

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

A logical fallacy is a logic error in the dictionary sense. Moreover, etymologically these words divided into two words logical and fallacy; logical from Greek *logos* “word, reason”; *logikê tekhnê* “(art) of reason”, therefore fallacy from middle English *fallacy* “a false or mistaken idea”, from latin *fallacia* “deception, deceit” from *fallax* “deceptive, deceitful”, from *fallere* “to deceive”, terminologically logical with *logos* “based on known statements or events or conditions”; fallacy with *fallacia* “A flaw in an argument that makes it deceptive or misleading” (Bennett, 2012:15-16). In addition, logical fallacy is an ambiguity arguments used in conversation, judge, delivering idea and explanation (Nurudhin, 2021:15).

Kachru (1985) describes English language into three concentric model circles; circle of inner used as national language in countries such USA, UK, Australia, circle of outer used in countries that has been associated with countries around the globe as English for second language such Singapore, India, etc, and circle of expanding refers to countries whose English is used as a foreign language for international communication such Indonesia, China, etc.

Hanifa (2018:171) states that English language as a foreign language has been taught to student in Indonesia’ secondary school with ELT (English language teaching) curriculum steps as read textbook and all available reference materials in English, understand the affiliation programs from foreign teachers or to communicate with others pupils overseas, to introduce the culture of Indonesia to international communities, then build up the English’ confidence with foreign teachers and students in oral examination and discussions,

Mappiasse and Johari (2014) define that “English language as a part of curriculum in Indonesia, it was observed that there is adequate need of regular evaluation of the both educational system and curriculum so as to ensure uniformity in dissemination of knowledge and measuring the efficacy of system, and should be constant re-training the teachers and students in order level up with and make business transactions and dealing easy for Indonesia”. in fact, autonomous learning

has been applied for gain the focus of teachers teaching and students learning strategy used to gain the perception of learn English as a foreign language and avoid terms logical fallacy (Khotimah et al., 2019).

The Logical fallacy is a logical error in someone's thinking caused by the delivery incorrect or long-winded arguments. Logical fallacy often consisting not only in daily discussions but also in the terms of education. In case it also causing wrong way of thinking will lead to wrong action in response. Moreover, the learning process for students could have an understanding of something and make them critically think as a human being (Ramadani, 2021).

Teaching English for junior high school students lately is using the KTSP 2013 textbook, the textbook emphasizes productive skills. Moreover, the curriculum 2013 textbook is lack of authentic material for learning skill. In addition, listening activities are usually concerned with pronunciation practiced by repeating the teachers produced word. As the result of it, student perhaps not be able to understand English used for real life communication (Hanifa, 2018).

According to the background above author concern to do this research in SMP Swadaya Tarus's English teachers. And this research' topic is about "An analysis of teachers' logical fallacy in terms of teaching English for junior high school students".

1.2 RESEARCH QUESTIONS

The research question that the author takes in this research are;

- 1) What are the teacher's logical fallacy of English subject found in the teaching learning process?
- 2) What are the types of teacher's logical fallacy existed/used in teaching learning process?
- 3) How are the common ways of teacher's logical fallacy happened in teaching learning process?

1.3 AIMS OF RESEARCHS

The aim of this research based on research question above are;

- 1) To find out and describes the teacher's logical fallacy of English subject in the teaching learning process.

- 2) To find out the types of teachers' logical fallacy existed/used in teaching learning process.
- 3) To find out the common ways of teachers' logical fallacy happened in teaching learning process.

1.4 SIGNIFICANCE OF RESEARCH

The significance of this research will be divided into two benefits; the implication's benefits for next researcher and application's benefits for junior high school's teachers.

1.4.1 Implication

Benefits for theories related to the science's development, in the case of linguistics (Santana, 2016:31). The result of this study expects to be useful in the linguistics' development, especially in the field of education (teaching learning process). This research expects to provide additional knowledge about how a teacher should give an argument when teaching and explaining the materials without logical fallacy.

1.4.2 Application

Benefits for practitioner are benefits that could be taken by the author itself and the readers. This research expects to give a contribution for audience in the field or readers about how to build misleading arguments.