CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the scope of the research, the statement of the research, the objectives of the research and the significance of the research.

A. Background of the Research

Teaching models is created by the teacher to enhance the students ability in absorb the topic that is learned. The teachers are models to facilitate students to understand the topic that they learn the models which create by the teacher to make students more interest in learn and also models in teaching must be variation so that students do not get bored in teaching and learning.

The function of teaching models in learning English is to provide learning content to the learners by the content that the teacher gives to the students so that the students could get the knowledge that the teachers give to the students before and presenting information or the topics that are need in a study to demonstrate the performance of work. From the content that the teachers give before teachers must present to the students because if only give information or topic without presenting students will not understand about the content that the teacher gives.

This model is depending on the level and the type of topic assign based on the curriculum plan, English teachers have to try one or more strategies to make their classroom work. The same models may not work from year to

year, and teachers may find that while one model works for one teacher, it does not work in their classroom. English teachers who are flexible and willing to experiment with teaching models are sure to find a winning formula.

The selection of the right learning models will affect the interest and motivation of students to learn. Therefore, in considering a models to be applied, it is necessary to pay attention to or be guided by the objectives, individual differences, the ability of the teacher that can be apply it, the nature of the lesson material , the classroom situation . Completeness of the facility, and that is not less important is the attention to advantages and disadvantages of the chosen models in teaching.

Although models provide a blueprint, a structure, and direction for teaching they do not serve as a substitute for teachers who lack requisite subject matter knowledge, creativity and interpersonal skills. No model is effective for every student; teachers need a range of models. They are, however, tools that 'help good teachers teach more effectively, by making their teaching more systematic and efficient' (Eggen & Kauchak, 1988:10). Using a wide repertoire of models enhances students' ability to engage in different kinds of learning. Models are powerful strategies for teaching and learning that eliminate virtually all differences among students due to gender, race/ethnicity, and socioeconomic status. Although teachers cannot control learning, teaching models provide structures that can change the probability that students will learn certain things (Joyce & Weil, 1996). Joyce and

Calhoun (1996) have suggested that models of teaching are really models of learning.

The teacher of English has important roles during the teaching process. The teachers must have the strategy, techniques and models to control the class, so that they will interest to study English. Besides, teachers must be able to choose suitable models in teaching process. Sometimes teachers lacks of various strategy techniques and models to make students want to study English. In the other words, the teacher must know which suitable strategy, techniques and models.

In addition to spurring students to be more active in learning both within the school and in the household environment, then that needs to be considered by a teacher is the selection of teaching models appropriate to the subject matter to students, The choices of models is also going to reflect skills of a teacher in managing learning.

In Indonesia English is as a foreign language. In teaching English there are four language skills. They are listening, reading, writing, and speaking. Beside these skills, reading becomes important skill that should be mastered by students since they are still young.

Based on the explanation above, it is clear that teaching models gives some contributions in the success of language learning especially in teaching English and also can improve the student's ability in study English. so that make the researcher interested to conduct the research entitled:*"An investigating of teachers' teaching models At SMP Negeri 4 Ternate".*

B. Scope of the Research

Scope of the research focuses on teachers' teaching models at SMP Negeri 4 Ternate.

C. Statements of the Problem

Based on the background of the study described above, the researcher formulates the research question what are the teachers' teaching models at SMP Negeri 4 Ternate?

D. Objective of the Research

Based on the background and the statement above, the objective of the research is to know the teachers' teaching models at SMP Negeri 4 Ternate.

E. Significance of Research

1. Theoretical Significance

In theory the results of this study are expected to be used as the development of science, especially about learning models in teaching English to increasing the ability in teaching English.

2. Practical Significance

To Teacher

As a suggestion to choose the teaching models especially in teaching English that is match and effective so that it can achieve students' spirit