CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, the statement of the problems, the purpose of the study, the significances of the study, the clarification of the terms, the methodological aspect and the thesis organization.

1.1 Background of The Study

The main institutions of Islamic education in Indonesia are *Pesantren and madrasah.* These two institutions are different one and another. *Madrasah* or Islamic day schools, public or private, are administered by the Department of Religion and they all are required to use the national curriculum provided by the Department of National Education for general (non-religious) subjects plus the curriculum of religious studies provided by the Department of Religion. Meanwhile *Pesantren* are not required to use the national curriculum. The head or board of the *pesantren* decides the curriculum and they mostly use traditional pedagogical methods (Parker 2001).

Teaching English in Islamic boarding school or *Pesantren* is not an easy thing to do. Some factors affecting teaching English in *Pesantren* such as the curriculum development, the students' motivation to learn English, the classroom setting etc. These factors contribute to the process of teaching and learning. English teachers in *Pesantren* face difficulties more than their counterparts in other schools. To overcome the problems, they have to work harder to find and implement the suitable instructional strategies every day to teach English to the learners (*santri*).

English, in the curriculum of *Pesantren is* a different subject compared with English in ordinary school. It is because the authority of the *Pesantren*'s organizers or management to

develop their own curriculum. In *Pesantren* that belongs to an Islamic organization in Bandung, the curriculum developers reduce the time allocation for teaching English and give more time for the religious subjects.

This situation is different from other schools under the control of Department of education public or private and the schools administered by the Department of Religious. English is only taught in three teaching periods or only one meeting in a week. It means that English has limited time, different from Arabic. In this kind of situation, teachers of English should find proper and suitable teaching strategies to deliver the subject in order the students have the same abilities and achievement with other students in other schools at the same level.

Students' motivation also plays the same role in learning the language. Highly motivated students will involve in the process of teaching learning more than less motivated students. Motivation is related to language learning purpose (Oxford, 1990: 13). Most of the students who enter *Pesantren* are expected to become preachers or messengers (*da'i or mubaligh)* who deliver religion to other people. So in entering the classroom most of their times are for studying religious subjects. But on the other hand they need English score as one prerequisite to pass the National Exam together with Math, Bahasa Indonesia, and science and finish the study in junior or senior grade. The teachers' responsibility is to search and employ the most suitable strategies to teach English in these kinds of situation.

Language teachers are viewed as highly skilled professionals. They are expected to draw upon their knowledge of the subject matter as well as their knowledge of learners and of teaching in order to diagnose problems, to adapt and apply theories, and to prepare appropriate teaching and assessment materials (Brindley, Genesee 2001 in Richards, 2001). They also need to be able to plan and develop syllabuses, curriculum and materials and carry

out needs analyses and course evaluation, as well as monitor learner's use of strategies, skill, etc to make the successful learning.

Teaching and learning is a "contract between two parties" where they both need to agree the terms (Harmer 2002 p, 95). It is not a one-sided concern. Teachers need to understand students' wants and expectations just as much as they are determined to push their own methodological beliefs. However, this does not necessarily mean they have to abandon their own theories because of the students are not used to what their teacher wants to do. Some accommodation has to be reached between what the two parties want and expect.

The present study examines English teaching strategies that are carried out in two *Pesantrens*. It explores not only the instructional practices but also teachers' guiding principles for teaching English and the assessment conducted by the teachers.

1.2 Statement of The Problems

Based on the background mentioned above, the questions of this study were constructed to reveal not only the instructional practices but also to learn which principles guided teachers in decision making. The following questions provide a more precise statement of the research problems:

1. What are teachers' guiding principles for teaching English in *pesantren*?
2. What instructional strategies do the teachers use to teach:
   - Reading comprehension?
   - Vocabulary development?
3. How is assessment conducted?

1.3 Purpose of The Study

This study has three main purposes, those are:

1. to find out the teachers' guiding principles for teaching English in *Pesantren*.

2. to observe the instructional strategies used by *pesantren* teachers to teach reading comprehension and vocabulary development.

3. to observe how teachers conduct assessment.

1.4 Significance of The Study

This study is intended to observe the instructional strategies that are used by the teachers in teaching English as a compulsory subject in *Pesantren*. It is hoped that this study could enhance the knowledge of English teachers particularly those who teach English in *pesantren*. The significances of this study are firstly to the literature. It is hoped that this research will add the literature in language teaching strategies, especially for teaching English in *pesantren* particularly in *Tsanawiyah* (junior high) grade. Because of this reason, the research is important to give valuable information in language teaching strategies for those who wish to enrich their knowledge in language teaching strategies.

Secondly to the practice of teaching and learning, this study will give information for the teachers about language teaching strategies. It is expected that this will lead to a better practice of teaching process, especially for those who teach English in specific educational circumstances such as *Pesantren*.

The last significance is to the profession. The result of this research will give valuable information for English teachers especially those who teach in certain educational setting such as *Pesantren*. By this knowledge the teacher will increase their professionalism.

1.5 Clarification of Terms

To avoid readers' misunderstanding, it is better to define each keyword which will be used frequently in this research, i.e. EFL, teaching strategies and *pesantren*.

The term EFL or English as foreign Language is identified as situations in which English is being taught and learned in countries, context and cultures where English is not used widely for communication such as Indonesia (Brown, 2001)

Teaching strategies and sometime the term instructional strategies are used interchangeably are defined as approaches that can be used across curricular areas to support the learning of students. The goals of the strategies are to enhance learning (Herrell and Jordan, 2004).

Pesantren is the Islamic education institution in which the *Kiayi* and the mosque is the centre of all the process of teaching and learning (Maksuni, 2007). *Pesantren* or Islamic boarding school is one of educational systems in Indonesia with unique and specific characteristics. It is also considered as the oldest educational system.

1.6 Research Methodology

Relevant to the purpose and research question above, this study employed a qualitative study which embraced characteristics of several research methods were employed. Based on the classification of research designs from Silverman (1992), this research can be characterized as a qualitative. It can be categorized from the data collection and analysis. In this research the data are collected through classroom observation, document analysis, and interview. The data analyzed descriptively in form of words.

1.7 Thesis Organization

This thesis consists of five chapters. The first chapter is introduction that contents the introductory part includes background of the study, statement of the problems, purpose of the study, significance of the study, clarification of terms, research methodology and thesis organization. Chapter 2 explores relevant literature concerning the theories that give the basic

foundation to this study particularly to do with language teaching strategies proposed by Killen (1998) and Herrell and Jordan (2004). Chapter 3 outlines the design and methodology of the study includes research design, research site, data collection technique, subject, procedure, classroom observation and interview. Chapter 4 focuses on presentation of findings and analysis. Chapter 5 discusses about conclusion and   suggestions for further research and for the practice of teaching and learning process.