

# CHAPTER I

## INTRODUCTION

This chapter presented about the research context, research focus, research objective, significant of study, scope and limitation, and definition of key terms.

### **A. Research Context**

The teacher as one of the components in teaching and learning activities certainly has a position that greatly determines the success of teaching, because the main function of the teacher is to design, manage, implement, and evaluate learning. In addition, the position of the teacher in teaching and learning process is very strategic and decisive. Why is that, because the teacher's position is considered strategic because the teacher determines the depth and breadth of the material to be taught to students, while the teacher's position is decisive because the teacher chooses the lesson material to be presented to students. One of the factors that influence the success of the teacher's work is the way he or she works in planning, designing, implementing, and evaluating his or her teaching and learning process.

According to Jean and Morris, Teachers are those persons who consciously directed the experience and behavior of and individual so that education takes places.<sup>1</sup> Successful teachers are those that have the ability to maximize the learning potential of all students in their class. Developing

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<sup>1</sup> Jamil Suprihatiningrum, *Guru Profesional Pedoman Kinerja, Kualifikasi, & Kompetensi Guru*, (Jogjakarta: AR- RUZ MEDIA, 2013), page. 24.

positive relationship between teacher and student is fundamental aspect of quality teaching and student learning. Positive teacher-student relationships promote a sense of school belonging and encourage students to participate cooperatively. Students develop confidence to experiment and succeed in an environment where they are not restricted by the fear of fail and teachers can help the students with motivation and goal setting so that the student can turn to them for advice and guidance. As parents, it's important to understand how to develop positive teacher and students relationships so that the parents know what to look for at their child's school to provide good education to their children.

The teacher is the party most often accused of being the person most responsible for the quality of education. Allegations like that are not entirely true, considering that there are still many educational components that influence the strength of education. However, the teacher is the most strategic component in the education process. Therefore, many parties have great hopes for teachers in improving the quality of education.<sup>2</sup>

The teacher is a noblest profession, a good profession because the work of the teacher teaches students. The teacher educates the students patiently without expect reply from them. Beside that, the work of the teacher is forming character of the children so that the teacher is reputed as a guide in his/her school and society for create next generation with good generation. So, the teacher here is impotent and valuable in society perspective because the teacher has important roles in the school to

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<sup>2</sup> Basrowi dan Suwandi, *Prosedur Penelitian Tindakan Kelas*, (Bogor: Galia Indonesia, 2008), page 1.

educate his/her students with a variety of knowledge and experience. So that, the professionalism of the teacher is needed in an institution or school because it gives an influence on the name of the institution or school itself.

We know that in an institutions there are two kinds of teachers, the first is PNS teachers and the second is honorary teachers. The both are different because they have different status in education so that the results are different. The problem of non-English teacher in teaching English at Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep is when the material provided can't be understood by the students, the teacher feels confused to take the right example especially the location of the school on a remote and deficient island, because the methods and media used by the teacher are limited.

The researcher thinks if "Non-English teacher teaches English". It is of course there are advantages and disadvantages to the teacher when he teaches English, the English language of the teacher is indeed able to speak English because his profession is Indonesian teacher, his weaknesses in theory although English and Indonesia have similar steps to teach but they have different language.

Based on pre-research, according to students during teaching learning process, actually not all of students comprehend the lesson easily, but the teacher tries to make students really understood the material by giving an opportunity to each students to ask things that are less understood from the material given by the teacher. Then, the teacher gives questions to the students when the students feel confused to the material

and also the time are limited, so the teacher asks to the students for answers the questions in their house from other references and submit to the teacher next week. After that, from the students answer, the teacher takes conclusion to discuss the material in the class from previous meeting. So, the students and teacher can understand the material that they learn before, after that the teacher continue the next material.

Based on consideration above, the researcher is interested in studying more and she focuses her analysis about case under the title **“The Analysis of Non-English Teacher Problem in Teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep”**. This research is intended to know the way of non-English teacher in teaching English.

## **B. Research Focus**

Muhammad Adnan Latief states that research problem refer to questions raised in a research project with early reflect what kind of answers is expected to be discovered through the process of research.<sup>3</sup> While according to John W. Creswell, research focus is an educational issue, controversies, or concern that guide the need for conducting a study.<sup>4</sup> Research focus usually organized as questions that have to be answered by the researcher and the research focus here is a question that narrowed the topic and variable. Based on the research context above the researcher formulates the problem, as follow:

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<sup>3</sup> Adnan Latief, *Research Methods on Language Learning an Introduction*, (Malang: UM Press, 2013), page 6.

<sup>4</sup> John W. Creswell, *Educational Research*, (Boston: Pearson, 2012), page 59.

1. What are the problems of non-English teacher in teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep?
2. What are the factors that cause the teacher having the problems?
3. What is the solution that the teacher does to solve the problem when teaching in the class?

### **C. Research Objective**

John W. Creswell stated that research objective is the major intent or objective of the study used to addresses the problem.<sup>5</sup> Based on the research focuses above the researcher made the research objective or made the purpose of this research are:

1. To analyze the problems of non-English teacher in teaching English at Islamic Senior High School Nurul Ulum Banmaleng Gili Genting Sumenep.
2. To know the factors that causes the teacher having the problems.
3. To get the solution that the teacher does to solve the problem when teaching in the class.

### **D. Research Significance**

In this part especially significance of study has two kinds or two functions. They are theoretical significances and practical significances. In the following both significances will discuss below:

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<sup>5</sup> Ibid., 111.

## 1. Theoretically

Theoretical is the significance used for developing of knowledge.<sup>6</sup> So, this research is supported to be one of way in teaching and learning process when the teacher and the student need it, it is hopefully provide the additional theory of non-English teacher problems in teaching English in the school and give useful information for non-English teacher about the way to overcome the problems that his or her apprehensive.

## 2. Practically

### a. For the English teachers

This research will be useful for give knowledge, solution, and new concept to the teacher about non-English teacher in teaching English. It is also able to make the teachers professional in teaching English.

### b. For the students

This research will be useful to get knowledge that needs by students and students can be continue to study until they get the knowledge.

### c. For the researcher

This research result is a good experience for the researcher. It is also able to understand about professionalism of teacher in teaching the subject or the lesson particularly English subject.

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<sup>6</sup> Suharsimi Arikanto, *Procedure Penelitian : Suatu Pendekatan Praktik*, (Jakarta: PT. Renika Cipta, 2016), page. 61.

d. For the next researcher

The result of this research is useful for them who want to conduct a research especially in problems of non-English teacher in teaching English.

## **E. Scope and Limitation of the Study**

Scope and limitation consist of limitation of variables, population and location of the research.<sup>7</sup> Scope is very important component of research to indicate an area object of study that will be researched by researcher in order to be easier in studying about the research. Whereas limitation is refers to the subject which is going to be identified by the researcher in the research. Creswell states that limitation is the potential weakness or problems with the study identified by the researcher.<sup>8</sup> It makes easy for researcher wants to explore the problem of study from the scope and the limitation. The scope and limitation are:

### **1. Scope**

The scope of this study focuses on the problems of non-English teacher in teaching English.

### **2. Limitation**

The researcher limits the study at Islamic Senior High School Nurul Ulum Banmaleng Gili Genteng Sumenep.

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<sup>7</sup> *Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN PMK Press, 2012), page 12.

<sup>8</sup> *Ibid.*, 199

## F. Definition of Key Terms

The definition of key terms is important role in the study in order that there is no misunderstanding between researcher and reader. Creswell suggest us to begin our research by narrowing our topic to a few key term using one or two word or short phrases.<sup>9</sup> By knowing key terms in this part the reader will get easy to read further discussion.

To avoid misunderstanding to the key terms used operationally in this research, the following is explained some definition of terms. They are:

1. Non-English teacher problem is problems or difficulties experienced by teachers who do not have professions or majors in English but they teach English.
2. Teaching English is an activity carried out by teachers who have the ability to speak English well in teaching their students.
3. Islamic Senior High School Nurul Ulum is a school that there in Sumenep especially in Banmaleng village Gili Raja island Gili Genting sub-district.

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<sup>9</sup>. Ibid. 82