### CHAPTER I

#### INTRODUCTION

# A. Background of the Study

English proficiency is one capability that is crucial in obtaining employment lately. This phenomenon is what underlies the emergence of a variety of language schools throughout Indonesia. Regardless of how exactly the quality of English courses that exist in Indonesia implied a situation of concern is lack of good quality of English language teaching in schools.

The teacher is a circle that is often touted as the unsung heroes, therefore, As English teachers we are driven to work to improve students' skills in English through English lessons at school.

In simple terms, the teacher is one who gives knowledge to students. Teachers in the view of society is the education of persons performing certain places, not necessarily in formal educational institutions, but can also at the mosque, at home, and so forth.

English Teachers in this case have a very important role because he/she is commonly accused as the person most responsible for the quality of education.

Such accusations are not entirely true, since there are many educationa

components that affect the quality of education. However, the teacher is also one of the most strategic components in the educational process.<sup>1</sup>

Teacher is the most important factor in the process of teaching and learning. Therefore, recently a teacher is often referred to as "facilitators". In an effort to simplify this, teachers need specific ways (methods). So, a good teacher, in general, always tries to use the most effective teaching methods, and uses the best-media tool. Teachers have the freedom to make the article during the process of teaching and learning activities and choose the subjects that will be taught and in accordance with the syllabus which has designed.<sup>2</sup>

For professional teachers need to master how to teach students with different variations so avoid boredom and to create a comfortable learning atmosphere and fun. And for teachers who have a poor knowledge are likely to have difficulties in making their students learn.

Affective capabilities include the interests and attitudes of teachers who can take the form of responsibility, discipline, commitment to his profession, confident, honest, respect others' opinions, and the ability to control him self. Good attitude which was built by the teacher is likely to create an environment conducive and to facilitate teachers in delivering the science and the materials.

<sup>&</sup>lt;sup>1</sup>Basrowi and Suwandi, Prosedure Penelitian Tindakan Kelas (Bogor: Ghalia Indonesia,

<sup>2008), 1. &</sup>lt;sup>2</sup>Ahmad Izzan, *Metodologi Pembelajaran Bahasa Inggris* (Bandung: Humaniora, 2008), 23-

Teachers who do not have good attitudes will tend to make their students less interested when teachers deliver the subjects.

Teachers are implementing the components that should be able to applied the curriculum, such as the objectives, methodology, materials, and evaluation into practical activities in English class. Therefore, junior high school teachers who teach English must have ability and must be qualified in English skills and master the techniques of teaching English that suitable for the children. Children who succeed in the English language acquisition are those who frequently interact with people who master English well. In other words, teachers must master the English language and language learning in order to evaluate the accuracy of various methods, materials, and approaches to help their students to succeed.

It seems strange if we only talk about teachers, because the learning is not only a teacher only, but there are also students in it, therefore, the role of students also greatly affect the learning process in the class. A student is any person or student who received the teaching-learning process or science given by the teacher. Smoothly students who occupy positions that determine the position in a interaction. Teachers do not have any meaning without the presence of students as the subject of coaching. Thus, students are "key" that determines the interaction of learning.<sup>3</sup>

<sup>&</sup>lt;sup>3</sup> Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif* (Jakarta: PT. Rineka Cipta, 2005), 34.

Students' individual differences will affect the process of teaching and learning in schools, of which there are biological differences, differences in intellectual and psychological differences. From some individual differences students is what will determine the role of teacher as what fits in teaching and learning in school.<sup>4</sup>

The teacher's role is very important in education, because teachers are the spiritual father of a student, that is gives nourishment to the soul of science, moral education, and justify, with teachers that they live and thrive, then respect and appreciate our teachers.<sup>5</sup> Therefore, teachers are required to be able to improve the quality of student learning in the form of learning activities that can generate an independent personal and effective learning.<sup>6</sup> The teacher should give good examples of behaviors for the students in daily activities.

The writer presents several aims concerning with the reasons to carry out this research. In this study the writer wants to know the most common teacher roles in teaching English in the class, why do the teachers apply those roles in the class, and what are the obstacles faced by teachers in playing those roles in the class. Furthermore, the writer will observe all teachers who are doing the roles of the teacher in the class.

<sup>4</sup>Syaiful Bahri Djamarah, Guru dan Anak Didik..., 51-59.

<sup>&</sup>lt;sup>5</sup>Syaiful Bahri Djamarah, Guru dan Anak Didik..., 42.

<sup>&</sup>lt;sup>6</sup>Muhamad Surya, *Psikologi Pembelajaran Dan Pengajaran* (Bandung: Pustaka Bani Quraisy, 2004), 55.

Discussion of the teachers' role is very interesting according to the researcher, because a few students of IAIN Sunan Ampel Surabaya who took the research about the teachers' roles and it is very important for us to discuss and to know the various roles performed by teachers.

The writer chooses at some MTs in Dawarblandong Mojokerto Jawa Timur that have good competent and well-known among other schools in Dawarblandong. Those schools are; the first school is, MTs Negeri Dawarblandong. That school got several achievements for the students' performances, such as the winner of English Olympiad and speech contest. The second is MTs Hasanuddin Pulorejo Dawarblandong. The school's achievement is the winner of recitation of the Qur'an, and volleyball competition. And the last is MTs Fatahillah Simongagrok Dawarblandong. That school got several achievements such as the winner of football, chess, and athletic competition.

#### **B.** Statement of Problem

Based on the background of the study, the researcher explains above, she states some question research as follows:

- 1. What are the most common teacher roles in teaching English in the class?
- 2. Why do the teachers apply those roles in the class?
- 3. What are the obstacles faced by teachers in playing those roles in the class?

## C. Objective of the Study

Based on the problems stated above, the objectives of this research are:

- 1. To know the most common teacher role in teaching English in the class.
- 2. To know why the teachers apply those roles in the class.
- 3. To know the obstacles faced by teachers in playing these roles in the class.

## D. Significance of the Study

From research purposes, researchers hope that this research can share important information related to educational programs, especially in teaching English for junior high school.

## E. Scope and Limitation of the Study

There are nine Junior high schools in Dawarblandong. Those are three general high schools and six Islamic Junior high schools, namely: SMP Negeri 1 Dawarblandong, SMP Negri 2 Dawarblandong, SMP PGRI Dawarblandong, SMP Islam Randegan Dawarblandong, MTs Negeri Dawarblandong, MTs Fatahillah Simongagrok Dawarblandong, MTs Hasanuddin Pulorejo Dawarblandong, MTs Sunan Bonang Bangeran Dawarblandong, and MTs Hasyim Asy'ari Suru Dawarblandong.

The researcher limits the scope and limitation of the study on the teachers of eighth grade students, especially teachers of Islamic junior high schools or Madrasah Tsanawiyah. Those are MTs Negri Dawarblandong, MTs Fatahillah

Simongagrok Dawarblandong, and MTs Hasanuddin Pulorejo Dawarblandong. The researcher chose in Islamic junior high schools, because, the researcher is a student of IAIN Sunan Ampel Surabaya based on Islamic education, so if the writer graduated from University it is possible to teach in Islamic junior high school.

There are three reasons why the researcher took those schools as the samples, they are very popular because those schools got several achievements for the students' performances (English Olympiad, speech contest, recitation of the Qur'an, and sports competitions: volleyball, football, chess, and athletic). Second, the researcher wants to know more about the development of teaching learning English at those schools to differentiate with others. And the last, those schools located in strategic areas (condition and situation are very fresh and comfortable) to study.

# F. Definition of Key Terms

To avoid misunderstanding, the researcher will determine specific key terms as follows.

1. Teachers' Role refers to teachers' pedagogic role, which is related to convictions about language and the teaching and learning of it. These roles are

manifested in teachers' teaching approaches, selection of materials, activities, judgments, and behaviors in the classroom.<sup>7</sup>

2. Junior High School is known as Sekolah Menengah Pertama (commonly shortened as SMP), Middle schools are within 3 years, which includes 7, 8, and 9 grade. 

8 Junior high school students are generally aged 13-15 years.

Junior High School (SMP) in Indonesia is generally use blue and white uniform for the day weekday, brown uniforms for scout / day given, and in certain schools to use a white uniform and white for the flag ceremony. For this research, the writer chooses some MTs in Dawarblandong Mojokerto Jawa Timur, those are MTs Negeri Dawarblandong, MTs Fatahillah, and MTs Hasanuddin.

#### G. Thesis Structure

Thesis structures in this research are:

Chapter 1

: Chapter 1 consists of bacground of study where the writer explains the reason why she takes this tittle. Writer also states the problem of study, objective of study, significance of study, limitation of study, definition of key terms, and thesis structure.

<sup>8</sup> http://en.wikipedia.org/wiki/Middle\_school, retrieved on 21 January 2011.

<sup>&</sup>lt;sup>7</sup>Borg, M. Key concepts in ELT: Teachers' beliefs, ELT Journal, (2001) 55 (2), 186-187.

Chapter 2

: In this chapter, it is important to describe the review of related literature to find the theories that could be the foundation of

this study and in order to give a relevant knowledge in the field.

Chapter 3

: This chapter describes the steps of the research. It describes the

research design, source of data, the subject of study, the data of

study, research instrument, data collecction technique, and data

analysis.

Chapter 4

: This chapter presents the result of the research which is

intended to answer the problems of the study that are

mentioned in the first chapter and also the discussion that was

conducted by researcher.

Chapter 5

: This chapter is about conclussion and suggestion.