI Mansyaul Huda to improve the speaking skills students.
2. Speaking Skill is one of the four main language skills in English, along with listening, reading, and writing.
3. International Class Program (ICP) is a program that in the teaching and learning applied Cambridge Curriculum, and both the teachers and the students using English to communicate in teaching and learning process.





UNUGIRI