

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents seven topics related to this research. Those include background of the research, statement of the research problem, objectives of the research, scope and limitation of the research, the definition of key terms, and the organization of the research.

A. Background of the Research

In this modern era, learning English is very important. Learning is a process of constructing knowledge, the result of which present itself as a relation between community knowledge and individual knowledge (Toth, 2012). English language used in other country as second language such as Malaysia, Singapore, India and so on. It means that English is very influential in our life. Learning English language is an integrated process that the learner should study four basic skills; listening, speaking, reading and writing.

The learners start learning English language from elementary school until senior high school although university. Learning English lesson not only from informal education, but students can get English lesson in the school. To get English lesson the teacher has important role in teaching English. Teachers have many strategies to teach English lesson and to improve student's skill. Teacher strategy in teaching is very important to help teacher to optimal use of method and technique. Teacher strategy is used to create the

effective learning process, so it brings the positive impact of learning activities. Different teachers have different way to teach their students in the classroom.

Teachers need strategies to teach students in order to make students easier to understand the material. Strategy is one of the important things that have to attention by teacher in the teaching and learning process in the classroom. Teacher may help by involving students in choosing some of materials for the class, engaging them in setting their own goal for language learning as well as providing activities that allow using language in and outside the class for practical and relevant academic purpose (Bahous, 2011).

Teaching English as foreign language in the school majority teach by non-native speaker teacher, but there are some schools that teaching English by native speaker teacher. Native speaker is a person who has English as their mother tongue. The presence of native speaker as a English teacher can help learner to get many new knowledge that they are not get by non-native speaker. The reason for employing the native speaker as teacher of English all over the world is the shift in emphasis from the once dominant translation method to the aural-oral approach (Sahin, 2005).

According to Braine (1999), native speaker are believed to possess a superior command of fluent, idiomatically correct language form giving the impressing of teaching motivation. Native speaker teacher does not really know the education and social background of the Indonesia students, but they

can become one of ideal teacher in giving support, motivation for students' success, they can adapt the learning activities based on the material, students' characteristics and the students' level. Motivation is energizes human behavior (Bahous, 2011:34). In the real situation, although native speaker have good qualify to become an English teacher but sometimes the learners have problem in the learning process. The problem during teaching process in the class usually cause the learners difficult to understand what is the native speaker teacher say. In fact, the Indonesia students did not use English language fully during learning process in the classroom and they have habit use Indonesia language to communication every day.

In fact, many students in senior high school still difficult to learn English lesson. There are two factors that influence students difficult to understand English lesson such as internal factor and external factor. Internal factor is factors that there in the students itself like lazy, don't like with the lesson, and so on. External factor is factors that there from outside of individual or students such as from their environment, and their teacher. Therefore, the teacher have to know what is factor that influence learning English students in the classroom. If the factor come from the teacher, so this is the teacher duty to make the students can understand and absorb the material clearly.

Therefore, some school innovate to adopt native speaker teacher from other country. Although it is expensive but some schools decided to adopt them, because native speaker have advantage is evidently to be found in their

superior linguistics and communicative competence of English, since it is a mother tongue and they can thus use it with greater spontaneity and naturalness in a considerable variety of the situation (Madrid, 2004). Native speaker has a greater capacity, has practice since childhood and has a better pronunciation, has a better expression, and provide better explanation, and know more vocabulary and spelling rules because English is his/her language.

Preliminary study by Ismah Farihah Wahidah (2015) conducted a research entitle *Teachers' Strategies in Teaching English at Muslim Wittaya Phuket School*. The research conducted in qualitative research design. The result of this research the Thailand teacher used direct teaching, cooperative learning and also problem based learning.

Based on the explanation above the researcher decided to conduct the study about the teachers' teaching strategy especially which done by native speaker teacher. Here the researcher describe about teaching strategy of native speaker teacher at MAN 2 Tulungagung.

B. Statement of the Research Problem

Based on the background of the study, the problem of them is study are formulate as follows:

1. What are strategies used in teaching English by native speaker at MAN 2 Tulungagung?
2. How are the implementations of the strategies in teaching English by native speaker at MAN 2 Tulungagung?

C. Objectives of the Research

Based on the statement of the research problem above, the objective of the study are formulated as follows:

1. To know what strategies are used for teaching English by native speaker at MAN 2 Tulungagung.
2. To know how the implementation of the strategies in teaching English by native speaker at MAN 2 Tulungagung.

D. Significance of the Study

The result of this research was expected to give some valuable contributions especially for students, English teacher, and the further researcher. These contributions could be mentioned as follow:

1. For Students

The result of this research can motivate the students to learn English and to improve student's English skill which teach by native speaker.

2. For Teacher

The result of this research can motivate teacher to get new strategy to teach their students.

3. For School

This research is expected in giving the contribution of any value to the other researcher in conducting the further research of the similar topic. This research can attract the further researcher to conduct the extent research related to the main concern of this research which is native speaker.

E. Scope and Limitation

There are many effective ways to teaching English to improve students' knowledge about English and to improve students' achievement. Those applications to practice it can be shown in aspect such as teacher performance, characteristics, activity phase in the classroom, and teacher technique, strategy and methods to conduct the English learning and teaching in the classroom.

However in this research the researcher just would like to limit the study on the strategies of native speaker teacher in teaching English which is conducted in MAN 2 Tulungagung.

F. Definition of Key Term

To present a clear definition as a guideline for the reader to understand the research, the definition of key term will show in here:

1. Teaching

A teaching is transferring knowledge by the teacher to the students using strategies, technique, media and instruction material in the classroom.

2. Strategy

A plan, point of view, and teacher opinion in the organization main lesson, transfer the material, and way to manage the activity teaching and learning process to achieve course goal.

3. Native Speaker

Native speaker teacher are considered more knowledge, about the culture connotation of their mother tongue. Native speaker in here has a

role as a who delivering about the English material based on curriculum in Indonesia.

G. Organizing of the Research

The first chapter consists of background of the study, statement of research problem, objective of the research, significance of the research, scope and limitation, definition of key term, and organizing of the research. Then second chapter is review of related literature that present about teaching English, teaching strategy, types of teaching strategies, the role of teacher, native speaker as a teacher and previous study.

The third chapter is research method that discusses the methods used in conducting this research. It presents the result of interview, observation and documentation. After that, the fourth chapter is the analysis of the findings and then fifth chapter contains discussion and the last chapter is conclusion and suggestion.