

CHAPTER I

INTRODUCTION

A. Background

Each community has its unique communication style. People who are included will approve and respect the rules that have been created, particularly when it comes to language use. According to Yule (1997) speech community is a group of people who use language in similar or the same ways. They have the same rules, habits, and ways of speaking when communicating. Bloomfield (1933) states that a speech community is a group of people who talk and communicate with each other using the same language or way of speaking. They understand each other because they share the same way of using language. In addition, Lyons (1970) defines that speech community refers to all people who use a given language (or dialect). Language used in a community called a speech community.

The community of Kamang Magek, located in Agam Regency, West Sumatra Province, has a social life that is closely related to Minangkabau traditions and culture. In daily life, the Minangkabau local language is the main means of communication, both in the family environment, the market, and in various social activities. This language is widely used in various contexts, such as conversations between traders and buyers in the market, interactions between neighbors, discussions at school, to the implementation of customary and general community activities.

The dialect used by the Magek community has its own characteristics that distinguish it from Minangkabau dialects in other areas. This uniqueness not only reflects local identity, but also becomes a linguistic attraction, especially in the study of language and culture. Variations in vocabulary, intonation, and certain pronunciation patterns are often found in daily interactions, adding to the richness of the Minangkabau dialect as a whole.

This consistent use of the local language also shows a respect for traditional values that continues to be maintained, even though the community is increasingly connected to the outside world through education and technology. As such, Magek is not only a reflection of the harmonious social life of the Minangkabau people, but also offers rich linguistic and cultural research opportunities.

Besides using their native regional language, the Magek community also occasionally uses the national language, Indonesian, as a second language that is quite frequently used. An example of its use is during formal public events, or quite often in schools. Especially in schools, students learn English as a mandatory subject in the national academic curriculum. In this context, students here are referred to as English foreign language learners.

For Magek people, English is a foreign language. The students in Magek are English Foreign Language (EFL) learners who study English in an environment where it is not the primary language of everyday life. The EFL learning process is often confined to the classroom, resulting in limited language learning and English practice opportunities. This makes learning dependent on formal education and the

materials provided at school. Students learn English once a week following the national curriculum. Indonesian and the local language of the people there that can be used when learning English in the classroom. Students usually use books to study, one or two books. Books are library publications in accordance with the curriculum. and teaching materials are also provided by the teacher in the form of modules.

In Magek, English language learning also reflects this characteristic. Students in the area learn English only through formal education in Junior High school and Senior High School either at their school in Magek or in the nearby city, Bukittinggi. In their daily lives, their social interactions mostly use the Minangkabau language, which dominates communication in the home, market, and surrounding communities.

Although English is familiar to students, its use in daily life is almost non-existent. For students in Magek, English is often seen as an academic subject rather than a practical communication tool. Local social and cultural backgrounds have a significant influence on how they understand and interpret English learning. Teaching English especially at the secondary level is not easy, with students who are unfamiliar with English. The challenges that teachers face are often students' lack of motivation, unsupportive environment, difficulty in pronunciation due to the influence of mother tongue, lack of supporting facilities. Some students are interested and feel the need to learn English, some are not. This shows that the

success of learning English is influenced by individual factors and the student's own environment.

In addition, culture plays an important role in language learning. Students who rarely use English in their daily lives may need more encouragement, whether in the form of motivation, support, or appropriate learning strategies. Therefore, English language teaching needs to be designed inclusively and flexibly to suit the diversity of students. With relevant approaches, students will be more confident and motivated to learn, making the learning process more effective.

B. Scope of the Study

This study will analyze students' cultural conceptualization of English and learning English. Cultural conceptualization is how people developed through interactions between the members of a cultural group and enable them to think as if in one mind (Sharifian, 2017). This study aims to analyze cultural conceptualization of students in Magek on English as a foreign language and students' conceptualization of the English learning experience in formal education. Cultural conceptualizations involve three things; cultural schemas, cultural categories, and cultural metaphors (Sharifian, 2017). In this study, the analysis focuses on cultural schemas only.

C. Research Question

The research question of this study are:

1. What are Students' schemas on English in Magek, Kamang Magek?
2. What are students' schemas on English Learning in Magek, Kamang Magek?
3. How are those schemas related to English language teaching method?

D. Purpose of the Study

1. To find out Students' schemas on English in Magek.
2. To find out students' cultural schemas on English Learning in Magek
3. To explain the relationship between cultural schemas and teaching methods.

E. Significance of the Study

This study has important significance, to find out how students in Nagari Magek think about English and learning English. This research also contributes to identifying the most effective teaching strategies according to students' schemas. By understanding how learning strategies and teaching methods affect students' learning experiences, teachers can design approaches that are more relevant, supportive and appropriate to students' needs. The results of this study are expected to be used as a reference to improve the quality of English language learning, not only in Magek but also in other areas with similar characteristics.

F. Definition of the Key Terms

1. Speech Community

According to Yule (1997) speech community is a group of people who use language in similar or the same ways. They have the same rules, habits, and ways of speaking when communicating. Bloomfield (1933) states that a speech

community is a group of people who talk and communicate with each other using the same language or way of speaking. They understand each other because they share the same way of using language. In addition, Lyons (1970) defines that speech community refers to all people who use a given language (or dialect). Language used in a community called a speech community.

2. Cultural Conceptualization

Cultural conceptualization is how people develop through interactions between the members of a cultural group and enable them to think as if in one mind (Sharifian, 2017).

3. Cultural Schemas

Connectionists define schemas as distributed patterns of activation that arise at the level of strongly interconnected units in human memory networks and that occur in response to external stimuli. (Rumelhart, et al. 1986) Cultural schema theory is a cognitive theory that explains how people organize and process information about events and objects in their cultural environment.

4. Teaching methods

According to Brown (2007) teaching methods are strategies adopted to help learners develop new knowledge and skills, integrating pedagogical theory with classroom practices. In addition, Joyce et al., (2015) Teaching methods involve models of teaching that provide structured frameworks and instructional strategies to cater to different learning styles and objectives.

5. Learning Strategies

Language learning strategies refer to all plans and actions that learners utilize to help them develop the language skills to aim the mastery of target language (Oxford, 1990). In additional Ayu (2018) stated that learning strategies can help learners to comprehend materials given by teacher if they apply it consistently during learning process. From this perspective, a learning strategy can be understood as the way or step that learner take to achieve their goal on studying

