CHAPTER I

INTRODUCTION

In this chapter, the researcher presents several topics. Those are background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation of the study, and definition of key terms. Each section is presented as follows.

1.1 Background of the study

English is an International language which is used in almost all of the countries all over the world. There are some countries that practice English as their first or second language, but in Indonesia, English is used as a foreign language. Since English is not only used for the students who want to enroll themselves into a higher institutions but also the people who want to find a better job and position, English language may take an important role in Indonesia.

In facing globalization era, English is needed and used in communication with other countries. In Indonesia, English is a foreign language and becomes the important subject. Since the function of English in Indonesia as a foreign language, it makes harder for English teacher to teach English to their students. According to Brown (2014: 8), teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Another researcher (Harmer, 2007) found that teaching is an activity that is done by the teacher who acts as a controller, prompter, participant, resource, and tutor in the classroom. Moreover,
in teaching and learning process there are some factors that influence the achievement of the learning objectives. They are teachers, students, curriculum, and environments. One of components in curriculum is method. A teacher should be able to determine an appropriate teaching methods for the material being taught, so that teaching and learning activities can be run more effectively and efficiently.

Furthermore, according to Richard and Rodgers (2001:19), “method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which content will be presented; technique is the level at which classroom procedures are described”. Based on another researcher opinion (Brown, 2001:16), method is a generalized set of classroom specifications for accomplishing linguistic objectives. Larsen-Freeman (2000) also stated that methods offer the teacher alternative to what they currently think and do. Methods in teaching are needed to get the teaching learning purpose because the teaching will be effective and successful if the teachers provide the methods in the class.

On the other hand, method is a set of plans which is done by a teacher including strategies and techniques in teaching and learning process to achieve certain goals or learning objectives. Method can help teachers to achieve an effective teaching and successful learning activities because it combines theory and practice at the same time. So, it will be easier to make the students understand about the lesson material.

There are many methods that can be used by English teachers in teaching English. According to Harmer (2007), there are several methods that can be used
in teaching English. Those methods are Grammar-Translation Method, Direct method, Audio-lingual method, Community Language Learning (CLL), Suggestopedia, Total Physical Response (TPR), Silent Way, Communicative Language Teaching (CLT), and Task-Based Learning.

Based on a previous research conducted by Wijayanti (2008) which investigate about the method of teaching English used by students’ teacher of the English Department of University of Muhammadiyah Malang. The result showed that the teachers implemented four methods; they were Audio-lingual method especially is listening subject, direct method especially in teaching speaking and reading subject, Grammar-Translation method especially in teaching writing and reading subject, and STAD (Students Team Achievement Division) which was used especially in writing subject. The teachers then implemented each of those methods through three stages; pre-activities, whilst-activities, and post-activities. The teachers used those methods because they could help the teachers create effective teaching learning activities.

MTs Khadijah Malang has different characteristic of learner in each class. With different characteristics of learner in each class, it will be different and more difficult for the teacher to teach them. Moreover, in applying the appropriate teaching methods, the teacher will be able to handle students with special needs. Based on those reasons, the writer is interested in knowing about the methods applied by English teachers in teaching English at MTs Khadijah Malang.
1.2 Statement of the problems

Based on the background of the study, the research problems are formulated as follows:

1. What are the methods used by the teacher in teaching English at MTs Khadijah Malang?
2. What are the problems faced by the teacher in implementing those methods in teaching English at MTs Khadijah Malang?
3. How does the teacher solve the problems in teaching English at MTs Khadijah Malang?

1.3 Purposes of the study

Based on the problems above, the purposes of the study are:

1. To know the methods used by the teacher in teaching English at MTs Khadijah Malang
2. To identify the problems faced by the teacher in implementing those methods in teaching English at MTs Khadijah Malang
3. To find out the solution of problems by the teacher in applying the methods in teaching English at MTs Khadijah Malang
1.4 Significance of the study

The writer hopes that this study will be useful for English teachers who want to improve their way in teaching English by applying various methods in teaching. Therefore, the writer gave information and reference about teaching method which is hoped to help English teachers; especially English teachers at MTs Khadijah Malang. Moreover, by applying various methods in teaching English, this study is hoped to increase students' English achievement and make them more interested in learning English. Not only for English teachers and students, this study also can be useful for other researchers who want to conduct a similar study and use this study as a reference or source of information.

1.5 Scope and Limitation of the study

The scope of this study is the methods used by English teachers in teaching English. The limitation of this study is the methods used by English teacher in teaching English at MTs Khadijah Malang. The solution of problems that the teacher did in this study was for this semester only and the solution of problems will be different in the other semester.
1.6 Definitions of Key Terms

In order to avoid misconceptions concerning the term used in this study, the writer defines the terms according to the context.

- Methods is the practical form of an approach which consists types of activities, roles of teachers and learners, kind of material which will be helpful and some model of syllabus organizations. Procedures and techniques are part of method standard (Harmer, 2007).

- Teaching is an activity which is done by the teacher who acts as a controller, prompter, participant, resource, and tutor in the classroom (Harmer, 2007)