

CHAPTER I

INTRODUCTION

This chapter present the background of the study formulation of research question, purpose of the study, scope and limitation of the study, significance of the study, and definition of key term.

A. Background of Study

One of the characteristics of human being is ability to communicate to his fellow. Language is very important for humans life. Language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purpose of communication. (Susanto, 2007:2). Hardly a moment of our waking lives is free from words and even in our dream we talk and area talked to. Many languages are also used in certain social community existing in the world. People acquire the mother tongue gradually step by step as result of ability to communicate with their environment automatically. There is no one can interact with the other community which has different language without mastering their language. Of course some or have to learn those language in order to master the culture.

Now days, many Indonesian people are bilingual and some are multilingual because Indonesia is an archipelago country that has many local language. Such as, maduranese, sundanese, Javanese. Local language is used in communication among the tribes in certain country, so that is why they also need a national language that is Indonesia. After that English become second language in

Indonesia. That is very important part since it is used as a mean of International language.

In reality, English was an international language is considered to be important in order to absorb and develop technology, entertainment, science, art and culture. In Indonesia English is the first foreign language. Here, English was used as subject matter and education and has been though starting from elementary school up to university as the highest to get more knowledge and information in highest education. Learning English not only means to know the language, so that the learner can be broader their knowledge on the real of study. Also in teaching learning English both teacher and student use two or more language to make process teaching learning more effective and understood especially by student.

Learning to speak English fluently is a difficult skill for students to develop and learn, especially in english foreign language context, where exposure to English is limited to few hours per week, and where chances to speak communicatively are also limited. Gass and Selinker (2001) refer to three primary sources of input for foreign language learners: “(a) teacher, (b) materials, and (c) other learners” (p. 311). In such context, teachers are frequently the only proficient English speakers with whom learners come into contact. Furthermore, english foreign language learners have limited interactional opportunities. When opportunities to practice the language arise, they are usually between learners in the classroom and the interaction is often filled with errors. Additionally, learners must produce the sounds, stress patterns, rhythmic structures, and intonations

of the language, use grammar structures accurately, and assess characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives (Burns & Joyce, 1997).

There are many factors that influence the use of foreign languages in Indonesia, among others, in all levels of education, teaching English is intended to familiarize and develop students skill in using it in daily communication. The process is not easy to do and consequently the attainment can not be achieved well. Practically, there are there are some factors affecting the success of English teaching and learning. Among others are the environment, interest and daily communication activity.

Although it is hard to achieve success of English foreign language instruction, it does not clear that the government, particularly the school does not take some efforts. Doing net working with other countries is one of example of minimizing the problem of English foreign instruction in some schools in Indonesia. One of the influence of the networking is the present of native speakers who devote their time to some schools in Indonesia. Native speakers have many ability to support English foreign language, they have internalized language knowledge of idiomatic expressions, correctness of language, natural pronunciation, culture context, frozen syntax, Etc.

Native speaker's can support English foreign with her advantages, native speaker's have competence English language, English is mother tongue so they have good pronunciation fluently and clearly. Native teacher come from

developed and developing countries, they are accustomed to high discipline, having the structure of quality education, so as to motivate, influence and change the spirit of student learning and can improve the structure of education in Indonesia for the better. Native English Speaking Teacher also give motivate students for study seriously. She can make student built their characteristic, make be confident, and give new strategy in order students fun and interested.

This study was held with the aim of increasing the confidence of students and familiarize students speak a foreign language so that students do not hesitate and confident when communicating with the native English speaking teacher. In this study the researcher examined how does the native teacher facilitates and motivates the students in learning speaking and what are the students' responses toward the native speakers' activities in facilitating their speaking learning.

Of the above reasons the researchers is interested in learning how to use the native English speaking teachers to improve speaking a foreign language and make students confident of his ability and acquire language skills that can be applied in society. The research is done in Junior High School MTsN Ngantru especially in eight grades. The places choose because has speaking competence and the native teacher has English mother tongue, grammatical natulally and good sentence. Hence, The Native English Speaking Teacher can know how to teach students in English Foreign Language and the native English speaking teacher has the way to do teaching practice correctly. The native English speaking teacher named Francesca Elisabeth Thompson, come from Colombia College, Chicago. MTsN Ngantru choose the native English speaking teacher from

KEMENAG of Tulungagung in cooperation with Peace Corp. So writer can be closed to do interview and observation. Meanwhile, the researcher also more knowing about the situation and condition the class before doing research.

B. Formulation of Research Question

Based on the backgrounds discussed above, the writer underline the problem as follow:

1. How does the native teacher facilitates and motivates the students in learning speaking at MTsN Ngantru ?
2. What are the students' responses toward the native speakers' activities in facilitating their speaking learning at MTsN Ngantru?

C. Purpose of the study

Based on the research question above, there are two objectives of this research:

1. To describe the native teacher facilitates and motivates the students in learning speaking at MTsN Ngantru
2. To describe the students' responses toward the native speakers' activities in facilitating their speaking learning at MTsN Ngantru.

D. Significance of the Study

The study is expected to have contribution for:

1. The teacher, to help the teacher to find out the difficulties or problem faced by the students during teaching learning activities to improve students speaking achievement.

2. The students, will get an appropriate teaching learning in English learning. So that they are going to learn English easily and feel confident do not get any difficulties anymore.
3. The future researcher, it can be used as one of references to conduct a study about the same topic. So, the future researchers can make their study more complete.

E. Scope and Limitation of the Study

This study is concerned with the native English speaking Teacher ways to make student confident for develop better speaking skills in EFL class. The subject in this study is the selected excellent class in the seventh grade of MTsN Ngantru

F. Definition of Key Terms

1. **Speaking** : Speaking is one of the four basic competences that the students should gain well. It has an important role in communication when teaching learning activity
2. **Native** : Someone who has spoken a particular language since they were a baby, language rather than having learned it as a child or adult. They can give many influence in English foreign learners to develop their speaking skill.
3. **Students' motivation** : The teacher ways to built students spirit and creativity for be active in teaching learning, it's make learner be active and can be confident to produce English foreign language.

G. Organization of Study

The organization of this thesis covers important point.

Chapter I : Background of Study, Formulation of Research Question, Purpose of the Study, Significance of the Study, Scope and Limitation of the Study, Definition of Key Terms, Organization of Study.

Chapter II : It discusses the following aspect: Definition of Speaking, Native Teacher, Student's Motivation.

Chapter III :It includes following aspect: Research Design, Data and Data Source, Variable, Research Instrument and Method of Collecting Data, Subject of the Study, Method of Analyzing the Data, Trustworthiness of the Data.

Chapter IV :It includes following aspect: Findings on how the native teacher facilitates and motivates the students in learning speaking, and The student' responses toward the native speaker' teaching learning activity at eight class MTsN ngantru and Research Finding .

Chapter V :It presents following aspect: Discussion.

Chapter VI :It presents following aspect: Theoretical Conclusion, Empirical Conclusion and Suggestion.