

# CHAPTER I

## INTRODUCTION

This chapter presents the introduction of the research that is divided into several parts. They are background, research questions, aims of the research, scope of the research, significance of the research, and organization of the paper.

### 1.1. Background

The mastery of English becomes more important for non-native English speakers who want to communicate with other people, especially with those from different countries and with different languages. “*English is vital for communication with others in school and in the wider world..*” (QCA, 2007:1, as cited in Khotimah, 2010). Regarding to that, nowadays, English is taught in playgroup, elementary school, junior high school, senior high school and university.

However, some Indonesians argue, although they have learned English for years -- from elementary school until senior high school, they cannot master English well. In response to this matter, there are some ways that have been done by the government to increase the English teaching quality, e.g. completing the curriculum, renewing the teaching method, and improving the teacher’s qualification still the result could not achieve the expectation (Nurkamto, 2000).

Artsiyanti (2002) discovered that there are some Indonesian students who have graduated from their senior high school still cannot introduce themselves in

English. Artsiyanti's research (2002) in 1996 showed that the difficulties in mastering English are caused by the teacher who is a non-native English speaker.

First, the teacher used English rarely in the classroom. That why, the students were not accustomed in listening English. It is accordance with Simon Gill (2005) as cited in Harmer (2004) found that a particular teacher he observed in a secondary class in the Czech Republic and a number of countries used five per cent of English of the time. The lesson also emphasizes more in the grammar while the students were not given an opportunity to practice orally. They understand about the English structures still they do not know when and how to use it orally. Then, the vocabulary was given by the teacher was useless for the daily conversation. Finally, the English material in junior high school and senior high school were carried out without continuity. The students argued that the English materials were repeated over and over again still they were not given an opportunity to understand the function and to apply the language.

On the other hand, some Indonesian students or non-native English speakers who were taught by an English native-speaker have different arguments - they think that being taught by someone who has English as a mother tongue will help them learn better (Harmer, 2004). They think that an English native-speaker has better English, both in oral and written language. It is in line with Harmer (2004) who pointed out that native-speakers have the advantage of a linguistic confidence about their language in the classroom.

Relating to the description above, a preliminary observation done by the researcher in a private junior high school found that all of the Indonesian students

who are taught by the English native-speaker speak English during the teaching-learning process. They understand what the English native-speaker said although the conversation is delivered fully in English.

Based on the preliminary observation above, a deep observation and analysis of the English native-speaker's strategies in improving Indonesian students' speaking skill were done in the research. The researcher entered the class for several times, and investigated the English native-speaker's strategies and problems in teaching English. The result of the research is expected to portray the strategies used by the English native-speaker and how to solve the problems faced in teaching speaking. Moreover, Indonesian teachers may adapt the strategies in teaching English.

### **1.2. Research Questions**

In the research, the research questions are formulated as follows:

1. What strategies are used by the English native-speaker in improving Indonesian students' speaking ability?
2. Is there any problem faced by the English native-speaker in teaching speaking?

### **1.3. Aims of the Research**

The research is aimed to portray kind of strategies that the teacher (native-speaker) used in improving Indonesian students' speaking ability and the native-speaker's problems in teaching speaking to Indonesian students.

#### **1.4. Scope of the Research**

The research focused on identifying the strategies used by the native-speaker in the classroom in improving Indonesian students' speaking skill. Furthermore, the research investigated the problems faced by the native-speaker as the main English teacher in teaching speaking.

#### **1.5. Significance of the Research**

The research is expected to make a beneficial contribution to the field of English Education. In particular, the research is intended to:

1. providing some information about effective teaching strategies in improving speaking skill;
2. giving the English teacher knowledge about suitable and effective teaching strategies;
3. giving the native-speaker (teacher) feedback or reflection about the weaknesses and the strengths of the strategies used.

#### **1.6. Organization of the Paper**

The research presented into five chapters, as follows:

##### **CHAPTER I INTRODUCTION**

This chapter consists of the background of the research, research questions, aims of the research, scope of the research, significance of the research, research methodology, and organization of the paper.

## **CHAPTER II THEORETICAL FRAMEWORK**

It discusses the related theories from the experts that are relevant to the present study, with English native-speaker's teaching strategy for improving Indonesian students' speaking as the main issue.

## **CHAPTER III RESEARCH METHODOLOGY**

This chapter elaborates the research method that includes research design, clarification of terms, population and sample, data collection, and data analysis.

## **CHAPTER IV FINDINGS AND DISCUSSIONS**

This chapter consists of the findings interpretation of the research.

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion and several suggestions of the study based on the analysis in chapter five.