

Chapter One

Introduction

This chapter is the introduction for the study. It provides the foundation of the research as the base in building a fundamental theory in general. This chapter presents the Research Background, Limitation of the Problem, Research Formulation, Research Objectives, Research Significance and Research Outline.

Research Background

As an international language, English has been one of the most spoken languages in the world. In Indonesia, it is the first foreign language which is taught formally from junior high school to the university level. However, nowadays English is also taught in some elementary schools and even in lower level such as kindergarten and play groups. It means that children are introduced to English earlier and hopefully, they will learn the language more naturally as they learn their mother tongue. Besides, it will be essential for the students to learn English in the higher level.

The importance of English as the main foreign language is unquestionable, since mastering English has become a major thing in this global era. Since English becoming a Lingua Franca, the role of this language is inseparable in creating international relations. People from different countries – who have their own mother tongues – communicate with each other. This part emphasizes the significance of learning English as the tool of global communication. Thus, learning and teaching this language turn to be a crucial matter in education field.

Teaching English as a second language (SL) is a very challenging task but a language teacher (LT) can make it successful and enjoyable by introducing different activities in class and by integrating the four Language Learning Skills (LLSs), i.e. Listening, Reading, Writing, and Speaking (Akram and Malik, 2010). In this context, the teacher can use various types or methods of teaching to bring new atmosphere in class. The students can learn English which may be a tough subject for them, in easier and interesting way. By doing so, they can accomplish school tasks better.

In the context of Indonesian education, the integration of four language skills method has been a prevalent way in teaching English. Historically, the four skills were taught separately. Nowadays, integrating the four skills during the lesson has become a popular teaching method. Accordingly, this method allows the teacher to be more flexible in creating effective and interesting lesson materials for the students. As Harmer (2013) stated, any of the four English language skills is rarely done separately. For example, when people are engaged in a conversation, they are listening as well as speaking in order to interact with the person they are talking to. For the lecturers, they read notes which have been written previously and, at the same time, people who are listening to them are also taking their own notes. This part belongs to an activity that can provoke a conversation or at least a comment from the people attending the lecture, as it is said that

If the use of skill is multi-layered within this way, it will make no sense to teach each skill in isolation. Therefore, we will look at how the input and

output processes are connected in the classroom, how the skills can be integrated, and how the skill and language works are connected.”

Furthermore, integrating English language skills in a lesson is a natural process of “skill-mixing” that facilitates teachers “to provide maximum learning opportunities for the different students in classes, it makes sense to integrate different skills” (Harmer, 2013).

By applying this method, the teacher can pay more attention to the students who have difficulties in learning, especially since each student is special. They also may have their own way in studying. Thus, helping them to understand the course better is the notable part in implementing the model. It becomes the key element in applying this teaching method.

However, interview with the teachers and observation of the English teaching and learning process in Language Training Center (LTC) showed that during the process, the researcher found that many students were still passive in joining active conversation. Lack of confidence, lack of motivation in study, and the traditional method of teaching which was often considered as boring method led the students passive.

This study of the teaching method in LTC has similar viewpoint with the paper written by Iftikhar and Aslam (2017). It explained about how the four language skills (reading, writing, speaking and listening) were integrated within the class. The obtained results at the end of this quantitative research have been presented through the bar charts –which discover that the integration of the skills

really can be applied to the students – which associated with the integration and it presented that the method can improve the learning outcomes of the learners.

Another research conducted by Mekheimer and Aldosari (2013) discussed about the effectiveness and the suitability of the integrated holistic method in teaching EFL skills. It embedded in a series of courses selected for study at the lower-to-upper intermediate levels in learning EFL. The result of the treatment for this study – the Integrated Skills Treatment – showed a significant effect on student's performance in all of the skills which presented instructionally according to the integrated holistic approach. Further findings also showed that the experimental group participants achieved the improvements in gaining better scores, compared to their peers in the control group on the tested language skills which are listening, speaking, reading, and writing.

In accordance to the data above, the researcher intended to make a study about how the teaching process can be more effective, attractive, and communicative for the students. Eventually, integrating English language skills was a way to improved students' achievement to a higher level. By conducting a not-so-stricted teaching method, so the students can give more motivation and attention during the class.

Statement of the Problem

The description above has been a significant matter within the educational field. According to the analysis, it is not a hidden matter that learning foreign language can be hard for the students. They need to study, or even master, a completely different language than their mother tongue in a certain required time.

Some are afraid to participate actively during the course, while others may consider the lesson as a boring class period. The students came to the class yet they do not study – they only want to fill the attendance. Thus, it is hard for the teacher to create a good teaching atmosphere since it takes time to motivate them during the class. It is difficult to reach the goal due to the different level in understanding English among students, which might be challenging for the teacher. The students may get lazy to come since English is not the main class. Generally speaking, they do not study seriously thus the teacher needs to repeat the material.

In other words, the teaching-learning process of a second language can be challenging for both the teacher and the students. Thus, the integrated four skills can be an alternative in learning English in LTC due to its capability in encouraging creative method. The integration can be a good teaching style since it combines all those skills and affects the students to study the foreign language in a simpler and less complicated way, too. Furthermore, it emerges as a way to increase the student's activeness in class.

Due to this matter, LTC has implemented such integrating method. It is needed in order to provide a new way of teaching and learning which is important for both the teacher and the students. Researcher purpose to examine how the integration is implemented through the English class for the students of LTC. The teacher can apply this model in class by practicing the game and quiz during courses – which is also practicing the skills – to improve the learning atmosphere and reduce the boredom of passive students. In the other hand, the students might

be braver and more active in class because they are directly involved in the teaching-learning process and not merely sit down and listen to their teacher like in the traditional teaching method.

Limitation of the Research

Based on the statement of the problem, there are some problems that can be found during the teaching and learning processes in LTC such as it took time to motivate students during the class, difficult to reach the goal due to the different level in understanding English among the students and teachers need to repeated the materials time after time. In LTC, the four skills are thoroughly integrated during the lesson. This research is focused on how the integration of English skills applied in LTC can create a more effective way in studying English. In addition, the researcher limits this research only on teaching English integratedly by three teachers LTC who have experienced Integrated Language Learning in their classes.

Research Formulation

There are two research questions which will be used by the researcher for this research. The questions are:

1. What are the teaching methods applied by LTC teacher in using Integrated Language Learning?
2. What are the obstacles faced by LTC teachers in teaching by using Integrated Language Learning?

Research Objectives

The objectives of this research are:

1. To identify the teaching methods applied by LTC's teacher in teaching the Integrated Language Learning.
2. To explore the obstacles faced by LTC's teacher in teaching by using Integrated Language Learning.

Research Significances

This research is aimed to give benefits for the teachers, students, institution, researcher and other researchers as well. For the teachers, this study can provide some information about preparing the lesson material and teaching in an alternative way. It can be more effective by using various methods in giving lesson to the students.

For the students, the researcher hopes that this paper can be a help in improving their achievement in learning foreign language. Hopefully, they can enjoy learning and be more active and confidence during the lesson. Researcher also wish this study can offer a new context for other students in English Department in analyzing the teaching-learning process of foreign language as a significant matter which can evoke deeper and wider observation.

For LTC as the institution, which is also the source of study of this research, Researcher expects that this study can enrich and support the way English is taught within it. Researcher also hope this paper is able to support the teaching development in the institution. Besides, this research can contribute to other educational researches regarding the learning process, too.

As a researcher, this research is conducted to deepen the knowledge about alternative method in teaching English for Indonesian students. Thus, the information about a way of enjoyable teaching foreign language can be shared. Last but not least, this research purposes to support other researchers in the study of integrated of Integrated Language Learning method in teaching and learning English.

Research Outline

The researcher will divide the outline of this study into five chapters. The first chapter presents about the introduction of the research. It consists of research background, limitation of the problem, research formulation, research objectives, research significance and research outline. The second chapter is literature review and previous researches related to this research, which is “Teaching Method In Integrated Language Learning in LTC”. The next chapter is methodology which defines the research design, research setting, the participants of the research, and how the researcher collects and analyzes the data. In the fourth chapter, the researcher will present the result of the research and the discussion. The researcher will give conclusion and recommendation in the last chapter.