

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

The teaching of English as a Foreign Language (EFL) has long become a necessity which should be taught in the Indonesian education system. English as a compulsory subject is taught for three years at Junior High Schools (Sekolah Menengah Pertama: SMP) and for another three years at Senior High Schools (Sekolah Menengah Atas: SMA) (Lauder, 2008). English also has been taught in Elementary Schools as an elective subject since the implementation of the 1994 Curriculum. It seems that the development of English language teaching in Indonesia touches the recent English curriculum objectives, Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) curriculum in 2008 and 2013 which consider English as the national curriculum for Junior High and Senior High Schools.

In the 2013 curriculum of SMP, English subject is the basic competence which students should achieve is written as the first basic competence from the last main competence about the implementation of knowledge into a real context. As an example, the content of the basic competence in Grade VIII which is: arranging oral text to speak and response to expression of asking attention, checking a comprehending, praising and asking permission with a correct grammatical sentence and adequate context. From this statement, the Indonesian

government emphasizes English subject is not only studied as theory but also it should be applied in a real context.

The necessity of mastery English make schools should produce qualified graduates to face the global competitions and challenges. Those have made the Indonesian government to implement a bilingual program, and this program has been implemented around five years since 2008. Even though it is not taught since January 8<sup>th</sup> 2013, the bilingual programs are still needed to be maintained in schools and some bilingual schools are given the official approval to conduct such program. As stated by Idris (2013), that the International Standard School must complete the program which has been running since the beginning until the end of the school year. Although the International Standard School has been stopped, the programs which are running, is needed to be maintained such as Information Technology (IT) -based learning, learning bilingual, and the relationship with the educational institutions aboard. Those needs should be completed until the end of the school year. Moreover bilingual program can be included into the program which implements one of the contents in the 2013 curriculum which is the implementation of English into real contexts.

Teaching speaking in bilingual class mostly relates to teach English as a second language, because bilingual class also uses English as a language used in the classroom. Kayi (2010) states that speaking is a crucial part of a second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to

teach speaking just as a repetition of drills or memorization of dialogues. Thalal (2010) states that there are many cases in which students' expectations do not match with the reality of learning performance showing that their English proficiency is still low and they do not have significant English ability after many years of study. Moreover, students of foreign language education programs are considered successful if they can communicate effectively in the language (Riggenback & Lazaraton, in Budiati 1991). So in this case speaking ability is a crucial problem for students especially in bilingual class.

In reality, based on an observation at SMP Al-Azhar Medan, there are still very limited numbers of bilingual students who are able to communicate in English actively. Based on the data from the English teacher there are 25 % of bilingual students who are not able to speaking English effectively. And also based on the observation of the instructional process of teaching speaking in bilingual classroom, the teacher instructed the student to make the dialogue, memorize the dialogue and presenting it in front of the class.

Ahmad (2013) in his post graduate E-Journal of Undiksha, he states that the change in the curriculum is not followed by an appropriate socialization and teacher training accordingly, and so the results thus far do not match the expectations. The teachers are still teaching with the biggest emphasis on grammar, and some of them teach without paying attention to a proper instruction. Such as in speaking skill, the students are instructed to memorize the dialogues, the emphasis on fluency in the beginning is not directly followed by accuracy into

real situation. Actually every teacher has a reason and believes in the teaching of students, what is called by instructional process.

The instructional process leads the students to achieve the lesson which is taught by teachers. It can be seen from the approaches and methods in teaching. Based on Petrone's view (2011) the instructional process starts with the definition of what the learners should know and finishes with the evaluation of what the learners actually know. Basically the teacher has to decide what to teach, and how to teach, i.e. the teacher has to choose the skills and methods of her/his teaching activity.

Bilingual program at SMP Al-Azhar has been running for eight years, this program emphasizes on the use of English as a language used in the classroom in bilingual class, moreover English has become the main focuses in this school, many activities which have been done at SMP Al-Azhar in improving English namely English Debate, Story Telling, Spelling Bee, and Teaching from Native speakers, etc.

SMP Al-Azhar Medan still implements bilingual program which is in line with the national curriculum. The instructional process of teaching speaking class is needs to be observed because the bilingual students who can only speak English effectively are very limited.

In connection with the instructional process of teaching speaking to bilingual students, the researcher is very much interested in describing how

English is taught at SMP of Al Azhar Medan especially in speaking skill. Besides, teacher and students need to have a higher standard of teaching - learning process inside the classrooms particularly speaking skill.

Therefore, it is very interesting to examine how the English teacher conducts the instructional process of teaching speaking in bilingual classes. Furthermore Volya (2009) states that, a professional teacher should have an adequate theory of teaching speaking. As the focus of teaching speaking, it is important to observe the process in teaching the oral production of the bilingual students, considering that this program uses English as their language of instruction, and how the instructional process of the teacher is done by the teaching of speaking to bilingual students at SMP Al-Azhar Medan. The researcher will discover the answers of those questions in this study.

## **1.2 The Problems of the Study**

Based on the background described in the previous section, the problems are formulated as follows:

- 1) What instructional process is implemented in the teaching of speaking to bilingual students at SMP Al-Azhar Medan?
- 2) How does the instructional process of speaking to bilingual students occur?
- 3) Why does the instructional process of teaching speaking to bilingual students occur the way it does?

### **1.3 The Objectives of the Study**

Based on the problems of the study, the objectives of the study are to:

- 1) discover the instructional process of teaching speaking to bilingual students at SMP Al-Azhar Medan.
- 2) determine how the instructional process of teaching speaking to bilingual at SMP Al-Azhar Medan is, and
- 3) determine the reasons why the instructional process of teaching speaking occurred the way it does.

### **1.4 The Scope of the Study**

The instructional process can cover a large scope but referring to the problems of the research, this study is focused on the investigation of the implementation of the theory used in the instructional process of teaching speaking which is applied to bilingual students. The teaching of speaking should cover the achievement as stated in the national curriculum. This is also concerned with the analysis on how the instructional process of teaching speaking occurs in bilingual classroom, and why the teacher applies them in teaching speaking to bilingual classes as they do.

## 1.5 The Significance of the Study

The findings of this study are expected to be useful:

### 1.5.1 Theoretically

A contribution for those who want to enrich their knowledge on the instructional process, develop or implement the theory on the instructional process of speaking to bilingual students and to discover how the theory is put into practice for the development of teaching itself.

### 1.5.2 Practically

1. This research is expected to be able to add the knowledge of English teacher in managing the teaching speaking to bilingual students.
2. To help the English teacher gets recent methods and strategies in improving the teaching of speaking especially in modifying, designing and implementing the teaching of speaking to bilingual students.
3. To the Headmaster in deciding a teaching - learning methods and strategies to English teachers in the instructional process of teaching speaking.
4. Students in understanding the steps of learning how to speak in order to be active in studying speaking.
5. Other researchers to get the information of the instructional process of teaching speaking, the recourses of the instructional process of English, hence as the reference in conducting other studies with different population and schools.