

CHAPTER I

INTRODUCTION

This chapter presents the background of thesis study followed by the research questions. Next, the purpose and the significance of the study are stated then the scope and limitations to the study are presented along with the definitions of key terms.

A. Background of the Research

Language is system of arbitrary symbols that help the people of a particular community to communicate and to interact (Bashir *et al*, 2011:36). According to Larsen (2011:45) language is an instrument used for communication. Language is the human capacity for acquiring and using complex systems of communication in order to express an idea, opinion, mind and feeling. Language itself is mentioned as a system of communication that consists of sounds, words and grammar or the system of communication used by the people of a particular country or profession. When we communicate, we use the language to accomplish some function as arguing, persuading thing or promoting some brands. Without using language, it is hard to imagine how people can cooperate to one another.

There are many languages used by people in the entire of the world. Then English is one of the international language that is used by many people in the

world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, politics and education etc.

In Indonesia, English is a foreign language and now increasingly used as an important means of international and intercultural communication around the world. Learning a foreign language is an integrated process that the learner should study four basic skills: listening, speaking, reading and writing. Cameron (2000:40) comments, "...if they are not understanding, they cannot be learning..." By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need from these around of us. We can get the four English language skills not only from the informal education but also formal education like school, extracurricular tutorial lesson, university etc. Focusing on English education program in the school actually we will be able to have a teacher as a guide to reach the good conception of that foreign language in our country. As a teacher, many aspects in the language classroom activity such as teacher's competence in creating the good atmosphere in the class, teacher's pedagogy, teacher's teaching technique and method, student's characters, students acquiring knowledge capacity, all of them will come to us to enrich our capability in the form of teaching English skills.

Teacher's teaching strategy in the form of English learning is the most important aspect to be considered. As is proper that the teacher is a pedagogical model who leads the crucial aspects in the learning and teaching activities. In this matter, pedagogy which is available to educators in the in the professional

literature of education, deserve a prominent place in the teacher's academic thinking and making decision making. It will bring the respectability and dignity to the teaching profession. Moreover teachers need to understand that their profession as the pedagogical model should provide a teaching strategy which is suitable for their every student. According to Arends (2004:17) teachers should be able to use strategies for developing critical thinking and problem solving. Kindsvatter (1996:168) stated that teaching strategy is a very influential factor in student's learning experiences and it is a critical component in determining the extent of student's learning since teachers provide the vital human connection between the content and the environment of the learners.

Kindsvatter (1996:219) indicated that teachers's teaching strategy is a general approach of the teachers in giving the students certain instruction in the form of teaching and learning activities. A teaching strategy helps the teacher to make the optimal use of methods, techniques and resources in achieving particular goals in learning and teaching activities as well. Based on Majid (2013:6), teaching strategies covers some aspect those are employing of instructional approach, method and technique, teaching media, learning source and student's level classification, those are applied for creating good interaction between the teacher and students, student and students and then students and environment. Teaching strategy is used to measure the learning process, learning result and the impact of learning activities.

Actually in the form of ELT (English Language Teaching) for EFL countries native speaker teacher is a capable model to give the correct evaluation

or English judgement to the EFL student. Although she/he actually does not know about the specific curriculum of English that is started for EFL students, the native speaker teacher will provide the better command of English material toward EFL students in the respect of the student's instructional material since they are native for their language. The native speaker teachers will not be having biased for the students cause they will behave as themselves way of teaching to create the good atmosphere of language class by showing the appropriate teaching strategy in the EFL classroom based on the student's levels, characteristics, competences, environment, the learning goals and the instructional material started in English Syllabus of Indonesia.

In the ELT profession, it is still widely believed that nativeness is an important, if not the most important, quality of teachers of English. This is what is referred to as *native speaker fallacy*, "according to which native speakers of English are automatically the best teachers of the language" (Canagarajah, 1999: 126). According to Braine (1999:32), native speakers are believed to possess a superior command of fluent, idiomatically correct language forms and giving the impression of teaching motivations. They are considered more knowledgeable about the cultural connotations of their mother tongue and as the arbiters of the acceptability of any instances of the language. Although the native speaker teacher does not really know the education and social background of the EFL students, they are also ideal teachers in giving support, motivation for the student's success, they can adapt the learning activities based on the materials, student's characteristics and the student's level, they enable to give the opportunities for the

student's success through effective feedback, correction and guide the student's practices in tasks, they are able to monitor student's progress by checking the student's understanding and the encourage self-positive competition as well in learning English. Actually the native speaker teacher is also possible to build the expectations for the student's success in English by means encouraging them to understand that the success can be reached through their own effort.

According to Anichebe (2005:7), the use of native speaker has a long history in all sub disciplines of linguistics. From methodologies to theories of language study the native speaker occupies a basic position as a springboard for the judgement of language production and evaluation. The major conviction behind the native speaker is that she/he can at anytime give valid and stable judgements on his or her language. The native speaker is capable of identifying ill-formed grammatical expression on his own language even though she/he may not be able to explain why they are il-formed (Chomsky, 1965:61)

In many EFL countries, the quest of native speaker or native-like proficiency is still high. It is less so in ESL countries where education is the barometer for proficiency in the language. This is basically because English in these countries is introduced in the school and it is used in generally in formal situations and in education related jobs. But in the EFL contexts, English is an additional language whose importance is dictated by international necessity. This section deals with the adverts of vacancies for the teachers of English both educational institutions and individual private needs.

Reaching academic achievements especially in ELT can be interpreted with many attempts, one of them is an Extracurricular Program. English Club program is a language-learning program that is to enhance the students' English achievement. Enriching student language program is needed to enhance students' language proficiency in school. Another aim of language learning program is to support the students' academic achievement.

English Club, one of the extracurricular in SMAN 1 Dongko is a new extracurricular that being a place for students in improving their English ability and capability. In this club, there are many activities that is about English, such as English speech, English writing, English scrabble, English quiz, English singing contest, English poetry recital contest, etc. The purpose of the establishment of English Club is as the place for students to practice students and form them to have a confident and competency.

Since Mr. Russel had been chosen by the school to be a tutor or teacher in English Club at SMAN 1 Dongko, he brought a lot of changes for the students who included in that afterschool activity. Based on the description above, the researcher decides to conduct the study about the teacher's teaching strategy which is done by Native Speaker especially in English Club class.

This study observes the strategies used by English Native Speaker in teaching English Club class and not the first one, there is another study have conducted by another researcher in the previous time. Based on the previous study with title "A Study on the Strategies of Native English Speaking Teacher

Practices to Facilitate Students in Learning Speaking Skill” written by Muh. Sadam Wijirantau from IAIN Tulungagung. This present study actually different from the previous, the researcher conduct the observation in different place and variable.

Here the researcher describes about the Strategies of Native Speaker Teacher in Tutoring English Club class at SMAN 1 Dongko, Trenggalek in academic year 2015/2016. The reason of the researcher why the research should be in SMAN 1 Dongko, because in that school has a native speaker as the volunteer teacher and also as the tutor of English Club Extracurricular.

B. Statement of Research Problem

Based on the background of the study, the problems of this study is what are the strategies used by the English Native Speaker in English Club at SMAN 1 Dongko ?

C. Objectives of the Research

The research that is accomplished by the researcher is purposed to know the strategies used by the English Native Speaker in English Club at SMAN 1 Dongko.

D. Significance of the Research

The researcher expects that this study will give the contribution to:

1. Students

This research will be able to raise up the students' learning motivation in English especially. The students can be more motivated in learning English particularly in English Club class as an extracurricular activity program.

2. The EFL Teachers/Native Speaker Teacher

This study can be able to raise up the teachers' awareness concerning their teaching strategy for promoting the students' english academic achievement. The EFL teachers can learn how the native speaker teacher treat the EFL students by implementing the diverse varied interesting teaching strategies, the discipline attitudes, using many kind of interesting teaching media, the motivations given to the students and providing the attractive learning activities and instructional material.

3. The School

The finding is hopefully useful for the institution board/school as informative data in focusing on the appropriate EFL teacher's teaching strategy in foreign language classroom. Sometimes, the school or education institution may present the native speaker teacher to teach their students in a detail information of English in order to promote the students' English skill, but they also should still mantain the effectiveness of conducting English classroom which is done by non-

native speaker teacher who really knows the cultural background of knowledge and social of students.

4. Other Researchers

This research is expected in giving the contribution of any value to the other researchers in conducting the further research of the similar topic. This research can attract the further researchers to conduct the extent research related to the main concern of this research which is native speaker teacher. They can dig up more informations about the role and the benefits of native speaker teacher in the English learning and teaching. Thus it can be believed that the native speaker teacher is one who certainly will give the good effect and significant progress in English of the EFL students as well.

E. Scope and Limitation of the Research

In the case of creating good atmosphere of teaching learning activity for EFL classroom there are many kinds of effective ways to use for promoting the student's English achievements. Those applications to pratice it can be shown in some aspects such as the teachers' performance, characteristics, pedagogical aspects, activities phases in the classroom and also the teachers' techniques, methods and strategies to conduct the English learning and teaching in the EFL classroom.

However in this research the researcher just would like to limit the study on the Strategies of Native Speaker Teacher in Teaching English Club class which is conducted in SMAN 1 Dongko, Trenggalek in academic year 2015/2016. It

leads the techniques and methods used in teaching English as a Foreign Language classroom.

F. Definitions of Key Terms

To give clear clarification and to loss misunderstanding or interperetation between the researcher and the reader, the researcher clarifies the terms are used in this study as follows:

1. Teachers' Teaching Strategy

A teaching strategy means as an organizer for the delivery of instruction by guiding decision making about the teacher's role, the student's role, the selection of methods and techniques, and instructional materials.

2. Native Speaker

Teacher In this matter, native speaker teacher means a person who has an English as their mother tongue. Here, native speaker has a role as a teacher who delivers about the English material based on the curriculum stated in Indonesia for EFL students.

3. English Club

The English Club is a program for the speaking Community aims to improve the ability to talk participants through a variety of dynamic and interesting activities in an atmosphere that is warm, light and relaxed. English club offers different topics each week that are mentored by experienced facilitators who provide models of good speaking