

CHAPTER I

INTRODUCTION

This chapter contains explanation about: (1) Background of Study, (2) Definition of Key Terms, (3) Research Questions, (4) Objectives of Study, and (5) Significance of Study.

A. Background of Study

English as it is commonly known, is an international language that is widely used as the main language in several countries, even one of the mandatory general subjects that accompany students from elementary school to university level. Within Indonesia itself, it is a foreign language that is used as one of the subjects that must be in every curriculum. This is because English is a language that has an important role in almost all aspects of life, especially in communicating with other people in many ways and in all aspects including in terms of education. English was already on its way to becoming a genuine *lingua franca*, which is a language that is extensively used for communication between individuals who do not speak the same first or even second language, as stated by Harmer (2007). Therefore, for students, English plays a crucial role to be mastering since school so that it can be a good provision for future education.

The importance of mastering English is supported by the existence of compulsory English subjects that are offered starting from elementary school and continuing until senior high school, even when in the first and second semesters at university the study program still provides English courses even though the

discipline taken is not related to English. As a foreign language, it is very important to practice the language learned, so that the role of the teacher is not only as a person who provides material but also assists students in developing their language skills.

It has been mentioned above that English is a foreign language that has limitations in its use in the daily lives of students, so that its use is more in the classroom when the subject takes place, so that in achieving learning objectives sometimes takes place less effectively. Therefore, realizing the ideal language class is not an easy thing. Similarly, in improving students' language skills, it cannot be separated from the role of the teacher as a teacher as described by Muliati (2017) that teachers have an important role in improving reading skills because teachers are important figures in improving speaking skills when children are at school.

Learning English for some people can be very challenging, because there are various language skills that need to be built up, including speaking, listening, reading, and writing, which certainly have differences with the daily language used. Moreover, the use of English is very minimal in the student environment, so it can be said that it is quite difficult to make someone proficient in mastering all existing language skills. As said by Syahputra (2014) that the state of English learning in schools does not lead students towards achieving English proficiency. As added by Hadi (2017) that the two primary domains of language skills are language competence and performance, which refer to comprehension and appropriate use of language in oral and writing communication.

As a means of communication, it is very important for people who learn foreign languages to master their speaking skills. Richards (2008) and Bahadorfar & Omidvar (2014) stated that speaking is a productive skill that students should prioritize mastering in the process of learning and teaching foreign languages. Speaking skills are crucial for students to succeed in this highly competitive worldwide environment. Speaking allows people to communicate with one another when they might find it difficult to express their thoughts, arguments, or feelings communicatively. It refers to the four basic skills that learners ought to study related to how student's ability to communicate verbally in English well. As has been written in the Qur'an surah Al-Hujurat verse 13:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا ۙ وَقَبَائِلَ لِتَعَارَفُوا ۗ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ ۗ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ۝ ١٣

The above verse explains that Allah created humans from the same offspring, namely Adam and Eve, and made them into nations and tribes in order to get to know each other and help each other. Therefore, Allah bestows communication skills, which is one of the very special gifts from Allah to humans.

In an effort to master this speaking skill there are several difficulties that students face. Therefore, the role of a teacher is very important in learning activities in the classroom. Shen and Chiu (2019) mentioned that students' challenges when speaking English can be caused by a number of factors, including linguistic issues (such as lack of vocabulary, grammar, expressions, and sentence organization), psychological issues (such as anxiety, fear of making mistakes and lack of confidence), and environmental issues (such as lack of context for learning English

conversation). From some of the difficulties faced by students as mentioned, it is not easy to overcome them. Indeed, not only a handful of people who go through it, but many of the students, because English is a foreign language whose usage in our environment was very limited.

In that case, a few of students sometimes feel anxious and restless because they cannot master language skills well. Therefore, even though it is difficult, there will still be ease that surrounds the difficulty. As God has said in Surah Al-Inshirah verses 5 and 6:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝ ٦

The verse explains that in difficulties faced with determination and earnest effort, there will certainly be ease that accompanies. The verse also reminds us that every problem that exists will definitely have a way out.

Realizing the importance of language skills, which in this study is focused on speaking skills, teachers are able to use several approaches and methods of learning in the classroom. Teachers also can use learning approaches that are in accordance with the intent of the learning outcomes and objectives. As explained in the teaching module that the learning outcomes of English for grade XI students are where they can use their language skills to express a text in a variety of topics including social issues and cultural contexts, then at that phase not only the language skills of students will develop, but also the ability to think critically, creatively, communicatively, collaboratively, and confidently.

There were many learning methods and approaches that teachers can apply to help students in improving their speaking skills and in achieving learning objectives, one of which is CLIL which stands for Content and Language Integrated Learning. CLIL is basically a language learning approach by integrating language and content materials that aim to develop language competence and communication competence. The purpose of CLIL itself is related to material, culture, environment, language and learning. There are 4C components in CLIL, namely *content, communication, cognition, and culture*. Based on the 4C components, learning is not just about giving theory, but how students can understand the material well through the learning and thinking process, and can communicate it well through the target language in the learning.

The research conducted by the researcher has carried out at MAN 3 Banjarmasin. This school was chosen because the school uses an independent curriculum which in English subjects has learning outcome targets as same as the 4C component of CLIL, namely learners can use their language skills in English to communicate according to the situation and purpose, learners are also expected to explore various materials taught in a variety of topics including social issues and cultural contexts. From these learning outcomes, learners are expected to develop not only their language skills, but also critical, creative, communicative, collaborative and confident thinking skills. In addition, the teacher is an English teacher at MAN 3 Banjarmasin who uses the CLIL approach in learning at a school that applies English as a compulsory and specialization subject. This research will take place during English teaching and learning activities, and the researcher will

interview and observe the teacher regarding the application of CLIL in classroom learning activities as well as the obstacles she faces in its application.

B. Definition of Key Terms

The researcher provides the following explanations of essential phrases that are crucial to comprehend in order to prevent misunderstanding in this study:

1. CLIL stand for Content and Language Integrated Learning is an approach of a dual-focused educational, where the target language is used for the learning and teaching activities. CLIL itself aims to improve learners' knowledge and skills in a particular subject as well as learners' language skills. This learning approach has a framework called 4C, namely content which refers to the topic of learning; cognitive which focuses on developing the ability to think how to construct language by utilizing knowledge; communication to improve the competence of the target language as a whole by farming the language in order to interact directly; and culture which plays a role in building intercultural knowledge and understanding.
2. Improving speaking skills refers to the teacher's perspective in a learning approach called CLIL to improve students' speaking skill. The meaning of speaking skill here is taken in general, which is the way students communicate using English, through activities in learning such as conversation, presentation, discussing, oral exam, etc.

C. Research Questions

The next two questions are about this study would be explored in light of the previous background:

1. How does the teacher apply CLIL in the classroom to improve students' speaking skills?
2. What are the challenges do the teacher face in applying CLIL in the classroom?

D. Objectives of Study

1. To describe how the teacher applying CLIL in the classroom to improve students' speaking skills
2. To investigate the challenges in applying CLIL in the classroom

E. Significance of Study

1. For the teachers

The findings of this study hopefully will benefit English teachers who are looking for teaching ways in helping them to teach English-skills to students.

2. For further study

For other researchers can investigate the same thing in different language skills, another level of education or with the different subject.