

Chapter I: Introduction

The purpose of this chapter is to discuss several points related to this study such as, why the teaching skill are important, why the researcher chooses English teaching skill, the question of research, research objective, the limitation of research and research significance.

Background

Teacher has the important role in learning and teaching process to determine student's success. According to Brown (2000, P.7) the aim of teaching activity is to showing and helping someone to learn how to do something giving instruction, guiding in the study, providing with knowledge, causing to know and understand. So teachers should be able to play the role as the facilitator to make students understand the material. Furthermore, students' enthusiasm is needed in order to make the students interest in learning process. Every subject has different characteristic, especially in teaching English as foreign language. Being an English teacher, it is common that teacher facing challenges and difficulties in teaching English in every degree of school. For example, the problem that related to students feeling and attitude about English subject. Based on the observation before, students assumed that English is difficult subject and students' feel ashamed to speak up. To response on this challenge English foreign language, teachers need to show their teaching skill in learning and teaching process to facilitate and improve students' motivation in learning English.

The understanding of teaching skill is related to ability of teachers in order to manage the teaching and learning process. According to Glicman (as cited in Iriana 2011, p.4) teaching skills are the most specific instructional behaviors that teachers, lectures and instructors have to do in their professional teaching. In relation to teaching English as a foreign language, an EFL Teacher should practice and apply their skill to create students' enthusiasm and feel interested in learning English. However, the researcher found in SMPN 4 GORONTALO where the researcher did the teaching practice course, it is shown that the students' score in every class is different. One class has a high scoring achievement while the other has not.

Based on the problem above the researcher interested to know the teachers' skill in teaching process. Some students have motivation in learning english but less of teacher skill will affect on student learning in the class. teacher is the key of student's success in learning. How the teacher manage the class, lesson and control the students are important parts. Huzaima (2014, p.11) assumes that one of a negative effect as the inhibiting factor and difficult in teaching learning process has low skills in teaching. In this case, teacher as role model should keep develop the skill in teaching and learning process in the class.

In teaching learning process, have some skill that the teacher can applied. According to Richard's (2011) English teachers should be reach the eight categories skill in teaching that related to opening the lesson, introduction and explaining the task, setting up learning arrangements, checking students understanding, guiding students' practice, monitoring students' language use, making the transition from one task to

another and ending the lesson. In fact, the researcher found that the teachers teach in SMPN 4 GORONTALO English classes are organized in a dumb way. Because some of the English teachers are relatively old or they have been teaching English in a dumb way for a long time. Based on the theory about teaching skill, their teaching still focusing on several skills in teaching such as memorizing and reciting. In the skill of explaining the text, some of the teachers adopt the methods of reading and writing. Some even play a monodrama so that the students have less time to exercise. Although another teachers have realized that skill in teaching, but the effects are still not ideal due to the reason that they have not found their right role. Therefore, the English teaching skill has not improved obviously.

From the explanation above the researcher focused on studing teacher and their teaching skills. There are also several which similar studies about teaching skill. For example *Agus Priadi (2009) about Student's Perception on English Teaching Skill*. The study of the student's perception about teacher skill in teaching, but the participant on this research was students and he found that based on the student's perception, all teachers were applied the skill in teaching. In this research, the researcher focused on teachers as the participant and used students responds to complete this research. This research also investigated how the teachers applied the skill in teaching, but the rsearcher knew it based on the observation and interview the teachers. Furthermore, *Matthew Steven Haas (2002) on The Influence of Teaching Methods on Student Achievement* explain about the relationship between teachers teaching method and

students achievement. Based on both studies, the researcher aims to studied about teaching activity in the classroom especially in English teacher's skill in teaching.

Therefore, in this research, the researcher investigated how the English teachers applied the eight skills in teaching at SMPN 4 GORONTALO. This area was chosen because the researcher feel interested to understanding about these. The researcher also used students' responds about the teachers to complete the data of this research. In this research, the researcher does not compare students responds with English teachers skill in teaching, but the researcher seed how students reponds about the English teachers skill in teaching.

Research Question

Based on the background above the researcher formulated the research question is "How do English teachers' apply the skills in teaching?"

Objectives of Research

Based on the research question, the purposed of this research is to identify the English teacher's skill. It focused on activities of teaching and learning process in the classroom. This research investigated how the teachers Opening the lesson, Introducing and explaining tasks, Setting up learning arrangements, Checking students' understanding, Guiding student practice, Monitoring students' language use, Making transitions from one task to another and Ending the lesson. The researcher also looking at the student's responds about the teachers to complete the data.

Limitation of Research

In this research are limited on English teachers' Skill in teaching where the teachers should have skill in opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding student practice, monitoring students' language use, making transitions from one task to another and ending the lesson. The participant in this research is an English teacher of the seventh, eighth and ninth grade students in SMPN 4 GORONTALO where the researcher found the case study. The participant of this research focuses on teachers.

Significance of Research

1. Theoretically

The result of this research is expected to be able to widen the skill of teachers in teaching in order to improve student's achievement in learning English. This research also as a reference to other researcher who want to investigate about English teachers skill in teaching.

2. Practically

The result of this research is suggested to the English teachers apply the eight skill to improve students achievement in English. The skill of english teachers in teaching can make students easy to understand what the teachers teach and have a good achievement especially in English subject.