

## **Chapter I**

### **Introduction**

This chapter discusses about the contents of this research. It consists of the background of study, problem statement, objective of study, significance of study, and scope of study.

#### **Background of Study**

Teaching English is an essential requirement for the English teacher to develop the students' knowledge or skill in learning English. It is because the teacher has an important role to create the behaviour that related to each other in a situation and also related to the progression of the change of behavioural and the students' development is become the objective. Wrightman(1997) as cited in Usman (2008) said that teacher's role is creating a set of behavior which is linked to one and another in certain situation that related students' change and students' development as the main goal. Therefore, the English teacher as the key figure in teaching and learning process should manage and create the good condition in the class.

In Indonesia, the teachers use many approaches, strategies, and methods in teaching English. Moreover, in Indonesia teaching English has the position as a foreign language. Nurhayati, Supriyanti, & Triastuti (2008) stated that English take the position as foreign language (EFL) in the countries for example Indonesia, Vietnam, and China. This indicates the teachers should create the comfortable condition to make the students want to learn English. It is because

English in Indonesia are not used as lingua franca or communication in several formal situation like educational activity, governmental activity, and law, but, English which is as foreign language in Indonesia is used as a lingua franca in global communication community and learning and teaching process to be success. So, if the students and the teachers do not know English language automatically they cannot speak English very well. Meanwhile, speak English can influence learning and teaching process and more importantly it can influence global communication community. It is because if learning and teaching process and global communication community that have annoyance, so the teachers and the students that has development in their knowledge. Nurhayati, Supriyanti, & Triastuti (2008, p.3) said that everyone not use English just for a lingua franca but for another reason for example education activity, goverment activity, and law English is very important. On the other hand, El-fiki (2012, p.2) explained that English which used as lingua franca in the professional fields such as technology, commerce, and education English used as the major that caused English has a greater demand on those fields. Learning and teaching process is very important because English become one kind of important languages in global and can influence development country.

According to Nurhayati, Supriyanti, & Triastuti (2008, p.3) English subject is required to be taught in junior high school and senior high school. Furthermore, they stated that in Indonesia, teaching English has many usefulness, for example in educational development and economic development. Therefore, to learning and teaching English in Indonesia is very important because teaching

English as foreign language are required for many Indonesian for many reasons. For example, education development and economic development. Besides that, English language can make the teachers and the students become good translator in global communication community if they are having a good speak.

Meanwhile, the teachers has become a professional teachers to teach English as foreign language. It is because the teachers is the key and the big duty to make the students active and getting pleasure in learning English. Usman (2008) explained The main role of teachers as professional there are educated, teaching and training. Furthermore, Usman (2008) stated that the teachers play the multiple roles in learning and teaching process. Educated means continuing and developing the values of life, Teaching means continuing and developing the knowledge and technology, and training means developing the skills to the students. However, in fact some of teachers are not the professional teachers. It is because in teaching the teachers have many obstacles to teach because English is as foreign language. Furthermore,if the teachers that have some obstacles in teaching English, it means that the teaching process cannot work very well.

In addition, Kumaravadivelu (2006) as cited in Santoso (2010, p.25) said that teaching English as a foreign language (EFL) requires new methods. However, in fact in teaching EFL,many teachers just use their beliefs that they are able to effectively doing the teaching and learning process. Furthermore, teachers not only trade on their belief it is because every students have different personality and ability. Meanwhile, the teachers still have the limitations in their teaching. The teachers limitation is become one of the obstacles for the teachers as

well. For example, it is common and can be found everywhere if have less competency in teaching, or manage the laboratory. It is because labolatorium can help the students to their ability and knowladge, certainly in facilities is complite. But, if the school not have laboratory and the other facility so learnin and teachin process can not goin very well. According to Hamalik (2002) to design teaching and learning process system in the school need to pay attention main source, such as the humane, the institutional, and the instructional.

A teacher has its own function in the teaching and learning process. The function of a teacher in the teaching system is as a designer and as a teacher. Hamalik (2001) stated that function is a teacher are that plan and as implementation is teaching. Teachers as designers to mush have their ability it self for what will be taught to the students. Meanwhile, as a teacher, the teachers it has become the main duty of a teacher to teach to make their students successfully. So, in teaching to make the students success the teachers have obstacles, it is will become a greatest problem faced by the teachers.

According to hamalik (2001) one of the teachers problems in teaching and learning process is obstacles. Obstacles itself is like the teachers are not to recognized their ability and the students ability themselves. Besides that, all kind of learning and teaching like facility that must completed. On the other hand, Mursell & Nasution (2008) stated that some factors to influence the teaching and learning process is the students, facilities, learning procedure, and assessment method. The students become influence in learning and teaching process because if the students not know all kind of English automatically the teachers that has

trouble in teaching especially in teaching English. The facility becomes big influence in learning and teaching process because in facilities in school is not completed. In addition, the facility can kick the students and the teachers to evolving their ability and knowledge. For example in speaking, listening, reading and writing. Learning procedure in learning and teaching process will work very well depend of the teachers manage the class. Assessment method it is depend in ability and knowledge of the students and how the teachers look the students attitude.

Furthermore, According to Noom ura (2013, p.143) on the research about English teaching problem in Thailand and Thai teachers' professional development needs, problem in teaching English is the teachers, the students, curricula and textbooks, assessment, and other factors. The result of noom ura research is factor external and factor internal. External factors is the students, curricula and textbooks, assessment, and other factors. Internal factors is the teachers themselves. On the research Noom ura explained the big problem is the students. In this research Noom ura execute the research in nine school in Thailand. The different researchers and noom ura (2013) research is researchers carry out research just the teachers in Mts Batudaa. It is because based on researcher experience in teaching practice two (ppl 2) the teachers in Mts Batudaa has many obstacles in teaching English as foreign language. It is because in Mts Batudaa the teachers in teaching and learning process just still berelied to the book and what the teachers write in lesson plan. Rikard & Knight (1997, p.441) on the researcher about obstacles to professional development explained that for

make a research everyone must have a experience for found out a problem that has. So, the researcher would like to analyze the teacher's obstacles in teaching English as foreign language in Mts Batudaa. Based on researcher experience, so researcher will seed whether the teachers in Mts. Batudaa that have obstacles in teaching English like a researcher experience.

Based on the explanation above the researcher would like to conduct a research whichentitled '*Analysis on Teachers' Obstacles in Teaching English as Foreign Language at MTS Batudaa*'.

### **Problem Statement**

Problem statement in this study is the teachers' obstacles in teaching English as foreign language.

### **Objective of Study**

Related with the problem statement above, the objective of this study is to analyze the teachers obstacles in teaching English as Foreign Language in Mts Batudaa. To know whether the teachers obstacles in teaching English as foreign language.

### **Significance of study**

Significance of study refers to theoretical significant and practical significant.

### **a. Theoretical Significance**

This study is expected to give valuable contribution for the next researchers to be a source of information to know what the teachers' obstacles to teaching English as a foreign language in order to help the students to learn.

### **b. Practical Significance.**

This study is expected to be useful for researchers and teachers. For researchers, this study is aimed to give more knowledge about teachers' obstacles in teaching English as a foreign language. In addition, to give more knowledge about teachers' problems in the learning and teaching process in the class of English as a foreign language. For teachers, this study hopes to know the obstacles to teaching English as a foreign language in the learning and teaching process to be successful.

### **The Scope of Study**

The researcher analyzes the teachers' obstacles in teaching English as a foreign language in Indonesia by observing the learning and teaching process in the class and interviewing the English teachers of MTS Batudaa. The indicators of teachers' obstacles in teaching English as a foreign language have some factors. First, a human factor that has some influence is the teachers themselves and the students. Second, an institutional factor that has some influence is the device and infrastructure, and the facility. Third, an instructional factor is based on visual aids.