

CHAPTER I

INTRODUCTION

This chapter is divided into six parts. They respectively deal with the background of study, research problem, the significance of research, the objective of research, scope and limitation, and definition of key term.

A. Background of Study

Language is one of the main things that need to be sharpened. By learning a foreign language, students will be able to compete in a globalized world. Moreover, at this time mastery of a foreign language can be one of the requirements to register for job vacancies.

The process of learning to teach a foreign language certainly cannot be separated from the mistakes faced by teachers and students, this is not a drawback for them. But make this process a first step and an indicator to master a foreign language. With that, teachers and students can find out their respective weaknesses in the process of teaching and learning foreign languages.

At the present time, learning and teaching a foreign language is slowly growing and progressing. In Indonesia, a student will certainly be introduced to one or two international foreign languages, such as English and Japanese language. In the current era of globalization, it is not necessary for them to be able to master several other foreign languages, so to deal with this, the learning of three foreign languages or what we know as trilingual is developed.

In teaching and learning trilingual, it will find many challenges that must be faced by teachers and students. It is indicant that since trilingualism is a rather recent field of research there are a lot of differentiations on its definitions. Many attempts have been made so far to approach a definition of trilingualism. Most of them have been through bilingualism. Trilingualism has also been seen as a branch of bilingualism or even as an extension of bilingualism (Fotini, A, Georgia, A, & Maria, L, 2017). Jessner (2008) has

criticized the belief that trilinguals are still seen as three monolinguals in one, as well as that a true multilingual does not mix his/ her languages. Jessner goes on her criticism on that perception by saying that this “monolingual perspective of multilingualism is still prevalent in traditional research on multilingual acquisition”, thus clearly pointing to a different direction towards research.

Teaching for trilingual student is more opposed than teaching in bilingual especially monolingual education. It is not an easy task and problem free. Teacher of trilingual education have to be more aware of language, patient, and care to the student. They must have great competence in to three languages and the whole compulsory subject which they teach. So that being teacher in trilingual program is not easy. The potential of teacher concern the level of foreign language they require. They have to make sure the student understand about the content of the subject and also their foreign language which they use as an instructional language. Therefore teacher and student of trilingual program certainly face the challenges in trilingual program process.

In addition, some school have implemented foreign languages program to balance the global language era. Foreign language program teachers are certainly required to teach foreign languages effectively, creatively, and professionally. So that the teacher is able to master the environment in the teaching and learning process that he faces both inside and outside the classroom.

Teaching cannot be described apart from learning. Teaching is guiding and facilitating studying, allowing the learner to analyze, putting the situations for getting to know. Your knowledge of the way the learner learns will determine your philosophy of schooling, your coaching fashion, your approach, strategies, and study room strategies. Mastering is obtaining or getting of know-how of a topic or a skill by means of have a look at, revel in, or education.

Teaching and learning process take the important place in the successful education. Teaching and learning process is a transformation of knowledge from teacher to student. In teaching in learning process of foreign language,

teacher has important role in the class. The ability of teacher influences the successful teaching and learning process. Moreover, in language and culture program, there are some factors that influence the successful teaching and learning process.

In teaching local content subject, there are some factor that must be considered such as: the basic material, the availability of the qualified teacher, the availability of the facilities and the objective of the trilingual teaching learning process. In the teaching learning process in senior high school, teacher plays very important role in the classroom and the student would listen and do whatever their teacher ask them, so ideally each student has a positive respond toward the culture of the language learning and the learning context of foreign language. Teacher should build student motivation to learn trilingual well especially for those who have negative response toward foreign language. A student who positively respond to the teaching of trilingual has realized that he has certain need in it. One is being active to learn and practice trilingual since he has an ambition to fulfill his/her need.

Moreover, SMA Nurul Jadid is one of the educational institutions which implements of foreign language classes. Based on the ability and integrity of SMA Nurul Jadid Probolinggo students, students who graduate from this school can continue their education in various state universities and even many of them receive scholarships from overseas universities such as in China, Australia, and Egypt. In addition, the existence of SMA Nurul Jadid alumni becomes foreign language translators in large companies such as at PLTU, PT. PLN (Persero), as well as their speaking ability is very proven out there. Thus, the three foreign languages teaching and learning process at SMA Nurul Jadid Probolinggo is successful.

Based on the consideration above, the researcher is interested in describing the teaching and learning process of three foreign languages in language and culture program. Finding the aspects which make foreign language classes successful in language and culture program. The researcher chooses SMA Nurul Jadid Probolinggo as a subject of this research because it

has been implementing language and culture program and has the successful foreign language classes, moreover, SMA Nurul Jadid is one of good educational institution in Probolinggo.

Based on the background above the researcher conducts a research entitled “*Foreign language classes in SMA Nurul Jadid Probolinggo*”.

B. Research Problems

In this research, researcher intend to know three foreign languages teaching learning process of SMA Nurul Jadid Probolinggo. Based on the explanation above the study answers the following research question:

1. What kind of planning is applied by the teacher in foreign language classes of SMA Nurul Jadid?
2. What are strategies implemented by the teacher in foreign language classes in SMA Nurul Jadid Probolinggo?
3. What are the evaluation used by teachers in foreign language classes in SMA Nurul Jadid Probolinggo?
4. What factors support and hinder the students in foreign language classes in SMA Nurul Jadid Probolinggo?

C. The Significance of Research

Dealing with the statement of the problems above, the researcher has the significance of the research are:

1. To know the planning which are applied by the teacher in foreign language classes in SMA Nurul Jadid Probolinggo.
2. To know the strategies which are implemented by the teacher in foreign language classes in SMA Nurul Jadid Probolinggo.
3. To know the evaluation used by the teachers in foreign language classes in SMA Nurul Jadid Probolinggo.
4. To know the factors support and hinder the student in foreign language classes in SMA Nurul Jadid Probolinggo.

D. The Objective of Research

A research should have significance to this world. Minimally, it has objective to the researcher or the institution where the researcher doing the research. The researcher hopes that it will be useful not only the researcher but also for school, teacher and public.

1. School

The researcher expects that this research will be useful for the school that is used as a subject of the research and other schools which use trilingual program or want to implement foreign language classes. The schools will know the description of trilingual teaching learning process in language and culture program of SMA Nurul Jadid Probolinggo which uses trilingual program. So, this school know the way to improve and implement trilingual program to student effectively.

2. Teacher

For the teacher, reseacher hopes this study can help the English teacher to improve the qualities in trilingual teaching and learning process in language and culture program. Therefore, the teacher could teach the learners betters after knowing the description of three foreign languages teaching learning process in language and culture program. Moreover, the teachers could feel more motivated to increase their qualities in teaching trilingual in there program.

3. Public

While for public, researcher hopes that they will know the teaching learning process of foreign language in trilingual class. By knowing it, they will have point of view about it because this school is good senior high school which implements foreign language classes for student.

E. The Scope and Limitation

Based on the background of the study and the identification of the problems, the researcher limit the problem that would be investigated in the form of strategies implemented, evaluations used, and the success aspects in

the process of three foreign languages teaching and learning is going on in the language and culture program of SMA Nurul Jadid Probolinggo.

F. Definition of Key Term

In order, to make easier understand this thesis proposal the following are the definition of the important term used in this study:

1. Teaching Learning

Teaching learning is a process of helping someone to learn how to get the skill's student by guiding, facilitating, and arranging in learning condition at SMA Nurul Jadid Probolinggo.

2. Trilingual

Trilingual is the mastery of three foreign languages by a person or student, as for the special word trilingual here are three foreign languages that are applied in the education system in foreign language classes in SMA Nurul Jadid Paiton Probolinggo, the three foreign languages are English, Chinese, and Japanese.

3. Language and Culture Program

Language and culture program is one of Program at SMA Nurul Jadid Paiton Probolinggo, this program focuses on the development of three foreign languages, that are English, Japanese and Mandarin (Chinese). In addition, this program develops local and global content culture. This program is divided into two classes, it is excellence class and regular class.