CHAPTER I

INTRODUCTION

This chapter the researcher discusses the general description of the study. It covers background of the study that describes the reasons why the researcher intends to conduct this study, statement of the problem, objective of the research, significant of the research, scope and limitations of the research, and definition of key terms this is given so that the readers are expected to have the same interpretation in understanding of the study and organization to close this chapter.

A. Background of the Study

Generally education is one way to reach maturity in variety of things. Educations have an important role in development and progress of society. Therefore, education is very important and should be given primacy in achieving the public development. Education is long life needs, every human needs education. Without education, it is believed that the human at now is no different with the human at past generation, which is compared with the human now, has been very behind both in quality of life and empowerment process. Therefore, education must be directed to produce competent and capable human being who has good manners and morals. True education can be done anytime and anywhere, with formal, informal and non-formal education.

Language is essential, something permanent, and the core to communicate. Communicating with supernatural being only uses language, let alone communicating with fellow human. According Nurhayati (2018:258) public

awareness on the importance of English as the main means of communication in this global era has been increasing. In Indonesia, using and learning two or three languages among students and English lecturers, with English as the third language (L3) or foreign language (FL), and Javanese as the mother tongue or first language (L1) and Indonesian as a second language (L2) have received considerable attention. In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop students' communicative competence, that is, to gain substantial ability to communicate in a variety of communicative situations.

English is one of the foreign language that takes important role in this globalization era as it is spoken by many people worldwide. Language is tool of communication. Without speech language usually cannot communicate with other people. Harmer (2007:13) states that "English is a language used widely for communication between people do not share the same first (or even second language". To communicate with others, to express our ideas and to know others idea as well. Communication is a process in which a massage is sent from senders to receiver. According to Nurhayati (2016:33) communication is impossible without shared knowledge and assumptions between speakers and hearers. In language learning, students communicate with their teachers and also their friends in order to get a new knowledge or some information. Since English becomes an international language, most of the country in the world take English as a subject in the education curriculum. English is a subject that must be mastered by the

students in the world especially in this current era, such as students in Indonesia nowadays, as stated by Junaini (2009: 1).

Many countries use English as the prime language or international communication. Nurhayati (2018: 33) states that Indonesian people, in this case students use it as a means of the international communication instead of speaking mother tongue or language. In learning English language, there are four skills which are important to learn, namely listening, speaking, reading, and writing. Those skills are important skill to improve students' English skill and it develops students' skill such as vocabulary, grammar, pronunciations, etc. Nurhayati's study (2008:126) indicates that the frequency of conducting various games (role play) could make the students more enjoyable to study English especially reducing their burden to join activities. One of the successful classroom activities also could be affected by students' response during the learning that was conducted by the teacher.

The teacher should be creative to create teaching methods in order to help students master the four basic language skills. Teaching method is treated at the level of design in which roles of the teacher, learners, and instructional material are specified. There are many kinds of methods used by the teacher for teaching learning process, namely: Grammar Translation Method (GTM), Direct Method (DM), Community Language Learning (CLL), Communicative Language Teaching (CLT), Cooperative Language Learning (Coop. LL), and etc. A suitable teaching methods in teaching English are needed by the teacher to extent English

materials, because it will influence the students' understanding in learning English.

Moreover, by having communication, the teacher could know the difficulties and problems that are faced by the students in the teaching and learning process in English Teaching. Therefore, by knowing the students' problems and difficulties, the teacher uses the appropriate teaching strategies to help the students solve their problems on learning process. The first problems, the students feel shy when they must speak up in front of the class, they are also afraid of making mistakes when they deliver their ideas in conducting interaction with others (Nurhayati, (2016: 52). In process teaching and learning English, there are several components. Wassid and Sunendar (2013:23) state that one of components process teaching and learning is teacher. He should able to comprehend his field. Teacher has important role in the process of teaching and learning.

Furthermore, based on the observation, the researcher found that the teacher in SMAN 1 Kampak Trenggalek had a good motivation in English language teaching and strategy. It could be seen when he explains about the material, there were some students who did not pay attention and did not understand with her explanation, she changes her way in explaining the materials to the students'. For example, by giving them some questions related to the material or asking them to tell what they have learned from teacher's explanation. The students should be encouraged and engaged to the teacher trigger when the discussion or interaction between students and teacher are occurred.

According to the teacher, there should be a set of activities or practice. Even though the results of the practice were maximally not successful, but some of students felt happy and enjoyed the lesson. In this sense, in the process of teaching learning sometimes the teacher provided interesting activities and almost of students reach the minimum pass criteria. Base on the statement above, the researcher concluded that English teacher tried to conduct active learning process in class (Djamarah, 2005:227). The descriptions above imply that the students' response is essential in English language teaching practice and strategy use by the teacher.

Learning English does not only use theory in English book, but also requires sufficient practices that aim to support the improvement of English. Practice often is defined by what we do rather than who are or how we think. A view of practice that focuses on technique or skills may underlie the preparation and higher education. Practice can be understood in term of its goal, its activities, and its historical tradition (Chaiklin & Lave, 1996). The limitations of the practice of communicating English at school are one of the inhibiting factors, most teachers in high schools only use the guidebook available from schools and the government to teach English to their students. Even, some schools with good school categories have implemented the obligation to use English as a communication language in the school environment.

Besides that, based on observation and interview the students' in learning process especially in English teaching as a foreign language, they usually faced some problems. Most of them thought that English is a hard subject. Therefore,

they lost their motivation and had low interest in studying. They also usually ignored their teacher's explanation. Because they did not understand with the topic and had low achievement in foreign language communication. So, there are some students who are not enthusiastic after following the English language teaching in the class.

Most students felt embarrassed when the teacher asked them to communicate using English. Sometimes, when the teacher asks them some questions using English, they just kept silent and did not answer the teacher's question. Because they did not understand with the utterances that is uttered by their teacher or they would feel embarrassed if the answer was wrong and did not have relation with the teacher's question. They pretended to keep silent in order to avoid their misunderstanding in this communication in class, but there are some students who would asks if do not understand with the explanation of their teacher.

By looking at the students' condition in English language teaching, it was hard for the teacher to teach the students and deliver her knowledge to them. The teacher could not use full English to communicate and explain the materials to the students. The teacher had to translate some words from English to Bahasa Indonesia in order make the students understand with the material deliver by the teacher. Probably, the teacher gets the students to bring the dictionary, so that students can find the difficult meaning from dictionary and the learning process can be resolved smoothly.

The students' responses become one of the important thing in teaching and learning process both inside and outside class where the students are conducting learning to reach the objective of the lesson given by the teacher. Students response as an involving in-class-students polling to create an engaging and inviting learning environment that will maximize active learning. In this case, the students must be involved in English language teaching process. In each hand, the low of students' response become the main problem of teaching English because its problem arise the failure of the teaching. Communication and interaction between teacher and students also influence to students' response and should be improved in order to make class more active.

According to the background of the research above, the researcher believes that to reach objectives of teaching that can support the language skill, the teachers should have strategy in learning English. So, it can help the students to achieve and accomplish the goal. Based on the explanation above, The researcher chooses the title "**The Students' Response Toward ELT Practice in Classroom of the first grade at SMAN 1 Kampak Trenggalek**".

B. Statement of the Problem

Based on the background above, the researcher formulates the statement of the problem of this research as follows:

1. How is the students' response toward ELT Practice in Classroom at SMAN 1 Kampak Trenggalek ?

C. Objective of the Study

Based on statement of the problem above, the objective of this study was to describe how is the students' response toward ELT Practice in Classroom at SMAN 1 Kampak Trenggalek.

D. Significance of the Research

This research gives some useful information about the students response toward ELT Practice in Classroom at the SMAN 1 Kampak Trenggalek.

In the significance of the research, the result of this research is expected to be any use as follows:

1. For the students

   To mastery English skill in class, the students have to know difficulties in learning English. By knowing their difficulties, they would learn more about how to mastery English skill and solve their difficulties. This study can give the students many things also. Such as if the teacher explains the material the students must pay attention to the well that the learning process smoothly.

2. For the English Teacher

   The result of this research was expected to be useful for teacher who wants their students to be more interested in English language teaching and learning process in class. The outcome of the study will serve as feedback for the students about the difficulties of English teaching and learning process implementation at these senior high school. By knowing the

difficulties, they may hope that they are motivated in discovering ways to solve them.

3. For the researcher

This result can give some information for the other researchers in conducting the further result of similar topic. This research can give the researcher information about the role, the benefits of the students response toward English language teaching and learning process in class. The researcher must have a new reference about the difficulties in learning English.

E. Scope and Limitation of the research

1. Scope

The scope of the research was focusing on the students' response toward ELT Practice in Classroom in senior high school levels. This research took the research' object in first grade of IPS 3.

2. Limitation

To get better result, the researcher makes limitation. The researcher focuses on students' responses toward ELT Practice in the classroom. The researcher chooses students of the first grade in SMAN 1 Kampak Trenggalek in academic year 2019/2020.

F. **Definition of Key Term**

1. **Students Response**

    Response, according to Power (in Dunkin, 1987: 413), is any verbal or no-verbal act design to fulfill the expectations implicit in the questions, commands or request of others. A response in a reaction to a question, experience, or some other type of stimulus. A response can come in many forms, including an answer to a question, an emotional reaction or a reply. In this study, students' response refers to any verbal or non-verbal act done by students to fulfill the expectations implicit in the teacher written feedback.

2. **Teaching English**

    Teaching is an art of presenting knowledge, science and skill to the students (Brown, 2000: 7). Teaching English is process to teach the learner for transferring knowledge and guiding information about English as their foreign language in teaching and learning activities in the classroom.

3. **ELT Practice**

    The term in this research ELT practice covers activities which are done by the English teacher, and students of SMAN 1 Kampak Trenggalek.