

CHAPTER I

INTRODUCTION

This chapter provides a general introduction: those are background of the study, problems of the study, objectives of the study, significance of the study, limitation of the study, and definition of the key terms.

A. Background of the Study

English is an international language that has an important role in several aspects of our lives. As stated by Mappiasse and Ahmad (2014: 1), the most widely used foreign language in the world is English. Therefore, the ability to use English is very important for everyone. Lauder (2008:3) also says that the advancement of technology and science causes English to keep up with the times and becomes an opportunity to find a better job. In Indonesia, English is one of the languages taught and learned in class because it is a foreign language. In contrast to Malaysia, Singapore, Hong Kong, and other countries that use English as their second language. As stated by Oxford and Shearin in Susiyanti (2019) that the language learned in the classroom during formal education is a foreign language. Therefore, the teaching and learning process of English in Indonesia has its challenges, compared to countries that already use English as a second language.

Teaching English is not an easy level. In the teaching process, the role of the teacher is very important as a motivator and facilitator. Therefore, English teachers are expected to be able to do two things at the same time, which are teaching English properly and making the teaching and learning process interesting. In the teaching English process, the teacher can use many

different strategies. It is important to have a learning strategy. The teachers can practice numerous techniques in instructing studying such as making use of several methods, media, and video games to make the college students extra interested. So the students do not get bored quickly in the learning process. Explanation above has been explained by Harmer (2001) that strategy is an action selected by the teacher to get the objective of teaching and the learning process, and Brown (2004) that the right choice of teaching strategy makes the teaching English process easier to apply to various teaching methods and techniques. Thus, a successful teacher, understands that teaching strategy has a significant role to improve students' language skills.

Listening is one of the important elements in language learning that must be mastered, one of which is learning English. Because listening is the way we communicate with others, that is, understanding the meaning or information conveyed by the speaker. According to Harmer (2001: 181), listening is a receptive skill, meaning that people can get an idea from what they hear. According to Goss (1982), listening is defined as the process of understanding what is heard and organizing it into lexical elements whose meaning can be allocated. According to Brown (2001: 247), in language learning listening is the main component, because when in class, students will listen more often than reading, writing, or speaking. This is also conveyed by Bowen, Madsen, and Hilferty (1985) showing that listening is understanding spoken language.

Speaking is one of the skills to communicate with other people through language media. Speaking is an activity that involves a process of

speaking alternately between the speaker and the interlocutor. According to Tarigan (1981) in Fals (2018), speaking ability is the skill in expressing messages or ideas verbally. Similarly, Brown's statement (2004:142), that speaking is an interaction between two or more people with the production, acceptance, and sharing of information orally. Speaking skills for students is a difficult skill to learn because it requires a thought that is spoken spontaneously. We can see this in the statement of Bueno et al. (2006:231) in Fals (2018), that is "speaking is one of the most difficult skills language learners have to face". During the learning process, the teacher is expected to be able to help students achieve their goals, such as the motivation given by the teacher to be more confident when speaking English and having good pronunciation and ask them to keep practicing. Brown and Nation (1997) stated that in teaching speaking skills, students are directed to focus on form and meaning.

Reading is one of the important skills to be taught by the teacher to the students because reading is a window of knowledge. Reading is an undertaking to get the which means of the facts from the text. Based on Muslaini (2017), reading is the writer's way to send the information to the reader through the text. Based on Aebersold and Field (1997:15), reading happens when someone looks at and gives meaning from the symbols which are written in the text. It means that reading is the way to understand a text, when we read the text we try to get the point about what we reading are. Teacher must know how to teach students, what methods to use, and what have to teach to the students. According to Brown (2004), teachers must have

appropriate learning methods when teaching reading to achieve the specific goals of reading.

Writing is an activity to express feelings, ideas, opinions, or information in the form of sentences that are written correctly according to grammar. According to Harmer (2007:31), writing is a way to produce language through the expression of ideas, opinions, and feelings. In Faisal (2013: 240) Tarigan said that writing is a language skill that is used to communicate indirectly, without having to meet face to face, can use paper media or electronic devices. This skill in learning English is one of the most difficult skills to do for most students. Because students are required to produce correct sentences in grammatical words based on the ideas they convey. As stated by Richard and Renanda (2002:303), that writing is the most difficult skill for students to master.

The 2013 Curriculum has been used considering the 2013/2014 tutorial year. In the 2013 curriculum, students are allowed to develop learning patterns in which there is a two-way interaction between teachers and students. In this case, teachers should be extra innovative and revolutionary in the educating and mastering process, especially English teachers. That is, English teachers should be in a position to instruct the use of new techniques that are greater targeted on language competence as a conversation device to carry thoughts and know-how with the aid of the 2013 curriculum.

The Merdeka Belajar Curriculum is a follow-up to the improvement of the 2013 Curriculum. This curriculum is part of the Merdeka Belajar program episode fifteen. In this case, Nadiem Makarim stated that the Merdeka Belajar

curriculum is a development and implementation of an emergency curriculum launched in response to the Covid-19 pandemic. According to him, the Free Learning concept was motivated by his desire to create a happy learning atmosphere without being burdened with achieving certain scores or grades. The thing that must be considered in the Merdeka Belajar curriculum is freedom of thought. As for the four new policy points of the Ministry of Education and Culture of the Republic of Indonesia, first, the National Examination (UN) will be replaced by the Minimum Competency Assessment and Character Survey. Second, the National Standard School Examination (USBN) will be submitted to schools. Schools are given the freedom to determine the form of assessment, such as portfolios, papers, etc. Third, the Simplification of the Learning Implementation Plan (RPP) is made into a page. Fourth, in the acceptance of new students (PPDB) using an expanded zoning system (excluding 3T areas). One of the reasons Nadiem created the Merdeka Belajar program was the 2019 PISA research which showed that students from Indonesia were in the sixth position from the bottom in the fields of mathematics and literacy.

The Excellent Class is a class that teaches specific programs for excellent students with the development of talent and creativity, so it can increase the potential according to the level of intelligence and ability of students based on the explanation of Silalahi (2006:01). While Supriyono (2009:13) cites an explanation from the Ministry of Education and Culture of the Republic of Indonesia that defines an excellent class as a class that is developed to achieve excellence in educational processes and outcomes. The

selection of quality excellent class students will greatly affect the learning process. The excellent class is a class that is specifically intended for students who have more talents, abilities, skills, intelligence, and creativity than their friends and receive specific teaching so that the potential that exists within them can be further developed according to the applicable curriculum.

There are several previous studies of research related to the implementation of teaching English at MTsN 2 Kota Kediri. The first research used descriptive research, which was written by Milda Sari Hadi, Aryuliva Adnan, and Delvi Wahyuni in 2016, entitled *The Analysis of Listening Strategies Used By English Department Students of Faculty of Language and Arts of Universitas Negeri Padang*. The second research in 2021, entitled *Teachers' Strategies In Teaching Speaking Skill To Junior High School Students*, was written by Faisal Razi, Asnawi Muslem, and Dohra Fitriasia. The third research used qualitative research in 2017, which was written by Nurmadia Sarjan and Mardiana, entitled *An Analysis On The English Teachers Strategies In Teaching Reading Comprehension SMP 1 of Wonomulyo*. The fourth research in 2015, entitled *Strategies For Teaching Writing In EFL Class At A Senior High School In Indonesia*, was written by Jurianto, Salimah, and Deny A. Kwary. The last research used descriptive qualitative in 2020, which was written by Wirawan Fajar, entitled *A Study On The Teaching Media Used By The English Teacher At SMP Muhammadiyah 2 Malang*.

Based on the researcher's observation, researcher conducted research in MTsN 2 Kota Kediri. This school is the best and the most favorite school.

It can be shown by a lot of achievements that they have achieved both from academic and non-academic. This school has won a lot of intercity championships until international championships. At MTsN 2 Kota Kediri, there are two grade levels, which are the excellent class and the regular class, with different teachers and different curricula when teaching English process. From there, the researcher is interested in investigating, observing, and finding how the implementation of teaching English, what strategies the teacher uses in teaching English, and what media the teacher uses in teaching English in seventh and eighth grades of excellent classes at MTsN 2 Kota Kediri. Hence, the researcher formulates a research study entitled “Investigating The English Teaching At The Excellent Class At MTsN 2 Kota Kediri”.

B. Problem of the Study

Based on the research background above, the researcher states the research problem as follow:

How is the implementation of teaching English at MTsN 2 Kota Kediri?

C. Objectives of the Study

Based on the research problem, this research is purpose to find out:

To know the implementation of teaching English at MTsN 2 Kota Kediri.

D. Significance of the Study

The researcher will give some useful information about the implementation of teaching English at MTsN 2 Kota Kediri. Hopefully, the results of the research are useful for the students, the teacher, and the next researchers.

a. For the Student

The result of this study can be used as a new reference in the learning of English skills (Listening, Speaking, Reading, Writing). The students also can know the kinds of teacher's teaching strategies and choose one of the strategies which are suitable for them.

b. For the Teacher

The result of this study is expected to provide useful information about how to implement teaching English using supported strategies and the good media and as feedback to develop the quality of teaching English at MTsN 2 Kota Kediri.

c. For the Next Researcher

This research is expected to be an additional reference for the next researcher who will do research about the implementation of teaching English at MTsN 2 Kota Kediri.

E. Scope and Limitation of the Study

The scope of the research focuses on the implementation of teaching English at MTsN 2 Kota Kediri. The analysis is concentrated on the English teachers' activities in teaching English in excellent classes. The limitation of this research are excellent classes of seventh, and eighth grades in MTsN 2 Kota Kediri, and the implementation of teaching English at MTsN 2 Kota Kediri.

F. Definition of Key Terms

By knowing the key terms, it makes the reader and other researchers prevent misunderstandings and make it easier to understand the content of the research.

The researcher divides the key terms as follow:

1. Investigating

Investigation can be described pretty actually as a systematic fact finding and reporting process. Bennett & Hess (2004:4) in Gunter W. & Hertig C. (2005:1) noted that investigation is derived from the Latin word *vestigere*, to “track or trace,” and encompasses a patient, step-by-step inquiry.

2. Teaching English

In the teaching process, the teacher's role is very important because as a motivator and facilitator. Therefore, English teachers are expected to be able to do two things at once, namely teach English well and make the teaching and learning process interesting, so that students do not get bored quickly and enjoy learning more.