CHAPTER I

INTRODUCTION

A. Rationale

As English achieves a global status, it is nowadays taught in universities in the world. It spreads rapidly and becomes more popular than ever. It has become a very important language as media of communication among university students. They are encouraged to use English on campus in their conversations. Besides, their academic books, assignments, and so forth are also written in English. Those all are done as a response to the globalized era. Such response is surely in step with the two reasons why English becomes an important language and a lot of people in the world used it. Firstly, English has functioned as a scientific key because a lot of science is found in English like speaking and writing, and also important books both for studying exact and sosial science. Secondly, English is a medium language among nations learning English. English is also considered as the instrument to provide and develop science; technology, art and culture for importance of national development. In the Holy Quran, 22nd verse of surah Arrum, Allah said about the importance of language, that we have to know each other in this world with language.

وَمِنْ ءَايَـٰتِهِۦ خَلْقُ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَـٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَـَٔايَـٰتٍ لِّلْعَـٰلِمِينَ ۝

And among the signs of his power is the creation of the heavens and the earth and the diversity of language and skin color. Surely, in such indeed are signs for people who know.

Afterwards, there are approaches, methods, and techniques applied on teaching and learning English. The three components are very important to consider on teaching-learning process. This means that, as one of the components of teaching, methods occupy a place as important as the other components on teaching-learning process. None of teaching and learning process is without using methods of teaching.[1] Then, as the methods are applied on students, it is crucial to consider about the students' differences of learning principles:[2] student's tendency (intellectual intelligence), emotion, interest, and learning style that actually vary.

It is found nowadays that a new thought emerges on educational world in schools – a teacher should consider his or her students' learning styles. The effectiveness of teaching strongly depends on student's learning styles, besides his or her personality and intellectual intelligences. For this reason, knowing the learning styles of the student, for a teacher, is very important to achieve a successful teaching.[3]

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[1] Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar,* (Jakarta: PT Rineka Cipta, 1996), p. 82-83.

[2] Syaiful Bahri Djamarah, *Guru dan Anak Didik: dalam Interaksi Edukatif, Suatu Pendekatan Teoritis Psikologis,* (Jakarta: PT Rineka Cipta, 2005), p. 229.

[3] Alisuf Sabri, *Psikologi Pendidikan, Berdasarkan Kurikulum Nasional IAIN Fakultas Tarbiyah,* (Jakarta: CV Pedoman Ilmu Jaya, 1996), p. 101.

Supporting the above facts, Mansyur (as cited from Syaiful Bahri Djamarah's book) said that the relationship between teaching methods and the learning principles or the learning basis is very firm. The relevance of the teaching methods toward the learning principles will stimulate the enthusiasm of learning of the student to achieve the instructional goal. In addition to his views, Mansyur also stated that if learning materials are provided attractively, there will be a big possibility to gain student's motivation on their learning process. It is because motivation has a firm relationship with the student's tendency, emotion, interest, and need.[4] This way, it is clear that what every teacher is facing is how to invest motivation to his or her students effectively. The success of teaching is so much affected by the urgency of motivation.[5] Moreover, this is about teaching English to the non-English speakers, which it is to seriously regard that the motivation towards learning second or foreign language is not as high as towards that of the first language.[6] Therefore, it is believed that appropriate approaches, methods, and techniques take an effect on motivating the students to learn a language and on the students' response.

Based on the above facts, Indonesian universities also take a part in strengthening its English. There are many excellent English teachers are offered scholarship to continue their studies in the countries of its origin (English speaking countries) like UK, USA, Canada, or Australia. This effort

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[4] Syaiful Bahri Djamarah, *Op. Cit,* p. 223.

[5] Ahmad Rohani, *Pengelolaan Pengajaran,* (Jakarta: PT Rineka Cipta, 2004), p. 11.

[6] Samsunuwiyati Mar'at, *Psikolinguistik: Suatu Pengantar,* (Bandung: PT Refika Aditama, 2005). p. 94.

is done to improve their English knowledge so that when they return to Indonesia, they hopefully apply what they learn. It is supposed that the progress will be reflected in the approaches, methods, and techniques of teaching they will apply on the English classes in Indonesia. They will also help motivating their students acquiring their second language with sophisticated ways.

The researcher is now studying English in an Islamic university (IAIN Antasari Banjarmasin). He has met many English teachers who studied abroad, like in UK, USA, Canada, and Australia for two years for their Master's degree. This way, the researcher is curious about their method of teaching English at IAIN towards students of different English proficiency, different faculties and majors, and of low English learning ability. Therefore, he intends to conduct his research on an English class taught by this kind of teacher. Then, the researcher finds that the only English learning program of IAIN which offers this kind of activity is the Language Center of IAIN which is located at Km 4.5 Jln. Ahmad Yani, Banjarmasin. In this program, the students from different faculties and departments learn English together, a kind of very basic English learning. In this case, the researcher has three classes to observe; as there are exactly three English classes that are held by such above English teachers in the academic year 2010/ 2011. The English teachers are:

1. Teacher A, who took her Master's degree at Flinders University in Australia, holds the English class level 34.

2. Teacher B, who took her Master's degree at the University of Salford in United Kingdom, holds the English class level 35.

3. Teacher C, who took his Master's degree at the Australian National University in Australia, holds the English class level 36.

Based on the above facts, the researcher then wants to know how they teach the students of the aforementioned kinds and how those students respond to their method of teaching. Therefore, the researcher intends to conduct his final project entitled **STUDENTS' RESPONSE TOWARDS THE TEACHERS' METHOD OF TEACHING ENGLISH AT THE LANGUAGE CENTER PROGRAM OF ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES BANJARMASIN.**

Next, this research is also guided by the researcher's interest in Krashen's input and affective filter hypotheses. First, for the input hypothesis, Krashen said that learners will acquire the target language if they comprehend it; they need comprehensible input from the teacher that can be included in natural communication situations. Therefore, the acquisition is facilitated by a focus on communication, rather than grammatical form. Second, for the affective filter hypothesis, he said that learners need a low-anxiety environment in order to maximize their learning that they need to be motivated so that their confidence stays high, that listening to and

understanding spoken language are essential in acquisition and that teachers should not to force production, but expect a silent period.[7]

B. Problem Statement

In conducting the research, the researcher formulated three focus questions as guidance:

1. How do the teachers differentiate their teaching method for the students based on their language learning abilities?

2. What specific approaches do the teachers use to motivate the students to learn English?

3. How do the students respond to the teachers' method of teaching?

The researcher focuses his research on the questions above as a way to investigate Krashen's two hypotheses specifically in university students' second language acquisition.

C. Purpose of Research

A descriptive research aims to describe systematically and accurately the facts and the characteristics of a certain case. The research tries to depict the situations or the events. The data collected is merely descriptive so that it does not suppose to search an explanation, to examine a hypothesis, to make a prediction, or to study an implication.[8] Therefore, the researcher here just

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[7] Ricardo Schütz, *Stephen Krashen's Theory of Second Language Acquisition,* (2007). Retrieved March 21st, 2011, from http://www.sk.com.br/sk-krash.html

[8] Saifuddin Azwar, *Metode Penelitian,* (Yogyakarta: Pustaka Pelajar Offset, 2003), p. 7.

openly spaces his mind to know what he determined on his research problem. He wants to know about:

1. The way how the teachers differentiate their teaching method for the students based on their language learning abilities.

2. The specific approaches that the teachers use to motivate the students to learn English.

3. The way how the students respond to the teachers' method of teaching.

D. Clarification of the Title

To avoid misinterpretation of the title, the researcher explains the technical terms such as below:

1. *Language Center's Program* is a program designed by the Language Center of IAIN Antasari to provide students with learning second languages (Arabic and English). In this context, the researcher talks about the English Learning Program.

2. *Response* is an action done in answer to something.[9] The researcher means the response in this case is actions done by the students toward their teachers' method of teaching English.

3. *Method* is way of doing something.[10] In this study, the researcher means the method as the teaching method used by English teachers at the Language Center Program to motivate their students to learn English.

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[9] Database Right Oxford University Press, *Oxford Learner's Pocket Dictionary New Edition,* (Oxford: Oxford University Press, 2003), p. 367.

E. Reason for Choosing the Title

The researcher chose the title above because he wants to know if the teachers differentiate their teaching method in a comprehensible way so that the students have additional assistance in acquiring their second language. The researcher also wants to know if the teachers use specific approaches to motivate the students to learn; if the teachers use a way of focusing on communication rather than grammatical forms as well as a way of letting the students lower their affective filter and that if the students are worked by the teachers' method of teaching. Therefore, the researcher better understands how the students learn based on what Krashen said about learners' second language acquisition in his two hypotheses.

F. Significance of Research

The intended audience of this research is generally English university students in Indonesia who hope to become English teachers. Then, it is specifically for English teachers in Indonesia who hold English classes with students of heterogeneous English learning ability.

The result of this research is hopefully useful for English teachers In Indonesia to better understand the ways of differentiating their instructions based on their students' language learning abilities. Besides, they also hopefully consider their method of teaching to their students to motivate them learning English.

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[10] *Ibid*, p. 270.

G. Outline of Research

This research consists of five chapters.

Chapter one is introduction which consists of rationale, formulation of problem, reason for choosing the title, purpose of research, significance of research and outline of research.

Chapter two is review of related literature which contains theories underlying the writing of the research. They are theories about what is on teaching and learning (approach, method, and technique), learning styles, intelligence, motivation on language learning, and student's response towards teaching and learning.

Chapter three is research methods which explain the research approach, subject and object of research, kind of data and data resource, technique of collecting data, data analysis, and research procedures.

Chapter four consists of findings and analysis.

Chapter five consists of conclusion and suggestion.