

# CHAPTER I

## INTRODUCTION

### **A. Background of The Research**

English is a subject that is considered mandatory and also a government decision to establish as one of the compulsory subjects in the curriculum of education both in Junior High School, High School and University. The goal is that the young generation will be able to interact widely with the ability to speak international well and correctly. English learning is not a first experience, but a continuation of what has been achieved in Junior High School. Than the Senior High School English curriculum is a continuation of the English language curriculum in Junior High School. At this stage, language aspects such as vocabulary, pronunciation, word pressure, grammar and other aspects are probably not easy to learn because English has difference in many aspects of the mother's language of the learner.

Teaching English is easy hard but difficult, can be said difficult for teachers who are not experienced in the field and can also be said easy for teachers who are professional or experts in the field of learning. In the level of science giving senior high school level that should be focus of teachers to provide knowledge of English relevant and creative. We know that Senior High School is not youngest, nor a teenager nor an adult, because their times are transitions or adaptations, searching for themselves or seeking pleasure and interest in their field.

Teacher Intervention is very significance to control their wishes, the focus of the intervention is on improving the interaction between teachers and students (teacher-student interactions), thus on improve caring, supportive relationships.

*“Intervention is a strategy used to teach a new skill, build fluency skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought of as a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory.”* (Methe & Riley-Tillman, 2008; p. 37).

In English teaching a teacher must have a variety of learning intervention in support quality of teaching, intervention in the application of teachers in the classroom if it can help teachers to change anxiety and horror thinking or laziness of students to learn English. Surely this is not separated from the creativity that teachers have in applying various kinds of interventions to English learning. In other words, the use of Teacher intervention is very instrumental to learning in supporting the quality of science provided by teachers, to look attractive, relevant and not separated from their English learning book.

Intervention is a strategy that teachers use to convey knowledge to their students both physically and mentally. The intervention or action of teachers in the classroom is very important to the development of the students. Intervention with the use of warm up to students is an option in opening a lesson to English subjects for example by saying greeting as we Muslims followed by 'say hallo' or display an interesting any thing to open the lesson that certainly can not be separated from textbooks and educational curriculum.

Giving creations to the tasks that are given and then mixing subjects with the fun of children in the present and make a delivery of science does not seem monotonous. This kind of intervention is required by the English teacher to meet the needs of the learners. Based on holy Qur'an An-Nahl verse 125 as follows:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِ لَهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (١٢٥)

Based on verse above, teaching intervention very need to the teacher, it is clear that the call of *da'wah* and the learning process with wisdom or words that are firm and true can distinguish between the true and the false. As well as providing good lessons, or by setting a good example, creating knowledge provided with a variety of interventions for learners. And also provide discussion space for mutual argument, but if there is a debate or dispute, it should be solved with a good solution, that is by using a friendly language, and smooth. The ongoing learning will become interesting and occur in a conducive atmosphere.

The researcher find at MA Al Istiqomah Pekapuran Raya Banjarmasin, the students quickly bored to learn something especially to follow from English learning subject. Some students didn't like English learning even though hate to lerning English. Some student's anxiety and bad thinking to English Learning subject.

They assume that English learning is another hypocritical language in the other word in the word is not important to learn, according to them it does not benefit them, there are deliberately not present in the subjects, there are also researchers found students who like English but lazy in learning it, there are

dislikes or even bored or more fate again hate the English lesson, so hearing the name of English course they are lazy what else learn is the problem researchers find in MA Al Istiqomah mostly in the tenth grade Senior High School. This is because they are still new students and also less learn English in their previous school, or also they like English but in other contexts such as hear songs and etc. So whatever material in their English book is not mood to learn because it is not in accordance with their pleasure.

It becomes a serious challenge for English teachers especially in MA Al Istiqomah in changing thoughts and anxieties that affect their students. However, teacher can dependent to manage that class and apply various intervention in English learning course. The teacher can be change their worries's thinking to English learning. Teachers must know the student's characteristics, to know the mood in accepting the learning of English, to give attraction and to give interest and enjoy feeling in teaching English learning. In order making students at MA Al Istiqomah love and happy to English learning.

Previous study about teacher intervention in teaching had been ever conducted by some researcher. Ricard (2016) entitled "*Effects of feedback intervention on team-teaching in English language classroom in nigeria*". The similiar with this research is using intervention, while the difference are subject, place, objective and research design. It was focus for Negerian Senior Secondary School, objective in the research was intended to effect teacher intervention give feedback on team teaching English learning and students' participation from senior secondary school, the design in this research was experiment group on

teaching English learning. Meanwhile, in the research, the researcher focuses on the teacher at the Tenth grade of MA Al Istiqomah Pekapuran Raya Banjarmasin, objective of the research is know teacher intervention that used the teacher to make interesting student to English learning, and method used in this research was qualitative method. Observation result teacher intervention that teacher used for make students interest and to know responses students when the teacher apply that intervention in teaching English learning.

Then, another researcher that was conducted by Edmonds (2009) entitled "*A synthesis of reading interventions and effect on reading comprehension outcomes for struggling readers*". The similiary with this research is using intervention but for reading and to know effect on reading comprehension. While difference are objective and place. It was focused to measure the effect on reading comprehension. And than the next researcher that was conducted by Gomma (2015) entitled "*The effect of reciprocal teaching intervention strategy on reading*" the similiary with the research is using intervenetion to teach reading skill for English learning. While difference are objective and place.

Based on the explanation above that there are some problem in the teacher intervention used in teaching English learning. The first problems was from teacher intervention used in teaching English learning for make students interesting and second problem responses students when teacher used intervention in teaching English learning. Its really needed to investigated the solution of problem. Therefore the researcher is interested to find conduct a research entitled:

Teacher's Intervention used in teaching English learning at MA Al Istiqomah Pekapuran Raya Banjarmasin".

## **B. Statement of Problem**

This research about analysis of teacher intervention in the classroom, some problem as follows:

1. What are teacher's intervention is applied by the teacher to make students interesting in Learning English?
2. How do student responses when the teacher apply teaching intervention in English learning at the classroom?

## **C. Objective of The Research**

The researcher limits discussion of this research as follow:

1. To know teacher's intervention is applied by the teacher to make students interesting in Learning English.
2. To describe students responses when the teacher apply teaching intervention in English learning at the classroom.

#### **D. Significance of The Research**

This research is expected to give contribution for the teacher, the researcher and for another researcher.

##### **1. Theoretically**

This research aimed at know using teacher intervention, the result of the research used as input for teaching and English learning process, especially for teacher's intervention used teaching English learning at senior high school.

##### **2. Practically**

The result of this research is expected to develop teaching and English learning. It is expected that the research finding on the study can give contribution for English teacher, the student, and the next researcher.

##### **a. The English Teacher**

This research is expected to help the teacher maximaly teacher's intervention that used in teaching English learning in the classroom.

##### **b. The Student**

This research is expected to help students interest in teaching and English learning process because they can learn English anywhere, not only in the classroom but they can learn like as sing a song, learn outdoor class and etc. The students don't need to be afraid to learn English because by teacher's intervention the teacher applied to learn English so fun.

c. The Next Researcher

This research is expected to help the next researcher to be information and comparison. It will be able to be reference for the next researchers who are interested to do research by using teacher's intervention in teaching and learning process.

## **E. Definition of Key Terms**

The terms that are used in this study are defined as follows:

### 1. Teacher Intervention

*Intervention* is a strategy used to teach a new skill, build fluency skill, or encourage a child to apply an existing skill to new situations or settings. An intervention can be thought as "A set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory". In this research intervention is a strategy used to teaching English learning, that improve their student's interest to learn English.

### 2. Teaching

Teaching is the process of attending to people need, experiences and feelings, and making specific interventions to help them learn particular things.

### 3. English Learning

English learning is a subject that the teacher teach at senior high school using bilinguals and mostly the material related English lesson such as tenses, describing people and narrative text in their textbook.



#### 4. MA Al Istiqomah

MA Al Istiqomah is one of Islamic Bording School which is located in Pekapuran Raya Banjarmasin, which English teacher used intervention for teaching English learning.