

CHAPTER I

INTRODUCTION

This chapter explains about research background which consists of an issue under the research, factors of teaching english effectively, a participant taken for thhe research, and a brief explanation of a previous study. In addition, formulation of the problem, operational definitions, aim of the research, and uses of the research are also provided.

A. Background

Teaching English as a foreign language is complex. It is supported that language teaching and learning phenomenon as it happens in the classroom is too complex as it involves an intricate interplay of various variations (Kumaravadivelu, 2002, as cited in Eusafzai, 2015). In addition, the variations here include teachers and teachers' understanding of language teaching, learners and their wants and needs, the social and culture milieu inside the classroom, and the effect of external social and cultural environment on this milieu (Kumaravadivelu, 2002, as cited in Eusafzai, 2015). Therefore, it is a requirement for teachers to understand principles of it and to implement appropriate teaching methodologies and strategies in order that they can teach English to students effectively.

Teaching English effectively depends on some factors. It is affirmed that classroom activities incorporate respective teacher's beliefs, ideologies, experiences and theoretical knowledge that eventually may lead to effective teaching (Islam, 2017). Even it is said so, there are still many English teachers

who are not aware of the importance and impact of their beliefs and teaching principles they implement. Accordingly, it is supported that many teachers are not consciously aware of their beliefs and principles that they should follow in conducting a successful language classroom (Farrell, 2015, as cited in Islam, 2017). Therefore, research of how the teachers teach English is still emerging.

This current research involves an English teacher who has many experiences in teaching English. She has been teaching English in a school for more than 5 years. She can facilitate her students to learn English optimally by implementing various kinds of teaching techniques such as drilling, roleplay, and so on, so that the students are stimulated to participate in the teaching process actively. Moreover, she can provide a supportive learning environment for the students. Hence, the researcher decides that she is the participant who can be a good source of information for the current research.

There is a previous study conducted by Islam (2017). His study dealt with addressing some key issues, which can determine the nature of teaching and learning practices in an ELT classroom directly or indirectly. The study revealed that factors such as teachers' beliefs, teacher talk, teachers' questioning, diversity and complexity of ELT classroom, classroom values and individual learner differences require thoughtful attention irrespective of teaching methods and approaches. This previous study is different with the present study. As the previous study investigated the factors of effective English Language Teaching, this present study investigated how English teachers teach English effectively in EFL classroom is needed.

B. Formulation of the Problem

Based on the background of study, the writer formulates a single question, as follow; “How does an English teacher teach English in EFL classroom?”

C. Operational Definition

Avoiding misunderstanding of keywords of this research, here are the operational definitions:

1. Teaching English : It is an activity of transferring knowledge of English to third grade students in one of junior high schools located in Tasikmalaya.
2. EFL Classroom : It is a classroom in which English is taught by a teacher to students as a foreign language.

D. Aim of the Research

This study aims at investigating how an English teacher teaches English in EFL classroom.

E. Uses of the Research

This research is expected to have several uses, as follows:

1. Theoretically, result of this study will be able to widen knowledge of the teacher in teaching English in EFL classroom and become additional reference to other researchers who want to study similar topic.

2. Practically, result of this study is suggested to apply by the teacher in teaching English in EFL classroom in order that they can have more effective teaching and learning activity.
3. Empirically, result of this study will give other researchers empirical insights of how a teacher teaches English in EFL classroom effectively.