

CHAPTER I

INTRODUCTION

A. Rationale

Education is very important for human life to help them get their attitude and to face rivalry in the world. Many people in the world give their attention for it. They always think how to improve education.

In Indonesia, Various efforts of improvement on educational system and its peripheral are non-stopped done. Because of it, some educational regulations emerge to equip and to complete the irrelevant regulation with the requirement today.¹ Education must be improved and struggled in order to have a balance various time demands. Innovation efforts are needed to improve its quality.

In order to improve the quality of education in Indonesia, the government has executed various policies. Some fundamental steps that are taken from the policies are the extension and generalization opportunity and obtaining education, conservancy and improvement of educational quality that is relevant with the development.

According to these policies, school as a place of instructional activity has a very important role in improving the overall quality of education. Some efforts to improve the quality of education include the curriculum completion and providing

¹ Moh. Uzer Usman and Lilis Setiawati, *Upaya Optimalisasi Kegiatan Belajar Mengajar* (Bandung: Remaja Rosdakarya, 1993), p. 1.

various facilities of education and practice, such as providing teachers and teaching media, whose aim is to improve the teaching and overall educational situation.

Providing teachers, who will teach lesson based on their educational background is more important, because it ensures that the teachers master the lesson, know more about the method and technique of their lesson even they know an important thing that is usually considered less important by teachers such as how to make the class more enjoyable, funny and interesting. Besides it can improve students' achievement because the teachers can give his or her knowledge to the fullest degree and the teaching can be more easily understood by students. This will help them to get their more difficult questions answered and to allow them to pursue the subject in greater depth if they wish.

The importance of teachers' educational background for students' achievement is also stated in the Holy Quran Surah Az Zumar : 9, as follows:



From the verse above, God makes us sure by asking that we all consider ourselves as equal. Those who endure understanding that receive admonition. Of

course, those who know and do not know are different. Those who know better than they who do not know. If they know, they will do it well. They know about their lesson and how to teach it better than teachers who teach subjects not based on their educational background. It shows that teachers who teach a lesson based on their educational background are different from the teachers who teach subjects not based on their educational background.

In this era, almost all of people have a mastery of knowledge in a particular subject, such as mathematics, biology, economics, languages. It is needed because of the development of knowledge or demands ability, skill and professionalism in many activities. In this part Al Quran gives a sign that humans must work based on their ability and skill.² It is written in the Holy Quran Surah Al Israa': 84.



For this reason, teachers should teach subjects based on their educational background so that they can master their lesson in order to best help their students, and aim to avoid misunderstandings while teaching.

English is one of the lessons that is very difficult and only used in certain places, although it is an international language. It is not typically used for daily conversation in Indonesia. It is only used in school, college, or in specific work with

² Muhammad Ali, *Guru Dalam Proses Belajar Mengajar* (Bandung: Smar baru Algensindo, 2007), p. 4.

science and technology. Therefore, it is very important that English is taught by teachers from English educational background. They master English and know more about how to teach English and how to make it interesting and engaging for the students. Besides they have learned about English for many years, from elementary school to university. In university, they have learned how to teach English. Of course, they know about English and how to teach English well. It is different if English is taught by teachers from non-English educational backgrounds, perhaps then students will have more difficult understanding English because the teachers have not mastered English well, and they do not know how to teach English at their college.

Many people master English well although they are not from an English educational background. This statement is true, because they take English courses or they live in an English-speaking environment where they can practice their language skills in a variety of situations. Nevertheless, they still cannot teach English better than the English teachers from English educational background, because in their course or their environment they have not necessarily learned proper teaching methods.

From the above statements, we conclude that it is important to understand the comparative study between teachers from an English educational background and teachers from a non-English educational background of students' achievement. To make it sure that there are indeed differences between English teachers from an

English educational background and from non-English educational background that will influence students' achievement. Thus, the writer is interested in researching

“A COMPARATIVE STUDY BETWEEN THE ENGLISH TEACHERS FROM ENGLISH AND NON-ENGLISH EDUCATIONAL BACKGROUND OF STUDENTS' ACHIEVEMENT AT MTsN SUNGAI DURIAN TABALONG REGENCY ACADEMIC YEAR 2010/2011”.

B. Clarification of Title

In order to avoid misinterpretation regarding the title, it is necessary to explain some terms follows:

1. Comparative study is connected with studying things to find out how similar or different they are.³
2. An English teacher is an educator who teaches English in school.⁴
3. Educational background is information about the process of teaching, training and learning that has been done⁵. There are two parts of educational background in this paper, they are:
 - a. English educational background is information about a teachers' background education relates to someone who has finished his/her study in an English department.⁶

³ As Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p. 82.

⁴ *Ibid*, p. 443.

⁵ *Ibid*, p. 138

⁶ <http://www.macmillandictionary.com/dictionary/british/background>

- b. Non-English educational background is information about a teachers' background education relates to someone who has finished his/her study in non-English department even in other subjects, such as law and Islamic mission.
4. Students' achievement is reaching something by effort that done by students.⁷

From the terms above, the Comparative Study between the English Teachers from English and Non-English Educational Background of Students' Achievement at MTsN Sungai Durian Tabalong Regency Academic Year 2010/2011 means that the writer wants to conduct a comparative study of the teaching English of the teachers, students' achievement taught by teachers who finished their study in an English department, and by teachers who finished their study in a non-English department, the factors that influence students' achievement in English subject.

C. Problem Formulation.

Based on the topic, the problem of the study can be formulated in the following questions:

1. Is there any different in students' achievement of English that taught by English teachers from English and non-English educational background at MTsN Sungai Durian Tabalong Regency in Academic Year 2010/2011?

⁷ As Hornby , op. Cit, p. 4

2. Is there any significance different in teaching English that conducted by teachers of English educational background and teachers of non-English educational background at MTsN Sungai Durian Tabalong Regency in Academic Year 2010/2011?
3. What are the things that can influence the students' achievement in English class?

D. Reason for Choosing the Title

1. English is one of the important subjects at secondary school or high school and is nationally tested each year
2. English is difficult to teach and understood by students at Junior High School.
3. Many teachers from non-English educational background teach English.
4. Many teachers from English educational background cannot find jobs.

E. The Purpose of the Research

Based on the factors above, the writer hopes to achieve the following from this research:

1. To know the comparison of the students' achievement (students of teachers from English and non-English educational background) in English lesson.
2. To know the comparison of ability the teaching English of teachers from English educational background and non-English educational background.

3. To know the comparison between students of teachers from English and non-English educational background about factors that influence students' achievement in English

F. The Significance of the Research

This research has significance as follows:

1. As information for the school in achieving instructional goals in English.
2. As input for the writer herself to enrich his/her knowledge about the comparative study between English teachers from English and non-English educational backgrounds and the correlation with students' achievement.
3. As consideration for future researchers on the same subject with perhaps a different point of view.
4. For enrichment of Antasari State Institute for Islamic Studies Banjarmasin library's literature.

G. Writing Organization.

This research consists of five chapters. They are systematically arranged as follows:

The first chapter contains the introduction that covers rationale, clarification of title, problem formulation, reason for choosing the title, the purpose of the research, the significance of the research, and writing organization.

The second chapter contains the theoretical review on the related subject, consisting of the describing language teacher, the describing student, teaching and

learning process, and the comparative study between teachers from English and non-English educational background.

The third chapter contains the method of research consisting subject and object of the research, data, source of data, technique of data collecting, design of measurement, basic framework of research, techniques of data processing and analysis, and research procedures.

The fourth chapter contains of report of research result that includes description of research location, data presentation and data analysis.

The fifth chapter contains the closure, which contains conclusion and suggestion for people that relates with the topic of the research.