

Chapter One

Introduction

This chapter explains the description of the research. This chapter consists of the background of the study, the statement of the problem, the delimitation of the study, the research questions, objectives of the study, significance of the study, and as well as the organization of the chapter. The detail of the explanation is presented below.

Background of the Study

Most people perceive English as an international language to communicate with others. Nishanti (2018) said that in today's global world, the importance of learning English cannot be ignored since English is the most common language and is spoken universally. Nowadays, information is distributed using English. As found by Robertson and Acar (2010), English is the language that has become an international language in the world and in this globalization era. It means that English is important in this era. Many countries use the English language for their second language communication or foreign language communication, because it is affected by the globalization era. Based on Clyne and Sharifian (2008), English is heavily influenced by globalization and all its processes. As a result of such a statement, many countries teach English as a subject in their schools, and people use English to communicate daily. It makes it easy to interact and to communicate with people from different countries.

In English, there are four skills that students should have, namely listening, reading, writing, and speaking. Listening skills are the process of a person perceiving others through the senses, giving meaning to messages, and understanding them. Reading skill is a great way to learn new things. It can help us increase our language skills and knowledge. However, to improve, we must begin practicing it on a regular basis. Writing skill covers all the knowledges and abilities related to expressing the ideas through the written word. These language skills are critical for interacting with people who speak different languages. In addition, speaking skill have the aim of giving ideas and conveying messages orally. However, this research focuses on the speaking skill. Brown (2004:140) states that "Speaking is a productive skill that can be directly and empirically observed," but those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test." Brown (2007: 4) describes speaking as an interactive process of building meaning that includes the production, reception, and processing of voice as the primary instrument (as cited in Purmawati 2018, P. 22).

Based on the researcher's preliminary observation, a private elementary school in Cilacap taught their students to use English as daily communication to enhance students' basic skills in mastering English. For example, when the students and teachers do greetings every morning, on daily class activities such as asking and responding to something, the students and teachers have to do those

communications using English. Besides that, on Fridays, all students gather to learn vocabulary together. The students follow and repeat what the teacher said. Thereafter, all students need to learn how to introduce themselves to improve their speaking skills. In introducing themselves, students are also able to recount their favorite foods, favorite drinks, future goals, and hobbies. With learning how to introduce themselves in front of class, the students will enhance their speaking skill gradually.

In learning English for daily communication. Some students are very fond of English, so these students become very active, more confident in speaking English in front of their friends and teachers, and to have great curiosity in learning English for daily communication. However, not all students like English. Some students have difficulty in pronouncing and spelling the vocabulary. So, students who have difficulty in pronouncing and spelling the vocabulary correctly feel less confident in speaking English for daily communication. Based on those statements, the researcher interested in finding the challenges and the strategies used by the teacher in applying English as a daily communication tool. Finally, the researcher will conduct research with the title "Challenges and strategies in Implementing English for Daily Communication in a Private Elementary School in Cilacap."

Identification of the Problem

Based on the researcher's preliminary observation, a private elementary school in Cilacap has applied English as their daily communication to encourage

students to use English. In this case, the researcher found several issues. First, some students are not really interested in using English as a daily communication tool. Another problem is that students face difficulty pronouncing vocabulary. So, students who have difficulty pronouncing and spelling the vocabulary correctly feel less confidence in speaking English for daily communication. Based on the researcher's observations, the students are not confident in speaking English for daily communication, the students are not interested in learning English, and the students are not motivated to learn it.

Delimitation of the Study

This research only focuses on exploring the challenges faced by students and the strategies that teachers must adopt to overcome those challenges in applying English for daily communication. The researcher will also focus on doing this research in a private elementary school in Cilacap. The researcher will also find data in the form of challenges and strategies to solve the challenges based on the perceptions of the teachers in the private elementary school in Cilacap.

Research Question

There are two research questions that will be discussed in this research, as follows:

1. What are the challenges faced by the teachers in implementing English for daily communication in an elementary school in Cilacap?

2. What are the strategies used by the teachers in an elementary school in Cilacap to overcome the challenges in implementing English for daily communication?

Objectives of the Study

The objectives of the research are:

1. To investigate the challenges faced by teachers in Implementing of English for daily communication in an elementary school in Cilacap.
2. To explore the strategies used by the teacher in overcoming the challenges in Implementing of English for daily communication.

Significance of the Study

This research will give valuable information to the teacher and the other researchers.

For English Teachers

This research is expected to give information to teachers about the challenges of applying English for daily communication in elementary school. Other than that, the researcher also gives information about the strategies used to overcome the challenges of applying English communication in elementary school. Later on, the teacher can find a possible solution and suitable strategies if the teacher wants to apply English language for communication with the students, especially in elementary school. With this research, researcher can help teachers to solve challenges.

Future Researchers

The researcher expected other researchers to use this research as the information to conduct research related to teaching English for elementary school students. In particular, about the challenges and strategies faced by teachers in applying English for daily communication. Later on, other researchers can achieve better results by conducting research on the same topic in the future.

For Institution

This research is expected to give information to teachers about the challenges of applying English for daily communication in elementary school. Other than that, the researcher also gives information about the strategies used to overcome the challenges of applying English communication in elementary school. so that later, institutions can use this research as evaluation material to improve the quality of their programs.

The Organization of the Chapter

This research proposal is divided into three chapters. The first chapter explains about the introduction. Then, it is followed by the background of the study, the identification of the problems and the delimitation of the study. Moreover, the researcher also explains the objectives of the study, the significance of the study and the organization of the chapter.

The second chapter explains the literature review. The researcher explains the use of the English language in elementary school. Afterwards, the researcher also explains the challenges faced by the teacher in the use of English for daily

communication, followed by the strategies used by the teacher in the use of English for daily communication, and the last review of related studies.

The third chapter of this research explains the research method. Then the researcher also explains the research design, research setting, research participants, and data collection method. Afterward, the researcher also explains the research instruments, data collection procedure, and last, data analysis.

The fourth chapter presents and discusses the study's findings and discussion. The purpose of this study is to answer two research questions. The research questions concerned with the challenges faced by the teachers in the use of English for daily communication in an elementary school in Cilacap and strategies used by the teachers in an elementary school in Cilacap to overcome the challenges in the use of English for daily communication

The fifth chapter shows a summary of the research. It concludes all chapters, beginning with the first and continuing through the fourth. It also discusses the study's suggestion to the readers.