

# CHAPTER I

## INTRODUCTION

### A. Background Of The Study

English is an international language. According to McKay (2003) stated the necessary for mastery of the English language is increasing over the years. In the international world, English have crossed a variety of needs (multi-purpose). Start of commercial, Educational, political, cultural and even military. So it is undeniable that mastery of the English language becomes an important requirement. English-as foreignlanguage- eventually become a commodity that sought after and studied by various groups.

Many opportunities would be created when a person can speak English well. By having the ability to speak English a person can travel around the world, exploring the Internet, even take a side job as a Tour Guide. Therefore, many people are trying to master the English language actively or passively.

Seeing the potential of the English language. Then by Decree of Ministry of Education and Culture of Indonesia No: 096/1967 December 12, 1967 Indonesia enters the English Teaching became compulsory subjects to be studied at each school. Therefore English Teaching is equal to the existing subjects such as Math, Islamic Education, Pancasila and Civic Education, and others.

After time passed, the challenges in the implementation of improving English Language increase. According to the data from LitbangDikti ([litbang.kemendikbud.go.id](http://litbang.kemendikbud.go.id)) Many Schools in Indonesia cannot organize English Teaching well. This is evidenced by the absorption range of English Material

consists of nine competencies, and two competencies have decreased."By determining the image of the monologue spoken," and "Understanding information from functional text." There are competencies decreased year by year in 2012/2013 and 2013/2014, from 80.54% to 52.69% on the "Responding to incomplete verbal conversation."

According to Yurnalisa (2015) in Indonesia English Language is not learned by practically, even some people questioned their curriculum discuss English as judged unclear objectives to be achieved. Whether for the purposes of communication? Abroad ?or simply fill in the annual report? 1 Given the above facts, then comes a variety of non-formal Education institutions such as: courses, language assessment agencies, and other institutions.

Indonesian Constitution No. 2 of 1989 on National Education System stated Course Institution is An Informal course that exist inside and outside the school. Especially English language course institution whose primary purpose to improve the ability of students / people in English. The existence of the service industry is getting special place in society, especially for parents. They hope to enroll their children into the English Course to make additional lessons as provision to the higher level.

In this study, the Researcher wanted to focus on seeing how the English Course at Ponorogocaptivates many Students to learn more about the English Language. The Researcher feels challenged what kind of models use for English Courses in Ponorogo.

This study will expose the learning model used by English Course in Ponorogo with expectations as a reference for researchers and the public to see the

advantages each institute courses. With the Title "The English Teaching Model of English Course in Ponorogo".

## **B. Problem Statements**

Based on the Background, Would accepted some formulation of the problem. The following formulation of the problem is:

1. What kind of Learning models are used by English Courses ?

## **C. Purpose Of The Study**

To find out the model of English Teaching in the English Courses at Ponorogo.

## **D. Significance Of The Study**

After research, the expected results of these studies provide the following benefits:

### **a. English Course**

English Course can develop learning models that already exist with the results of the study as a data base with hopes to produce graduates who are competent and qualified.

### **b. English Teacher**

Improving learning model for English Teacher and an evaluation of teaching models for improving the quality of teaching English Teacher in further.

### **c. Public Community**

As a consumer of the English Course, this study is useful as an additional reference and Education for the public in determining good English Course for them

## **E. Scope Limitation**

A. Scope : There are a lot of English Course in Ponorogo offers a variety of learning models. The scope of this study is the English Course which capable by the relatively large number of students and have a facility of feasibility study.

B. Limitation: The writer will take Learning Models Implemented by English Course which are capable and have a good standard of facilities. Which are: OHIO English Course Ponorogo, ELITE English Course Ponorogo, and another benefit English Course.

## **F. Definition Of Key Terms**

To avoid mistakes and misunderstanding terms and content of the topic in this study, it is necessary to define the key-terms used in this study:

*Teaching Model*: A Conceptual framework that describes a systematic procedure in organizing learning experiences to achieve specific learning objectives and serves as a guide for learning to The Teachers in implementing the teaching activities.

*English Course* : A non-formal Education in addition to other Educational units such as Courses, Study Groups, Play Groups, Children's Park Education and similar Educational units.

