

## **Chapter 1**

### **Introduction**

In this chapter discusses about background, reason for choosing the topic, research question, research objective, limitation, and significances of purposed study.

### **Background**

English is one of general subject that has been studied by students of Elementary School, Junior High School, and Senior High School until University. In English subject, there are two categories of skills that expected to be mastered by students; those are receptive skills and productive skills. Receptive skills conceptualized as listening and reading, and productive skills conceptualized as speaking and writing. Although English has been studied by students in Elementary School up to University, but most of the students thinks that English is still difficult subject to be mastered; it is because English is considered as nonnative language for the students. Therefore, some students feel unmotivated to learn English more. In in *Metodologi Pembelajaran Bahasa Inggris* (2008, p. 20), such statement is supported by Izzan who said that most of the students in Indonesia whose native language has influenced to learn foreign language (English); it is because native language is the language that used by someone in daily conversation (Indonesian language) and foreign language is the language that used by someone in generally (English). It can be explained the reason that the students still faced difficulty in learning English, those are; the students who

have not master grammar, vocabulary, and difficult in exploring the idea. This case happened to the tenth grade students at SMA N 1 West Bolangitang.

When I did teaching practice (PPL 2) at SMK N 1 Limboto, based on my experienced I think that the English teachers should be implied the teacher' role in overcoming this problem, because the teacher' role can stimulate students' attention in teaching English. For example, the teacher uses the media (computer, LCD, tape, picture, and etc.) or game to transfer the knowledge to the students; it is make students interest and makes the subject easy to understand, the teacher gives instruction the material while teaching and learning process taking place, she/ he has to master the material, helps the students in teaching and learning process, and evaluates student' learning achievement. To support the successful teaching, the teacher' roles involves those are controller, organizer, assessor, prompter, participant, resource, tutor and observer (Harmer, 2011, pp. 57-62).

When I study at SMA N 1 West Bolangitang, my teacher just came to the class giving material, with brief explanation, after that leaved the class. It is affected that the students uninterested to learn English material. Based on this teacher' role, it influences to the students' low value of English or their scores do not achieve the maximum standard in each semester evaluation. Therefore, I am interested in getting more knowledgheow the English teachers' role in teaching and learning process at SMA N 1 west Bolangitang. Finally, this research entitled The English Teachers' Role in Teaching and Learning Process.

## **Reason for Choosing the Topic**

The teacher's role aimed to facilitate the students' progress in some ways or other (Harmer, 2011, p. 57). The teacher's role is important in teaching and learning process and help students in learning English more. In addition, based on my experienced I think that English teacher should imply the teacher's roles, because the teacher role can stimulate students' attention in learning. In this research, I want to describe how the English teachers' roles in teaching and learning process at SMA N 1 West Bolangitang, to imitate of good English teachers' roles and apply in teaching and learning process, and to avoid the English teachers' role that assumed still lack/ inappropriate with teachers' role by Harmer theory, those are, the teacher's role as controller, organizer, assessor, prompter, participant, tutor, resource, and observer.

## **Research Question**

In this research, the problem question is "how are the English teachers' role in teaching and learning process at SMA N 1 west Bolangitang?"

## **Research Objective**

The research objective is I want to know how the English teachers' role in teaching and learning process at SMA N 1 west Bolangitang.

## **Limitation**

This research focused on the English teacher's role in teaching and learning process at SMA N 1 west Bolangitang(class X3 and class X6).

## **Significances of Proposed Study**

The significances of this research are:

1. Theoretically

This research can give information to the other researcher that the English teacher' roles in teaching and learning process in the class are important. The English teacher' roles involve controller, organizer, assessor, prompter, participant, resource, tutor and observer. From eight roles making teaching and learning process successful.

2. Practically

The English teacher' roles in teaching English can give solution for students in overcoming students' difficulty in learning English, can give description knowledge for the teacher how the real English teacher' roles in teaching and learning process, developing knowledge for researcher how English teacher' roles in teaching and learning process. So, after graduate will be applying these roles.