

CHAPTER I

INTRODUCTION

A. Research Background

English has become a foreign language in Indonesia and has also become a subject in schools. It has been studied from elementary school until senior high school, and even becomes an important subject in university. English has four skills, namely listening, speaking, reading and writing. In the last two decades, extensive research has been carried out on the practice of Compulsory English Learning (CEL) in schools. Teachers have been shown to help improve oral/speaking linguistic accuracy skills. However, most of the researchers investigating CEL in an educational context have focused on teaching L2 speaking instruction (Rivers, 2012); Very little has been done by examining the methods used by teachers to deliver CEL on communicative oral discourse, such as oral presentations in L2 education (Sheen 2010). There have been many researchers who have researched CEL in higher education, but rarely have researchers researched this at the senior high school level in the field of speaking.

Speaking is one of the four skills that should be mastered beside listening, reading and writing. Speaking has an important role in daily life that is to convey someone's mind directly. It influences someone's performance in many aspects, such as social, political, business and education. Nunan (2013) states that speaking is a process consisting of short, often fragmentary utterances in a range of pronunciation. The students should have the ability to speak English in order to communicate Nunan (2013, p. 26). In many higher education institutions, oral presentation assignments are broadly organized to cultivate students' oral communicative competence, promote self-motivated language learning and help develop strategic abilities and apply language knowledge to form meaningful language utterances in authentic situations (King 2002). However, there is little about how teachers give CEL to students'

oral presentations and the reasons underlying CEL, especially in non-Western societies like Asia in Indonesia.

There is no doubt that speaking is one of the most important aspects of language learning. Many learners find it difficult to express their own spoken language in the target language. Therefore, it can be said that the language learned is considered difficult. As a result, the researchers suggest that learners can make many different elements of error during spoken language production. To learn English, learners have to go through a complex process of making mistakes. The results are likely reasons behind pronunciation, grammar, articles, aids, prepositions, and written and spoken errors. The last point of the researcher is that many students can also make mistakes in producing English, especially in speaking. There are many factors that affect students' oral performance, such as subject knowledge, listening skills, speaking motivation, teacher feedback in speaking activities, self-confidence, pressure to perform well, and preparation time.

This study provides the results of a single case study of the methods used by experienced English as a Foreign Language (EFL) teachers to deliver CEL in oral presentations. As Kunzman (2003) points out, more experienced teachers have a broader and more complex understanding of the value of CEL. It is hoped that this contextual case study will provide multifaceted insights into teacher CEL practice. This study also looks at the potential of experienced teachers to contribute to teacher education programs by guiding teacher candidates and novice teachers to improve their CEL performance.

In light of the above discussion, the researcher decided to investigate the implementation, challenges and potential improvements of CEL in the future. Therefore, the researcher decided to conduct a study that aims to investigate the Implementation, Challenges, and Potential of CEL Improvement in Sanggau Ledo. This research should be conducted as a basis for decision makers to design improvements in the future implementation of CEL in Sanggau Ledo, particularly the schools involved in this research. This study

aims to describe CEL in school that are involved in a more complementary and systematic way according to the rules of scientific research.

B. Research Questions

Related to the background of the research above, the research problems are as follows:

1. How did the teacher implement compulsory English learning practices?
2. What are the challenges teachers face by implementing compulsory English learning practices?

C. Research Purposes

In line with the research problems above, the objectives of this study are as follows: to describe;

1. Implementation of the compulsory English learning practices method in Sanggau Ledo.
2. The challenges of English Teachers in applying compulsory English learning practices.

D. Significance Research

The existence of this research is expected to be useful research, including the following:

1. Theoretical Significance

This study provides good information about the difficulties and challenges of English teachers in designing English learning practices. In addition, this research provides a good overview for further research who wants to study the same case, so that this research becomes useful information and a useful reference for further research.

2. Practical Significance

a. For Headmaster

Researchers hope that the results of this research can be useful as evaluation material in improving future learning support practices.

b. For English Teachers

This research can be considered an input for teacher evaluation in improving and designing student learning practices.

c. For Students

With research on the implementation and challenges of learning in increasing future learning potential, researchers hope that students can get information about learning practices so that they can motivate students to continue learning.

d. For Researchers

For researchers to increase knowledge and with this research later researchers can become professional and innovative teachers in teaching English both through offline and online classes.

E. Scope of Research

1. Variables Research

Is defined as the researcher's effort to examine the observed data in order to obtain information about the research and draw conclusions. According to (Creswell, 2012:112) Variables are characteristics or attributes of individuals or organizations that researchers can measure or observe and vary among individuals or organizations studied. In this study, the researcher only did high school. In addition, the researcher only investigated the practice of English learning as a single variable.

2. Research Terminology

a. Compulsory English Learning (CEL)

Compulsory English learning is a process for improving the skills of learners by using a variety of methods that suit the given skills and equipment used.

b. Learning Implementation

Implementation of learning is a process that has been compiled every step of the way so that learning can run well. The implementation of learning is part of learning planning including the formulation of

objectives to be achieved in a learning activity, the methods used to assess the achievement of these goals, the material to be presented, how to convey it, the preparation of tools or media used.

c. Learning Challenges

In teaching, of course, has its own challenges or problems that are sometimes difficult to deal with. Each of these challenges can be caused by internal factors or from within the teacher himself or external factors that can come from students or the school environment. Even so, the teacher must be able to overcome these problems so that learning continues to run effectively.

d. Potential Improvement and Solution

Improvement potential is the ability and quality that a person has to apply and be able to increase his knowledge. In this study teachers and students have challenges when learning where there are difficulties in carrying out learning. Therefore, the potential for future improvement and the solution that can be utilized is to improve learning practices from the point of view of school leaders, teachers and students.