

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Understanding of learning experiences according to Tyler (1973: 63) is as follows, (Learning experience is not the same as the content of learning materials or activities carried out by the teacher. The term learning experience refers to the interaction between students with external conditions). in the environment he reacts. Learning, through active student behavior; which is what he does when he studies, not what the teacher does). Teaching experience for a teacher is needed in educating students to make the classroom atmosphere comfortable and happy. Therefore, a teacher must know the needs of students and students both when teaching class or outside teaching hours. In most cases a teacher or teacher makes students feel bored and may even be lazy in following the teacher's lessons. Therefore the role of a teacher is very important to form a comfortable and happy nature when lessons begin in class. The experience of a teacher is very important in this case because a teacher even though years of teaching is certainly not necessarily good in the eyes of his students especially a teacher who has just jumped into the world of teaching, rather than comparing young teachers with those who have long focused on teaching patterns. Most teaching is identified with a lot of assignments and material as well as a lot of home work, and therefore must know what is needed by students and students to be comfortable in the lessons being run, not to be happy with the lesson but instead to be lazy and avoid with the instructor. Therefore the role of the instructor is very important to shape the character of the student and his pham or not with the material because of the teaching experience is also the key to success not a student or student successfully in the community or the school environment.

Teaching experience is very important because understanding whether or not the material delivered by a teacher makes a good benchmark for the instructor. Mastery of the material in the classroom and outside the classroom makes the success of teaching become a benchmark for evaluating teaching methods. The level of mastery of the material in front of the class is also an important factor for the success of a teaching in the class. Communication between students and teachers must continue to be intertwined so that the material that has been delivered becomes smooth. According to Mansur Muslich (2007) "Understanding Teaching Experience is the period of work of teachers in carrying out duties as educators in certain educational units in accordance with a letter of assignment from an authorized institution". Physical evidence from this component can be in the form of a decree or a valid statement from the authorized agency.

In teaching English an instructor must know the characters both the environment of students in school, because of that the instructor must adapt to students even though for the level of trying a teacher must know all kinds of conditions that will be taught both the situation and condition of students and students. By knowing in detail the character of students student teachers will have a reference to think ahead and be sensitive to the circumstances surrounding where they teach.

Caswel and Campbell (in Sukmadinata, 2007: 4) said that "the curriculum that will be composed of all children's experiences is under the guidance of the teacher (the curriculum consists of all experiences that students have under the guidance of the teacher)". It is not only the teacher who makes a person successful in teaching a class but his students who are students in a class must create a sense of comfort for a teacher to feel comfortable teaching in any condition. The division of time is also felt important to know the level of understanding of a student to understand. Maybe factors outside of school or external factors also often become a success factor for an educator because the closest person or people know also have to provide advice or advice for their children to be able to learn effectively. On the other hand, internal factors can also make students succeed in classrooms, friends and teachers or teachers can also develop a patient and nimble attitude.

Muhammad Ali (1992: 12) "Teaching is a deliberate form within the framework of giving hope to students to learn the process in accordance with the goals that have been formulated". The final goal of the learning process is students who learn with deliberate struggle & are full of responsibility to achieve their goals. The objectives will be achieved through the learning process, learning is carried out in various ways such as teachers who directly teach in class or can also use other learning tools.

Caswel and Campbell (in Sukmadinata, 2007: 4) said that "the curriculum to be composed of all the experiences of children has under the guidance of teachers (the curriculum is composed of all experiences that students have had under the guidance of the teacher)". Based on this opinion it can be explained that:

- a. Experience learning experience refers to the interaction of students with external conditions, not the content of the lesson.
- b. Learning experience refers to learning through active student behavior,
- c. Learning will be owned by students after he follows certain teaching and learning activities.
- d. The learning experience is the result obtained by students.
- e. There are various efforts made by the teacher in his efforts to guide students to have certain learning experiences.

This research will examine the experience of a teacher or teacher who is located at SMP N 1 EROMOKO WONOGIRI which will be an example of research object because there are several educators or teachers who already have sufficient teaching experience. The school has teaching staff that are suitable for research because teachers have a variety of characters and ways of teaching and educating students.

**“ ENGLISH TEACHING EXPERIENCE AT MUHAMMADIYAH SCHOOLS IN PANGKALAN BUN : A PHENOMENOLOGICAL PERSPECTIVE ”**

## **B. Limitation of the Study**

Based on the background of the study, the writer limits the research as follow.

1. The subject of the limitations of the subject of this research is the EFL teachers
2. The object of the study is the experience of their teaching

## **C. Problem Statement**

Based on this research problem the writer raised some research questions as follow

1. How to find out the experience of a Foreign Language English (EFL) teacher in the Muhammadiyah school environment ?
2. What obstacles they have in teaching English from a phenomological perspective ?.

## **D. Objective of the Study**

Based on the statement mentioned above , the objective of the study are to describe :

- a. The the experience of a Foreign Language English (EFL) teacher in the Muhammadiyah school environment ?
- b. The problem in teaching English nglish from a phenomological perspective ?.

## **E. Benefit of the Study**

The researcher hopes that the result of the research has benefits to the readers, and the significance of the readers may include

### 1. Theoretical Benefit

This theory can be used as a reference to be used as a reference for other researchers interested in analyzing and learning English.

### 2. Practical Benefit

- 1) For the reader, he will get some information, knowledge about teaching English experience.

- 2) For students, this will motivate them to always try to understand the material from the teacher concerned.
- 3) For research, the results of this study can develop experience related to knowledge and understanding level.