

CHAPTER I

INTRODUCTION

A. Research Background

English is a foreign language that is used internationally to talk, express thoughts, and innovation. Having the ability to speak English also helps people, especially in Indonesia, to learn and work with a better income (Paskalia, 2019). English as the international language that has been learned worldwide, means the ability to speak English become one of the advantages of increasing competence (Juriana, 2018), especially since the implementation of the ASEAN free market in 2015 through the ASEAN Economic Community (MEA) (Merdeka.com., 2020). Teaching and learning English is not handiest crucial in formal schooling however also important for non-formal education. So it means English is not only important for students but also important for the community.

English takes an crucial function as communication that is used in many sectors of existence including trading, bilateral courting, science, generation, and lots of others. So people must recognize and grasp English to advantage in broader information, records, and generation in technology development. Therefore, the introduction of English to the community is very important. To master English the learners must master four competencies namely: listening, speaking, reading, and writing, they're basic English or at all language skills. These skills especially those that teach English as an overseas language at Indonesia education, place whether they are formal or informal. It is meant to understand a language the students not only just know the language but also has to be able to know how to use a language, when and where to use these sentence (English), and to whom Darwis (2011: 2).

Students must have communicative competence. Communicative competence is the students' ability to make communication (here English) with a language as a social reality. Where communicative competence

includes the ability to understand parts of speech, tense, phrase, clause, sentence patterns, and how sentences are formed (Richards, 2006:3). The problem is to understand English the student just knows the theories but low with have the practice. Especially at Temajuk Village, the understanding of English is very low. This case was caused by a lack of introduction English from basic and also since Indonesia applied the curriculum 2013. Based on the Indonesian 2013 Curriculum (K13), the primary school does not longer teach English, because English subject is not an obligatory subject but just a choich and compulsory concern in junior and senior high faculty stage. This rule makes English become strange for students.

The English Village Program formed from the collaboration of IKIP-PGRI Pontianak and Temajuk Village to build an English Village at Temajuk. So, this research explores the practices of English Village a case study at Temajuk Village. The implementation of the English Village program as a non-formal education program allows an early introduction to English using materials that are built according to the needs of the village community rather than depending on the National Curriculum which may not be adaptive for the village community.

The previous studies about English Village has been conducted by some researchers. First of all, a study from Subhana (2020) entitled "Meningkatkan Kemampuan Speaking Melalui Teknik Drama Di Jampang English Village Bogor" it was found that the English language training method with a mentoring approach, technical training in role playing and the practice of drama entitled "Red Riding Hood" had a positive impact on students' confidence and comfort in speaking English in public. Secondly, a research conducted by Zamrodah (2016) entitled "The Use Of Communicative Language Teaching (Clt) Approach Through English Village For Improving An Transactional Language Function Of Speaking Skill" the results of research conducted using the CLT approach very

significant impact on students' skill in transactional function of speaking after following English community using CLT approach.

Another research was conducted by Sari (2021) entitled "Peningkatan Kemampuan Siswa SD dalam Teknik Bercerita, Berpuisi, dan Berpidato untuk Mengikuti Kompetisi Bahasa Inggris di Jampang English Village Bogor" The method used is the Total Physical Response (TPR) approach which prioritizing the use of body language in providing tips or strategies in dealing with English competition, the results of the findings are able to improve the ability to speak and correct pronunciation in each say. Another research was "Communicative Visual Media-Based Speaking Instructional Methods At Peace Kampung Inggris Pare" carried out by Pratiwi (2021) The teaching methods or approach are varied, broad, and challenging. The variation of the topics avoids boredom in the learning, in teaching speaking, tutors in English Village Pare utilize a variety of media and integrated language skills, for example, by using visual media in the form of images. This method or approach can lead students to become successful language learners. Another research was conducted by Mulyadi (2020) "Pendekatan Sosiokognitif Melalui Storytelling Untuk Meningkatkan Keterampilan Membaca Di Jampang English Village (Jev), Zona Madina, Parung Bogor" learning with a socio cognitive approach through story telling using puppets. With this approach, the learning atmosphere becomes very interesting and fun. Students can also have new vocabulary through stories they enjoy. In addition, in the application Socio cognitive, students can take positive messages and behaviors from the two stories presented.

Mainly, the previous studies have a English village in educational context. Researchers found various approaches that were applied in the English village, in this study the focus was on the approach used in the English village in Temajuk. This study used a case study as a framework to explore the practices of the English village program in the Temajuk village.

B. Research Question

The questions to be answered in this research are as follows:

What approach is used in the practice of teaching English to the students of English Village at Temajuk?

C. Research Purpose

This study aims to find out what approach is used in teaching practice of the English village at Temajuk.

D. Scope of the Research

1. Research Variable

A variable is all of the forms that have some characteristics that we want to measure in some way, it is used to get results from the problem that we want to research (Fraenkel, Wallen, & Hyun, 2012). Variable is a concept and also the characteristic that is controlled, observed by the researcher. Based on the title, the researcher only used one variable to be explored, which is what the approach used to teach English in English Village at Temajuk.

2. Research Operational

Operational definition from this English Teaching is learning English language skills using a method or approach. The teachers have a role to guide students explicitly until they can understand English independently.

E. Significance of the Research

The findings of this are expected to give useful information also give positive contribution:

1. Theoretical Significance

The implementation of this research is expected to bring benefits that can be seen from a theoretical and practical perspective.

2. Practical Significance

Looking from the practical perspective, it is hoped that this study will help the reader to understand more closely the theories and principles of learning with approach used in English village.