

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, identification problem, problem statement, the objective of the study, limitation of the study, and benefits of the study.

A. Background of the Study

People living in this world are gifted with language. Language is a device for delivering a message. Language is needed when someone makes a conversation with the other. Imagine if there is no language, the conversation does not exist. Everybody should give thanks to God. The primary language's purpose is to communicate. Therefore human behavior can be understood. (Harley, 2005)

When people worldwide met, it is impossible to communicate with each other if they use their language. However, people need an international language that most people around the world use and comprehend. English is an international language that should be master orally and written (Handayani, 2016). In tourism, English is needed when Indonesian guide foreign tourists, the tourist will be comfortable if they are guided in English (Bagus & Yadnya, n.d.).

As we know that our mother tongue is Javanese, our second language or national language is Indonesian. Then, how about English? English is a foreign language in Indonesia. Both Javanese and Indonesian languages are easy to understand and use because we used those languages throughout our activity. Contrary with English, Indonesian people, are rarely to use it. It is not easy to make them comprehend and practice English as a means of communication. (Marcellino, 2008)

Teachers may feel distressed when the students are unwilling to use English as communication in teaching English. One of the reasons is the students who feel it easy to use their mother tongue because they always use it in their daily life. The other cause is the teacher itself, teaching speaking use mother tongue. When teachers do it, so do the students (harmer 2001). The other reason why students are unwilling to speak English is their motivation. They have low motivation to speak English.

English is a foreign language in Indonesia. Teachers have the challenge to teach speaking for a student who rarely uses English in their daily life. To make the student speak English fluently with correct pronunciation needs strategy and hard effort. The earlier teaching of English was focused on passive ability; the student is focused on written language. Nowadays, teaching English is focused on oral language. Students must have speaking skills. But then, not all students can speak English fluently. Secondary students cannot speak English mostly (Ginanjar, 2013)

The learners usually use their mother tongue. If their mother tongue is not English, they use English rarely. English teachers should courage the learners to build their confidence in using English. It happens because some students feel hesitant and anxious in speaking English. There are five factors why the learners keep silent when speaking class: (1) the learners' low English proficiency (2) the learners fear of mistake if they make some mistake someone will look them down (3) teachers intolerance of silence (4) teachers uneven allocation of turn (5) incomprehensible input from the teacher (Bailey, n.d.)

There are several factors that influence learning of speaking skills, for instance, use of mother tongue outside and inside classroom environment, low status of English in a country, learners' negative attitude towards English language, use of mother tongue by teachers to explain a difficult concept, use of teacher-centered methodology and passiveness of learners in the classroom. These factors influence successful speaking skills lessons (Gudu, 2015).

There are some strategies that have worked in teaching speaking. The strategies are cooperative activities, role-play, creative tasks, and drilling.

Those strategies are suitable for the students; they can produce English in speaking class. (Ginanjar, 2013)

B. Identification of Problem

MTsN 1 Salatiga is a unique school. There are 29 classes. First grade has ten classes, second grade has ten classes, and third grade has nine classes. They learn two foreign languages. It is Arabic and English.

The writer chose MTsN 1 Salatiga because it is the only state Islamic school in Salatiga. The students have to learn two languages. It is English and Arabic. The students come from various elementary schools. Some elementary schools do not give English lessons, so English and Arabic in junior school are something new for some students. Thus, teachers have the challenge of teaching English.

Based on those phenomena, the researcher will conduct research in MTsN 1 Salatiga. The research method is descriptive qualitative, while the type of study is a case study. The researcher will describe teachers' beliefs in junior high school, the technique in speaking class, the teacher role speaking class, and the role of instructional material.

C. Research Question

The current study encompasses research question as follow:

1. What are the teachers' beliefs in teaching speaking?
2. How are teachers' beliefs reflected in classroom practice?
3. What factors shape teachers' beliefs in teaching speaking?

D. The objective of the Study

The objectives of this research are:

1. To describe the teachers' beliefs on teaching speaking.
2. To clarify teachers' beliefs on in teaching speaking reflected in classroom practice.

3. To analyzed teachers' beliefs, teaching speaking is reflected in classroom practice.

E. Limitation of the Study

1. Subject limitation

In this research, the subject is English teacher class 7-9 in MTsN 1 Salatiga. There are three English teachers.

2. Object limitation

The study is about teachers' belief in teaching speaking. Therefore, it focuses on describing teachers' belief in junior high school, the technique in speaking class, the teacher role speaking class, and the role of instructional material

F. Benefits of the Study

This research has theoretical and practical benefits. There are:

Theoretical:

1. The study gains knowledge about teacher role and the role of instructional material on teaching speaking.
2. The study enriches the technique in teaching speaking.
3. The result of the research can give additional information about teachers' belief in teaching speaking

Practically:

1. For the other writers, they can use this research as a reference for further research
2. For the teacher, the study can give an evaluation on their speaking class.
3. For the institution, the institution can change the environment to support speaking class