

CHAPTER I

INTRODUCTION

1.1 Background of Study

English is a global language that should be mastered by the student in Indonesia because almost all of the countries in the world use English as the language to communicate each other. English hold the main important point in culture, education, and so on. English is very crucial and should be learn for the learner, particularly students who will survive in the wide-world. For that implication, there is English as the subject in every school. Especially in Indonesia, English learn as the foreign language. It means that Indonesian students should give more attention for English. In English, there are four skills that must be taught by the teacher and students must be mastered them. They are speaking, writing, listening, and reading.

Speaking is an ability to convey the information or expressing one's thoughts feelings in spoken language. Speaking ability should be mastered by students to facing global era. Moreover, by mastered speaking English students can communicate with another people in oral communication. Absolutely everyone certain find themselves in situations where they have had to speak publically. Brown (2001) states that speaking as an interactive process of constructing meaning, involving producing, receiving and processing information. It means that before someone try to speak, they need to think and build the meaning in their mind first, next they need to process the information then finally utter the sentence perfectly with the well structure. While Ur (1996) also stated

that Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language.

The aims of teaching speaking are to improve the oral production of the students. As Richards and Renandya (2005) state that since the purpose of language teaching is to provide learners with the communicative competence, classroom activities seem to be an important component of a language course. Therefore, the teacher should consider engaging students become communicative. So, to know how students can speak, the teacher gives some strategy and then engages the students to make them confidence to express their opinion. The teacher must ensure what is taught and know the condition of the students to be taught. The student taught to achieve the target in institutional curriculum or their own syllabus. There are some factors causing reluctant to speak English. Some of them are style which are called internal factors, motivation, attitudes, and student's needs. It can also be found in secondary learners in Homeschooling.

Secondary learners describe as institution that provides secondary education or called as middle education. Some secondary schools provide both lower secondary education (12 to 15 years of age) and upper secondary education (15 to 18 years of age) but these can also be provided in separate schools. In Indonesia, schools typically admit pupils between 11 and 16 years of age.

However, to learning English Speaking not all secondary students can learn it well, in some special schools such as homeschooling, secondary learners experience learning disorders and are often called slow learners.

Muthiah (2015) states In the beginning of the twentieth century, children were classified according to their 'rate of learning', as superior, average, slow, borderline and feebleminded. In this case, the study focuses to the slow learners term. Slow learners are students who have educationally retarded. Learning Speaking English is not easy for slow learner students. Triani and Amir (2013) point out slow learner as a child who has low learning achievement or below average than children in general, in line Mercer (1996) states that slow learners are children who are doing poorly in school, yet are not eligible for special education. Their intelligence scores are likely too high for consideration as a child with mental retardation. Their intelligence test scores are likely too low for these to be a large intelligence achievement test discrepancy usually required for eligibility as child with learning disabilities.

Slow learner is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. In order to grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful. As Malik (2009) argues that slow learner students usually have a combination of various obstacles in learning. The challenge is to teach these lessons to children with special needs, specifically for children who are slow to learn. With the intellectual under the child in general, it makes the

difficulties in understanding of slow learner children. This kind of students need extra supports such as; repetition to help students make a concept more concrete, encourage other activities in which learners can experience success and keep them connected, differentiate instruction, tutoring to help fill in gaps in basic skills and it helps a student stay caught up, teach study skills to help a student become more efficient in studying, teach the most important concepts and leave out some of the less important details, and peer tutoring. Teachers should leave more time for slow learners in classroom talk and provide elicitations when it is necessary. Slow learners usually show delays in thinking, decision, hard to find common ground, intimacy, hard to give reasons, and even bad memories. Some slow learners do not attend formal schools for fear of not being able to participate in learning like other students. So some of the slow learners choose special schools and some choose to homeschooling.

Homeschooling refers to home education. The common understanding is homeschooling education model where a family chooses to be solely responsible for their children's education by using home as a base education. Mulyadi (2007) points out homeschooling will teach children with a variety of situations, conditions, and social environment that continues to grow. Parents should focus on their children, as long as they are awake and active, the closeness of parents to their children can be an effective way of learning and can be linked to pleasant experiences obtained from existing facilities in the real world. In Indonesia, homeschooling is considered as an informal school, the homeschooling children

may take national examination. These ways attract parents to choose homeschooling for their children education.

In the beginning of 2020 due to the COVID-19 pandemic, all school include homeschooling get the impact. UNESCO (2020) declares to support countries in their efforts to assuage the immediate impact of school closures, especially for the underprivileged, as well as facilitating the continuity of education for all through distance learning. This social and physical distancing become one of the reason of the implementation of the policy of Indonesian Government No.21, 2020 to working from home, praying from home, and study from home for students from the early childhood education to higher education. So, this situation underlies the circumstance of researcher take the data by one of application named zoom meeting.

So based on the above explanation, learning Speaking English for slow secondary learners is not easy. Some problems can arise in slow secondary learners. Teachers must have strategy to overcome their difficulties in speaking as we know that, they have low learning achievement or below average than children in general. The special condition must be a challenge for the school especially for the English teacher so that the slow learner can speak in the classroom.

The researcher found preliminary data obtained from zoom class from the transcript video. The quote of conversation can be seen follows:

Teacher (T) :*Sekarang miss mau satu satu cerita dong tentang tempat yang pernah kamu kunjungi. Ayo coba cerita dari, dari Damian. “Now, miss want a story about the place you've visited, let's try a story from, from Damian.”*

:*Damian coba kamu ceritakan tempat yang pernah kamu kunjungi “Damian, please tell me about the places you've visited, Mata Kucing maybe, Bareleng bridge, or Singapore dimana di Batam yang sering atau pernah kamu kunjungi yang menurut kamu sangat menarik. “where in Batam you often or have visited which you think is very interesting.”*

Student2 (S2) : *Hmm ...*

: *Museum*

T : *Museum? Where the museum? Dimana “Where is it?”*

S2 : *In,*

T : *In ?*

S2 : *may be in Solo*

From the conversation pieces above, it can be seen that the second student can not answer the questions that given by the teacher directly, is still thinking, hesitating and answering doubtly.

T : *Kenny can you tell us about your experience when you .. hmm go to the interesting place, please?*

S4 : *In jewel Singapore.*

T : *Singapore, ok.*

S4 : *Di Singapore itu saya pergi ke Jewel miss. “In Singapore, I went to Jewel Miss.” Di jewel saya melihat ada seperti air terjun yang begitu indah, banyak orang pergi kesitu untuk berfoto. “In Jewel I saw that there was such a beautiful waterfall, many people went there to take pictures.”*

T : *Can you speak English? Sedikit juga gak apa-apa. “A little is okay.”*

S4 : *Hmm..*

Ok, in Singapore Jewel very very beautiful because the tourist like this, they say beautiful, they take foto and videos, menurut saya disitu bagus tempat untuk berkunjung kalau hari libur. “In my opinion it's a good place to visit on holidays.”

Meanwhile, the fourth slow learner unable to answer questions directly in English, were not confident, and had mispronunciation. Slow learners even have

difficulty understanding Indonesian, it will be even more difficult to understand English.

Based on the data, slow secondary learners find difficulties when speaking, and express what they want to tell, they were also bad in pronounce and lack vocabulary. The Preliminary data above are in line with the following journal references.

A study conducted by Vasudevan (2017) was dealing to slow learners and their causes, problems and educational programmed. The result of this study showed that the causes of slow learning are low intellectual learning and personal factors such as illness and absence from school, The environmental factors also contribute to this slow learning. Identification of the slow learners and the crucial step. Slow learner worked best with a changeful designed step. Slow learners can learn if instruction is approached changefully. The ways in this reigned are tutoring and remedial instruction.

Then, a study conducted by Ajokui (2018) investigated the perceptions of slow learners in Abia State, Nigeria. The result of this study showed that that one-on-one instruction with the teacher or peers, using different methods of teaching, among others, provides the most beneficial value to the slow learners. The findings of this study was recommended that an individual education program should be submitted to children who are slow learners in addition to counseling services in the regular school system in Abia State, Nigeria.

And a study conducted by Masriani (2016) was dealing to investigated the classroom teaching process of speaking English in the Senior high school

students. The result of this study the teacher's ways in teaching speaking were not suitable to apply in senior high school students because it cannot develop the students' ability in speaking English. Teaching speaking can be effective when the teacher's competence matches to the teaching speaking.

From the explanation above, this study expected to obtain the recommend strategy to overcome the difficulties of speaking learning at Homeschooling.

Then from the representative relevant studies researcher found there has not been a study conducted yet about slow secondary learner's difficulties in learning speaking English at homeschooling. Therefore, the researcher was interested to analyze Slow Secondary Learners difficulties in Learning Speaking English at Homeschooling.

1.2 The Problems of Study

The problems of this study were to provide answer to following questions:

1. What factors cause slow secondary learners difficulties in learning speaking English at homeschooling?
2. How are the ways realized to overcome difficulties in learning speaking?
3. Why is a certain strategy recommended to overcome the difficulties in learning speaking English as the way it is?

1.3 The Objectives of the Study

The objectives of the study were:

1. to investigate what factors cause slow secondary learners difficulties in English speaking at homeschooling.
2. to describe how were slow secondary learners realize the ways yo overcome the difficulties learning speaking at homeschooling.
3. to explain the reason why was certain strategy recommend used to overcome the difficulties in learning speaking English for slow secondary learners at homeschooling.

1.4 The Scope of Study

The scope of the study was focused on the slow secondary learners at homeschooling Global Lentera Kasih Batam grade X semesters 2 and the skill that was concerned is speaking competence.

1.5 The Significant of Study

The research findings were expected to give a valuable contribution both theoretically and practically for the readers, student and English teachers. Theoretically, the research findings were expected to enrich the theories and references of learning speaking English for slow secondary learners. And practically, it can be expected give contribution to

- a. to teacher who wants to provide references how to overcome difficulties in learning speaking English especially for slow learners.

- b. to students, it is expected to increase their ability in speaking English, especially for slow secondary students.
- c. to other researchers and educational institution, this research can be a reference to further research that has an interest in this kind of research.

