

CHAPTER I

INTRODUCTION

This chapter contains explanation about background of the research, statement of the problem, objective of the research, significance of the research, limitation of the research and operational definition.

1.1 Background of the Research

English as one of the international languages is used in many countries around the world. In our own country, Indonesia, English takes a major part especially in education. So, English is taught as a compulsory subject in junior and senior high school. Through education, students are expected to know their potentials and to act according to their interests and talents. Similar to what Jihad in Hardiyanti (2014:1) said that education is a process which consists of two aspects combination, one is studying based on what students wants and the other one is teaching refers to what teachers should do as the educators. So, teachers and students cannot be separated in learning English.

Teachers deliver materials about English lesson, but sometimes their teaching makes the students feel bored and think that English is not interesting. To make successful English teaching, teachers face challenging tasks to motivate the students so that they can feel encouraged to learn English. From this, it is expected that teachers should have interesting teaching styles to teach their students and to make them enthusiastic to study English. According to Gladman (1885) as quoted by C. Turney et al (1983:104), variety in teaching is essential to deal with children. Variation and variety have been associated with both enjoyable living and good teaching. If every teacher has good strategies in teaching learning process, it influences the students' learning style and learning way.

Variability is the quality of an entity to vary, also under uncertainty. Variability and uncertainty is furthermore closely related (Wild and Pfannkuch in Wessels, 2014). Pfannkuch further stated in wessels (2014:2) that teachers need to recognize the fact that variability plays a crucial role in handling data and specific specialized content knowledge about variability that is needed includes sampling

reasoning, sampling variability, inferential reasoning and the consideration of sources of variability.

However, when I was observing in MTs Nurul Islam Jepara, I found the fact that students tended to ignore what teachers said in the class during teaching learning process. The students were busy having chats with their friends or even sleeping in the classroom; this behavior got worse when some teachers seemed to give no efforts to handle the situation, they just kept telling the lesson materials not even showing concerns about the disruption in the class. Though it is known that every teacher has their own manner variability in teaching the students, it still leaves a question on how the teachers are to have a certain attitude towards their students in a certain condition.

Based on the related explanation above, I would like to conduct the research with the title teachers' manner variability in teaching English (a case study in MTs Nurul Islam Jepara).

1.2 Statement of the Problem

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

1. What are the teachers' manner variability in teaching English in MTs Nurul Islam Jepara?
2. How do the teachers use their manner variability in teaching English in MTs Nurul Islam Jepara?

1.3 Objective of the Research

Based on the background of the study above I have the objective of the study as the follows:

1. To find out the teachers' manner variability in teaching English in MTs Nurul Islam Jepara.
2. To explain the teachers' manner variability in teaching English in MTs Nurul Islam Jepara.

1.4 Significance of the Research

By conducting this research, I have significance of the study concerning to the topic. They are such follows:

1. For teachers

Related to this research, I hope that this research will give description to the English teachers about their variations of teaching style in a way to develop and improve their teaching activities, to help them to create a better and enjoyable English class.

2. For researcher

This research is to give advices and knowledge to me and other researchers about the description on how far manner variability affects the students.

1.5 Limitation of the Research

This research has a broad scope, so I limit my research on the six components. The first one is voice variations which will include the changes in the tone, pitch, volume, and speed of speech. Then the focusing of teachers' attention on key aspects of delivering lessons on a certain occasion. Another attention-demanding device is pausing which covers the insertion of spaces of silence in teacher talk and teaching activity. The next one is eye contact, for teachers should gaze around the classroom and they should avoid impersonality when interacting with students. Also an important aspect of communication is gesturing variations which includes facial expression, hand, head, and body movements. And the sixth is teachers' movement in the teaching space, because it can help sustain classroom attention and personalize teaching. Furthermore, there are two English teachers whom I include as the data source of this research.

1.6 Operational Definition

Several terms need to be defined in this analysis based on title. I define the terms as follows:

1. Teachers' manner variability is the teachers' ability in varying their manner style of teaching in dealing with the students when they are learning in the classroom.

2. Teaching English is an activity of delivering knowledge of four basic skills of English, which are listening, speaking, writing, and reading from the teacher to the students in a class.
3. The students of MTs Nurul Islam Jepara are those who are undergoing the junior level of education in MTs Nurul Islam Jepara.

