

## CHAPTER I INTRODUCTION

### A. Background of Study

In the country where English is reputed as a foreign language, Indonesia, it is uncommon to find speaking English skills are very low. As an essential skill to communicate, speaking becomes difficult to understand especially for Indonesian learners where the learners are not actually using English in daily conversation. Government consideration causes English to become the main subject in every school, it means students must have a good knowledge of this language throughout formal education. In the context of development of English roles in Indonesia, speaking seems become main target for students even for all people since the issues of free global market of ASEAN. That is why English is a main course in Indonesia school curriculum. (Hakim, 2015, p. 437)

Learning a foreign language is also a part of worship for Muslim as long as the purpose is to obtain important information or as a means of preach to mankind. It derived from QS. Ibrahim :4 which explained that none of The Prophet are sent by the same language. It means permissible to learn a another language as a means of preaching to people. As a Muslim, to avoid misunderstanding in communication, English, which has become an internasional language, needs to be mastered.

Proficiency in the English language or linguistics is connected to the capacity of an individual to speak or perform in an obtained language (Fernandez, 2020). Low proficiency in English among students in Indonesia has been a significant issue in our education system. The majority of students are proficient in grammar yet still need practice speaking the language whereas speaking skill is the primary goal of learning English. The self-determination theory of Nunan quoted in Syarifudin (2019) states that speaking skills is the main important aspect of learning a second language or foreign language, and a measure of success is for what it takes to bring this

language into conversations. It implies that in learning English as a foreign language in Indonesia, the ability to speak English is always the most important requirement for the learners. The student needs to accustom themselves to apply English. Hence, focusing on the classroom effects of language-learning means that teachers' own understanding is the most single factor in developing students' speaking ability.

Along (2013) remarks that secondary school students picture poor English language proficiency in expressing their feelings and ideas verbally. Students find it hard to puzzle and lack vocabulary knowledge into a sentence. Therefore, teaching speaking is not only delivering the materials, it is requisite different in making students interested in learning. Depending on the goals of the lesson, speaking exercises can take place inside or outside the classroom. These activities help to improve language skills by encouraging students to engage in practical communication in a genuine way.

Generally, learning English at junior high school level only takes two times a week, for a maximum of eighty minutes per session. We cannot be sure they are truly practicing their speaking skills outside of class. Actually, more *Bahasa* is still used in Indonesian English class when teaching English-language courses than in the target language itself. Even though the main goal of teaching speaking to EFL learners is to provide students express themselves using the target language appropriately based on the context needed, in fact not every teacher is good at encouraging students to express their ideas orally. In an attempt to improve speaking competence in EFL, the demand to teach speaking English is increasing more and more in all levels of education in Indonesia.

Based on observation at PPS Hidayatul Qomariyah Bengkulu on February 21<sup>st</sup>, 2023, the researcher conducted interview with 3 students of 8<sup>th</sup> class. From the interview, the researcher found some reasons that cause students to find it hard to learn English. The first is that less attention generates the lack of focus in the process of teaching. Other than that, short duration class in a week which occur less than 60 minute. Also the stigma

toward English where they believe as the most exhausting subject to acknowledge. It causes laziness to attend English class while English is one of foreign languages which junior high school students until college are required to master (See Appendix 1). To sum up, the cause of their hard to express themselves in English is the unfamiliar word to vocal so it takes a long time for them to adjust one or more vocabulary into a sentences. For enable students to use the target language in certain situations at junior high school level, they needs more exposure of English. Therefore, In order to produce the proper materials, the teacher must figure out what students need or take into student culture.

To look forward, in the same date, the researcher conducted an interview with a teacher of English in PPS Hidayatul Qomariyah Kota Bengkulu. The conclusion researcher held from the interview session, she was not taught speaking skill as prioritized, so English was comprehensively taught, moreover, she did not suggest the student to bring dictionary to help them learn English. So, it caused the lack of vocabulary usage and grammar (See appendix 2).

In order to produce the proper materials, the teacher must figure out what students need or take into student culture. As one of the aspects which is immersed directly into language, it is crucial to highlight how identity, as a subset of culture, influences EFL learners; activities both inside and outside of the classroom. Actually, English teaching and learning in Indonesia is still applied to local culture effectively which leads to the deficiency of learning outcomes. Whereas the application of those cultures in teaching would creates teaching and learning process more efficient so that student more easily catch the material of learning as well when the student learns narrative text by applying culture value ease the students to express their opinion towards the story tale, they found out enjoy into learning English not merely sit down on their chair listening relatively passive over teachers' explanation. Brings the folklore in target language form more attract their span of attention than delivered material textbook in students' mother tongue. This is an

appropriate method for them to follow the lesson. Furthermore, they would motivate and love learning new vocabulary to boast pupils' speaking achievement.

Nonetheless, it is thought that by incorporating local culture into the English teaching and learning process, pupils will develop an intercultural awareness that will help them overcome obstacles to cross-cultural communication. English teachers are motivated to establish a positive learning environment in the classroom through thoughtful discussions around both the target language and local cultures. Intercultural competence, that is crucial for maintaining one's cultural identity in multicultural settings, is a trait that language learners are encouraged to pursue. This consideration is of paramount importance at least in those countries where religion as a factor is highly significant. By using local culture material, students also meaning their lesson maintain the right word in a chance to speak.

According to Antonius (2018), cultural facts and values that should be matched with pupils' abilities and traits are among the aspects of culture that are integrated into the study of foreign languages. This is the reason research aims to prove the effect of implementing local culture into material teaching as the strategy in improving students' speaking proficiency. They become significant and pertinent to the learners when the targets of language learning are aligned with their personal cultural experiences and language learning goals. While learning a target language, it is assumed that taking into account the local context and culture is inevitable because what they learn will not contradict their belief.

The way locals who have lived somewhere for a while behave is known as their local culture. Define in more detail how tradition is a form of attitude that encompasses a variety of thought and behavior patterns that are derived from inherited norms and customs that are unique to each location on Earth. The preservation of local culture will benefit its adherents in every location. The reason for this is that the local culture, in terms of way of life and beliefs that are used to observe the outside world in daily life, reflects the personality

of its society. Ratminingsih, Batan, and Savitri (2016). The merging of local culture in EFL can be an alternative strategy for preparing learners' cultural background or identity that improves their awareness of nationalism when they learn foreign culture in practice of EFL. Additionally, the teacher can incorporate it into the context of teaching English. Bengkulu culture is the local culture under investigation in this study.

Moreover, English language learning schools tend to be conventional, rote and hard to reach for developing language skill students. In essence, learning English not only about grammatical rules but also how the language is used functionally in real life and communicative elements enter in English-based learning local wisdom.

Studies that focus on local culture have inspired researchers taking this kind of study by providing various relevant studies that have been successful after using. Starring Nurli, R., & Arini, F (2017) their conducted implementation of Contextual Teaching and Learning approach revealed that Including local cultures into the teaching of English has been shown to improve students' writing competence. It indicated that inserting local culture builds up learners' cultural knowledge, awareness, and competence. They had no trouble coming up with ideas to write about a subject they were extremely familiar with. This result is consistent with the body of literature that claims language is the foundation of cultural and contextual schemata and frames in addition to being a means of word communication.

Furthermore, Nambiar, R. M., Ibrahim, N., Hashim, R. S., Yasin, R. M., Azman, H., Yusof, N. M., & Mustaffa, R. (2020) discussed the impact of a local culture-based longitudinal English language reading program on secondary school students' skill development and confidence. The results of the study provided a deeper understanding of the ways in which the use of the modules affected the growth of these students' English language proficiency in speaking, listening, writing, and reading. The students' responses, which came from both teachers and students, showed that their skills had improved, primarily because of their greater confidence.

Additionally, Rahman, A., & Ali, S. M. (2022) looked into how to teach speaking in an EFL classroom while incorporating the local culture. The viewpoint of the learner demonstrates that the classroom environment is greatly influenced by the local culture. The environment that arises from learning English as a second language is one of increased enjoyment, particularly when teaching speaking abilities. Students experience a decrease in anxiety and an increase in confidence when learning to speak English in a positive environment. They are therefore highly motivated and driven to speak English more frequently. Since it relies on information they currently have, the learners find that to be easier to do. Because some linguistic input is known, local culture incorporates the knowledge and modalities they already possess in their first language and culture, which reduces their cognitive load in ELT. The complexity decreases here.

In light of the foregoing explanation, the researcher is motivated to carry out a study entitled "The Effect of Local Culture Content on Students' Speaking Proficiency (A Quasi-Experimental Research at Eighth Grade Student of PPS Hidayatul Qomariyah Bengkulu in Academic Year 2023/2024)"

### **B. The Identification of Problem**

In accordance with the exegesis above, the problems are:

1. The unwillingness of students to follow the English class because of the monotonous material learning.
2. The lack of vocabulary acquisition makes students uneasy to express themselves in English.
3. Low interest of student grounds for passive interactions between student and teacher during learning activities.

### **C. Limitation of the Research**

The research focuses only on the effects of incorporating local culture into teaching materials to enhance students' speaking proficiency.

#### **D. Research Questions**

In line with the problem's limitations, the research question can be written as follows: Is there any significant effect on students' speaking proficiency by using local culture as teaching material?

#### **E. Objectives of the Research**

Related to research problems mentioned above, this research aims to determine whether or not utilizing local culture as material teaching significantly enhances students' speaking proficiency.

#### **F. Research Significance**

##### **1. Theoretical Significance**

In theory, this study is intended to apply cultural aspects and would encourage learners' willingness to speak in English. Despite this, the result formulates to revise or enhance their English proficiency to develop models for English language learning. It is also anticipated that the study will be reference guidance to the next study.

##### **2. For the student**

Expect to be getting better at learning English with enjoyment. Since English is an essential skill for their future career they are also expected to be more fluent in speaking without pressure and have a great willingness to answer teacher questions orally as a chance to practice their ability to implement correct grammar, vocabulary, and pronounce English words correctly.

##### **3. For the teacher/lectures**

Provide information to English teachers about obstacles and needs which are faced by his/her student. In addition, to help teachers in boasting student's performance, especially in terms of delivering teaching materials to enhance students' speaking proficiency.

##### **4. For the further researchers**

As an incisive understanding of how the local way of life is applied in the form of instructional materials for reading, writing, and listening in addition to other language skills.

### **G. Operational Definition of Key Terms**

By knowing these key terms this research is easier to make the researcher and other readers understand. Many key terms associated with this research such as Speaking Skill and Local Culture.

1. *Speaking Skill* is called the active use of the English, the act of making sound with the right pattern of word form in order to convey some meaning.
2. *Local culture* refers to the customs, beliefs, and behaviors specific to a nation. In simple words it reflects everything from how people work and communicate to what they eat and how they dress.

