

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

English has been recognized as an International Language. That is, people who come from diverse backgrounds, geography, religion and culture has had an agreed media to communicate with each other, namely English. As Richard (1985:1) and Ellis (1989:110) states that “English is one of the language used by the people around the world. English is not only be the first language for about 320 million people in big country such as United State of America, United Kingdom, Canada and Australia, but also it is the second language for about 390 million people in many countries include Asia”.

It is true that in Asia, English become second language or Foreign Language. As Asian people English still sounds strange for daily communication. That is why some Asian people still use English as foreign language. But, some them such as in Singapore, India, Malaysia, Philipines,etc use english as their second language. So, they use english as their daily language. As the foreign Language, English has been applied as a compulsory subject in the Elementary School to University. According to Peter (2015) defines that “Foreign languages are spoken and written in other countries and are different from your own language. The word "foreign" means something that is outside a place (your country). "Language" means a certain way of speaking or writing”. It means that a lot of

people in Asia are not a native in English language and it can not be avoid that not all Asian people aware or understand about English itself.

In Thailand, English becomes a subject in their education from primary until secondary school. It means that Thai students spend twelve years in studying English. Beside that, English is used for the purposes of academic advancement, career advancement, and traveling abroad. Based on Hengsadeekul, Koul, and Kaewkuekool (2010: 89), as researcher of English as a Medium of Instruction in Thai Universities states that “English is used for the purposes of academic advancement, career advancement, traveling abroad, technology access and economic success”. To cope with the growing local and international demand, a number of efforts from all parties involved have been made to the Thai educational system to help boost Thai learners’ English performance.

Talking about the alphabet, Thailand has their own language and they call it *Pasa Thai*. In *Pasa Thai*, they have 44 Consonants, 22 Vowels and 4 unidentified alphabet. The sound of the alphabet itself is focused on the stress. They have a lot of words that have similar sound and similar writing but totally different meaning. like; *kao* and *khao*. *Kao* means white; it is a color and also nine, a number. *Khao* means rice, it is a food. If the speaker did not say the right way, it can make them misunderstood. This matter also become a factor that make Thais’ difficult to understand English.

In fact, Thais’ English proficiency is relatively low when compared to people in neighboring countries. As Noom-ura (2013:11) states that The 2010 Test of English as a Foreign Language (TOEFL) showed that Thailand ranked 116<sup>th</sup> out

of 163 countries. The Netherlands topped the list with an average score of 100 out of 120, followed by Denmark and Singapore with the average scores of 99 and 98 respectively. The international average score was 80 but the Thai average score was 75, which was a little higher than the average scores of Cambodia, Laos, Vietnam, and Myanmar, but was trailing far behind other ASEAN countries such as Indonesia, Malaysia, the Philippines, and Singapore. On the 2011 report, the Thai average score was still the same, 75 (Test and Score Data Summary for TOEFL, 2011-2012).

The students' English skill in Muslim Wittaya Foundation School at Phattalung also show the low level. The students' result in learning English is not satisfying enough in all skill. The National survey conducted by the Office of Educational Testing of the Department of Curriculum and Instruction, the Ministry of Education during the years of 1997 and 1998, showed that Thai learners, being assessed against standardized benchmarks of achievement, had unsatisfactory proficiency in the four skills of writing, reading, listening and speaking as Wiriyachitra (2001:4) in Khamkhien journal (2010).

To increase Thais' English skill, a lot of Education Institute in Thailand hire International teacher who came from another country. Some of them can be a native or non-native speaker but have good skill in English too. Muslim Wittaya is one of Islamic school in south Thailand that hire an Indonesian student teacher through a program called Abroad Alumni Association of Southern Border Province Thailand (BA). As English learners, teaching practicum in another country is good chance to spread the knowledge.

In this case, student – teacher needs an effective teaching strategy to make them easier in class. To reach the teaching goals she has to design a plan. Based on Broughton, Brumfit, Flavell, Hill and Pincas (2003: 192) states that “The teaching strategy was to make extensive use of situations familiar to the students and of role-playing and simulation exercises within those situations.” So that, the communication between student and teacher to be more flexible.

From the statement above, the researcher is interested to find out the strategies used by Indonesian student teacher to overcome some difficulties in teaching English in Thailand, especially in Muslim Wittaya Foundation School, Phattalung.

## **B. Statement of The Problems**

Based on the background of the study, the researcher have conclusion that there are some difficulties and problems in teaching English in South Thailand which faced by Indonesian student- teachers when they are teaching practicum. This study attempts to answer the question:

1. What are the strategies used by English student - teachers of Indonesia to overcome the teaching difficulties?
2. What is the most used strategy to overcome the teaching difficulties?

## **C. Objectives of The Study**

Based on the research problem above, the goal of this study is:

1. To describe what are the strategies used by English student - teacher to overcome their problems in their teaching practicum.
2. To describe the most used strategy to overcome the teaching difficulties that faced by English student- teacher.

#### **D. Scope And Limitation**

The scope of this study is to describe the strategies used by Indonesian student-teacher of Muhammadiyah University of Ponorogo in teaching English at Muslim Wittaya Foundation School Phattalung and the limitation of this study is the to describe the most strategy used to overcome teaching English difficulties.

#### **E. Significance of The Study**

**The result of this research may give some benefits to:**

##### **1) The next English student – teachers**

This study can be a motivation for the next English student – teachers who will have teaching practicum and expected to improve and develop their knowledge in teaching English as foreign language. The study also expected to give the information about the characteristics of Thais' students. So that the student – teachers can use an appropriate technique in teaching and learning process.

## 2) The students

The students can be aware about their own laxity in studying and learning English as foreign language. This study is expected to change the bad habits in to the right habits in teaching and learning process.

## 3) The writer

The findings of this study are expected to make the researcher more familiar with all the problems faced by English student – teachers especially the way how to teach English in Thailand’s school. Furthermore, this study is also expected to widen the student – teachers’ knowledge about the ways or strategies in teaching English as foreign language.

## F. Definition of Key Terms

To avoid misunderstanding in this research, the researcher defines the definition of key terms as follows.

**Teaching Strategy** : an interconnected set of teaching actions designed to accomplish a specific goals ( Eggen, 2007: 15)

**TEFL** : multifaceted activity; it has several dimensions, and it must rise to the challenge of its enhanced responsibilities: First and foremost, the responsibilities are educational but also social (to teach students to respect people of different cultural backgrounds, for

example). It is the educational, social, and cultural milieu in which at least two languages and cultures meet—the language and culture of the students and of those who use the target language (English, in this case) ( Kuhlman & Knezevic, 2013: 2)