

## CHAPTER I

### INTRODUCTION

#### A. Background Of The Study

Learning is really crucial since becomes needed of entire people around the world can get a lot of knowledge. Language learning is a large process of developing automatic cognitive skill. In learning the language, students are exposed by various way so that they can get the competence. By learning english language, students are expected to be able to communicate well.

Many subjects are taught, in the school lessons learn is English. English taught as the second language of foreign language because particular practice is given to the students to learn english. It learns as a foreign language in Thailand. Therefore they are taught on the school curriculum. English as a foreign language (EFL) described situation where students were learning English in order to use it with any other English speakers in the world.

Students are learning the foreign language is one of Allah's greatness as His words in the holy Qur'an, Az-zukhruf : 3 .

انا جعلناه قرءنا عربيا لعلكم تعقلون

*“ We made it an Arabic Qur'an, so that you may understand”*

The verse describes that Allah created so many language. Allah commend to learn it as a mother tongue or as a foreign language for communication. Therefore, learning language is very important for build understanding and communication each

other and there is no mistake if we learn the language especially learning English language as foreign language.

In Thailand, especially in the Southern Thailand, English Language became compulsory learning that has been taught from Annuban (PAUD) came to the University. This language indicates that the English Language is an important position and conveniently located than other foreign languages in this country. However, most students Mathayom (SENIOR HIGH SCHOOL) who had completed his studies, still has difficulties in speaking, writing, even reading skill in English. Therefore, the teacher was very instrumental in teaching and learning. The teacher is more emphasized in terms of practice than theory, curriculum development, instructional materials, and the assessment of learning, so that students become more familiar with the English Language. A teacher not only focus on teaching, the teacher should also pay attention about how to teach with the expected achievement in learning English, including skill in writing, speaking, listening and reading.

In line with the above statement, Desmita (2009) states that the teaching is organizing activities of students, providing learning facilities so that they can learn it well. In this case, teachers should have more creative ideas in teaching students in Southern Thailand, because their native language that arguably complicated, their mother tongue is the language of Siam, there must be a deeper extra teaching English against students in South Thailand. In contrast to Indonesia, which is indeed in terms of the letters of the ALPHABET, it has been aligned and English learning in high school, writing in latin writings, so that if a little compared with Indonesia, students in Indonesia more faster in understanding how to write, read and say the English Language.

As we have all known that in teaching English, there are many approaches and methods have been advocated the teacher to develop and get better learn english for students. Those have the same reason that is to help students understand English subject. Therefore, mastering the good method in teaching english is very important to make subject effective.

According to Algeo (2005: 2) a language is a system of conventional vocal signs by means of which human beings communicate. Teaching English as a foreign language means helping the learners develop their language skills. In English learning should improve the integration of listening, speaking, writing, and reading. Since each of the four language skills is important in communication. The four language skills should be thought integratedly (Puskur, 2006). In its process, learning English needs a long and complex process in which English learners have to work hard to learn new things such as new words, culture, and way of thinking. Students have to full involvement of the real situation, in real experience of using language in order to understand what should be done in their language activity. Therefore the teaching and learning process should be directed to the use of language as means of communication. (As'ad. 20011 : 1)

Suanprayawittaya School (SOPO), is a school in Narathiwat Province, Southern Thailand Chanee area. The school is arguably the major schools in the area of Chanee. The school has approximately 800 students , and most of his teachers are graduates abroad. Suanprayawittaya school, emphasize the two languages in this school, and the english language learning is one of the very language is emphasized in this school, because of the school and the teachers wanted after graduating from school, they can continue school overseas, and get back to teaching science that they can abroad for the students in Southern Thailand in particular Chanee, Narathiwat.

Thus, the author want to investigate on teaching English in Syanpraya Wittaya School, in addition to carry out the program Integrated in the Thailand Country and placed in the province of Narathiwat as well as teaching at SOPO, researcher also want to expose about teaching english, teaching activities which include teaching activities, English teaching and assessment.

SOPO is a public school or a school for the Kingdom, which all things being borne by the Government, so as not to burden the residents to send their children. SOPO teach three languages in their teaching, Thai (siam), Malay (Indonesia), and English. The Thai language is taught, to make students smoothly and clever in siam-speaking areas of southern Thailand, as the vast majority use the Malay kampung. So just how are they Siamese language only. Malay language (Indonesia) is taught, for they understand if any guests that come from Indonesia or disqualification from the students in they school. The english language makes them more motivate to get to school overseas. SOPO had selogan "To Be A Number One", because the SOPO arguably very active following the race with other school, provinces, and territories, the results were not disappointing

Schools in Thailand, unlike his case in Indonesia, according to what the writer naturally and see that 45 minute for one subjects, and in a day they have 4 to 5 subjects. SOPO had a 2 part of teaching, academic teaching and the teaching of religion. Until the time of their learning very little but effective. SOPO is school levels from junior high and Senior high school, could be called with Matahayomsuksa. SOPO in collaboration with Aboard Alumni Association of Southern Province in the instruction program. SOPO always received students want to carry out their Teaching Practice in schools. SOPO always take advantage of that, to improve language learning in schools, with Alumni of South Thailand.

Facilities are indeed arguably less, appreciably inhibit the learning process in schools. Especially in English Learning language. The teacher should be able to free the media learning so that english learning can look more fun and easy. Curriculum and syllabus are indeed less noted, but each teacher in SOPO always make the lesson plan as a result of their final report in teaching.

The writer did this research, when the writer implement service learning (KKN) in Southern Thailand. The writer is in English Education Department, so the writer would like to find out how English teaching at Southern Thailand, especially at Suanpryawittaya school. From this reason, writers take research about this in Southern Thailand.

To prove the originality of this study, the writer presents a previous research that especially with teaching English. This previous research written by Dina Lutfia Fitriana, students of English Department in Academic Year 2005. She researched about Teaching and Learning English in Tabalong Regency. The writer wants to develop from her research, she was researched in Indonesia, especially in South Borneo and writer want to explain how teaching and learning English in Southern Thailand. The writer will be describe about the differences and the uniqueness of teaching and learning in Southern Thailand.

By the reason above, the writer would like to be more specific, the explanation about the situation of learning and teaching, as well as how the english language in SOPO, southern Thailand. The writer intends to take the title :

**“The Practice of English Language Teaching at Suanpryawittaya School (SOPO),  
Chanee Distric, Narathiwat Province, Southern Thailand”**

**B. Statement Of Problem**

To guide the research, the researcher formulates the research question as follows:

1. How is the teaching and learning English in Suanpryawittaya School?
2. How do Suanpryawittawa English teacher assess students' English progress?

**C. Significance Of Study**

The result of this study is expected to be useful for :

- a. To enrich knowledge and experience in scientific research especially for teacher and students' in teaching English language.
- b. To gave the information about the application of using proper techniques and media in teaching English language at Suanpryawittaya School.
- c. To enlarge and improve the writer understanding about teaching English language.
- d. This study is also expected to have a significant contribution to the development of language teaching theory, especially English teaching theory in classroom.
- e. To give contribution for the libraries of Antasari State Islamic University Banjarmasin and Education Faculty, so that this thesis can give a new contribution, especially for the next researchers in using this thesis as literature on their research.

**D. Definition of Key Term**

- a. Practice of teaching : An activity of English teaching in Suanpryawittaya school, including the method, media used in teaching learning English and students' English assessment on Senior High School levels.
- b. Suanpryawittaya School : Name of school, located in Narathiwat Province, Southern Thailand, where the writer conduct this research.