

CHAPTER I

INTRODUCTION

A. Background of study

English has been regarded as the first foreign language in Indonesia, it's function is to develop of the state and nation, to build relationships with other countries, and execute foreign policy including as a language used for broader communication in international forums. In this regard, Indonesia has implemented EFL (English as foreign language) teaching at almost all school levels. So that way, teaching English is undoubtedly becoming important job to do nowadays, People realize how important to learn language and they hope can use whenever need basic of their further study in university level, so teachers as a facilitator and someone can give information about language have responsibility to help the students reach what they needed.

The holy Quran *Ibrahim* Verse 4 explained:

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ
وَهُوَ الْعَزِيزُ الْحَكِيمُ

The existence of the verse proves that teaching and learning the language is highly recommended because by teaching humans can provide information to others and language as a tool to send it.

However, there are many problems found in English learning process, the first matter in teaching English process is insufficient time. Class time is not

enough it's like once or twice a week for a lot of teaching materials in English. So, lesson plans are not developed the students as programmed before and often reviews of the last unfinished teaching and learning process. If this situation persists, the teacher will fail to achieve the goal. The teachers also fail to recognize the problems that exist in the student learning process. They consequently cannot solve it because it is difficult to distinguish certain learners with specific learning problems in limited time.

The second matter is the overcrowding of students in English class. The number of learners in a typical classroom can range from 1 to 15 or twenty students. In Indonesia itself teachers can find over thirty students in a very small class with using recorders, televisions, posters, DVDs, or sometimes without markers and whiteboards. It is certainly difficult for teachers to carry out activities where students can improve their communication skills because it is impossible to personalize teaching.

According to explanation about teaching English process problems above the researcher chose teaching English course because a lot of demands imposed on modern people chosen English course. The main reason why the people learners study English in English course is usually their jobs, followed by travelling and communication with people from abroad. Due to the Internet, advanced technologies and the fact that the world is becoming more and more open, people have also more opportunities for using English in their daily lives. It cannot be ignored that English has become the most widely used international

communication, sometimes people just learn English according to their jobs or what they needed.

Based on the pre-observation about teaching English process the researcher found is when the students in group classrooms, for example when the teacher talk in the class with students and the explanation of teachers it just some of students pay attention about teachers said in the class, another example is class difficult to be control, many students chat between students, noisy, it's so hard to be focused and difficult to conclude the lesson, because of that the researcher try to clearly about this case and try to analysis it with one-to-one .

The topic of this thesis "One-to-One in Teaching English Course" was chosen because it is a current topic. A large number of learners need to study English. English course seem to offer the solution make the students more understand the study. It is a teaching context that one teacher and one student, the way the teacher to do one-to-one.

This thesis aims to analyse teacher use one-to-one in practice teaching of the learning process aim at students, and to demonstrate how the process of selecting activities works. To fulfil the above aims, qualitative method has been chosen for this proposal and the type of this research is a descriptive study, the researcher can find out the answer about the statement of problem with observation and interview, because qualitative can describe detail in process one to one teaching and get the experience of the teacher and qualitative method focused about the process not the result, however, it need the result sometimes.

Location of this research put on “Anugerah private course”. Because, this place the researcher got focus teaching English use one to one. This course gets special attention from parents who want their children learn more English about, it’s cause use one to one and the process learning put at home so the parents can see what the students do during learning process, this course also try to solve students problem lesson in the class and the students need like practice speaking skill, build confidence by good talk with teachers, update the student’s information about English and fix grammar writing, so this course have been interested, because of that the researcher choose this course.

There was previous study from University Faculty of Education Department of English And Literature, entitled “*Teaching English One-To-One*”. Written by Masaryk (2007) the aim about Masaryk’s thesis was analysis effective of one to one the good things from the Masaryk thesis was they explain detail, the different with this thesis is that analysis about process teaching in teach English use one to one and focus about the teacher do.

The second previous study from Grasha (2002) University of Cincinnati in Ohio the title is *The Dynamics of One-on-One Teaching*, the aims is comprehensive model of the dynamics of one-on-one teaching is described. Adoption of specific teaching styles is influenced by the learning styles of students, advantages from the thesis is describe about dynamic of one to one teaching and explain according to students side, the capability of students; and situational constraints. The difference with this thesis is about the focus on teacher experience.

The conclusion from all previous research are the authors describe focus on introduction the benefits and approaches, it is different from what the researcher did to see one to one from the teacher and students point of views.

B. Research Question

Based on background of study the problem of the study can be formulated as follows:

1. How's the teachers method during learning process use one to one in Teaching English at "Anugerah Private Course"?
2. How is one-to-one teaching according to the teacher?
3. How are student's responses toward one to one in teaching English?

C. Objective study

Based on the problem formulated, the purpose of this research is:

1. To describe how practice one to one in teaching.
2. To find out teachers option about one-to-one.
3. To figure out the student's responses toward one to one.

D. Significant of Study

The result of this research is expected to give contribution as follow:

1. To develop teachers one to one improve their skill in teaching English course.
2. To inform the teachers about learning process in private situation.
3. This research can be a basic in other research.

E. Definition of key terms

1. One-to-one

A one-to-one activity involves two people talking directly, usually with one teaching one student_like giving information, tutor something to another.

2. English course

A community or institution that provides learning English out of school time.