**CHAPTER I**

**INTRODUCTION**

This chapter deals with Background of the Research, Research Questions, Objectives of the Research, Significance of the Research, and Research Focus.

1. **Background of the Research**

Information and communication technologies have brought new possibilities to the education sector, but at the same time, they have placed more demands on teachers or lecturers. In teaching and learning process in the classroom, teachers or lecturers are the main part to determine the teaching goals.

In teaching in the classroom, as a lecturer is not just to sit on an armchair with a cup of tea in hand to sip. It is an art and skill to be learnt. It requires the knowledge of subject content, method, techniques, and teaching aids to be used for making teaching interesting and effective. This is the main objective of education. For this purpose, the lecturers need a variety of approaches, several models of teaching to bring teaching and learning activities can be done effectively (Bruce and Weil, 1980).

Referring to the descriptions above, it allows the researcher to argue that to achieve the teaching goals, lecturers have the main role in the classroom. They are required to understand many aspects related to teaching and learning process. One of the main aspects is the use of teaching models in the classroom. Teaching models are appropriate steps that can be implemented in teaching and learning activities in the classroom in order to achieve the teaching goals. Moreover, teaching models can help lecturers to create good classroom atmospheres.

The purpose of teaching and learning process is how to construct the students’ knowledge and change their behaviour (Sardiman, 2014:26). Apart from the students’ themselves, lecturers are the main agents of change at the school or university level. Moreover, Schunk (2002) states that an effective lecturer is not only how to teach in the class, but they must determine the goals of teaching and compile certain planning to achieve those goals. Therefore, as a lecturer she or he must have goals and planning before doing the teaching and learning activities in the classroom.

The quality of teaching and learning activities done by lecturers depend on the planning and teaching process. Dealing with planning of teaching, it cannot be separated by the teaching models when lecturers are going to conduct teaching and learning activities in the classroom.

Development of models of teaching is the recent innovation in teaching. An important purpose of discussing models of teaching is to assist the lecturer to have a wide range of approaches for creating a proper interactive environment for learning. An intelligent use of these approaches enables the lecturer to adopt the learning needs of the students. In reality, teaching and learning process sometimes lecturers face a number of problems. To overcome those problems, lecturers may use models of teaching that can help them and make them easily give the material to their students in teaching and learning process. Joyce,   *et al*., (2008) said ‘Models of teaching are planed to represent the real reality, eventhough the models it self are not the real reality of the world. Models of teaching deal with the ways in which learning environments and instructional experiences can be constructed, sequenced, or delivered’. They may provide theoretical or instructional frameworks, patterns or examples for any number of educational components namely curricula, teaching techniques, instructional groupings, classroom management plans, content development, sequencing, delivery, the development of support materials, presentation methods, etc. Teaching models may even be discipline or student population specific.

The lecturers’ main aim of their job is to make students learn effectively and efficiently. Dealing with the role of teaching models, in teaching morphology lecturers should also use models of teaching. We know that, morphology is one of the important subject for English students. A sentence can be constructed grammatically by students when they have capability of word formation. For doing so, lecturers are as the main factor and have responsibility to make students understand about it.

In constructing good English sentences, students should know the rule and pattern of constructing the sentences appropriately. In fact, all this time students still confuse and get more complicated and difficult to form grammatical sentences. Unfortunately, in constructing a sentence, it must begin from combining one word to another word for being a grammatical sentence. Morphology is one of the important subjects in studying word formation rule. According to Yule (1996), morphology means the study of word forms. As a lecturer, she or he must have capability about the rule of word formation before conducting teaching and learning activities in the English classroom. Therefore, besides mastering the rule of word formation, lecturers may also be able to use models of teaching in teaching process to transfer the material for students easily. Models of teaching have a major role that can be used by lecturers in transfering materials in teaching and learning process in the classroom. Models of teaching can create good atmosphere and environment for students to be interactive in learning process. Model of teaching is a general pattern used in teaching process to achieve the goals of teaching. On the other hand, model of teaching is a plan or a pattern that can be used to form curriculum or long term planning in teaching, and guiding teaching process in the classroom Joyce & Weil (1980). Therefore, in teaching and learning activities, teaching models that are used by lecturer can provide suitable guidelines for them in modifying students’ behavior. Teaching model is a way for guiding lecturers in selecting teaching methods, teaching strategies, and techniques that can be used appropriately in teaching and learning process in the classroom.

Curriculum 2004 advised that lecturer should change the way in teaching process (Purnomo, 2004). One of the important ways used to change the way in teaching process is the using of teaching models that can provide multiple activities in teaching process in order teaching goals can be achieved. Students must be activated in teaching process through method, strategy and models of teaching. By appliying models of teaching, students are expected to be active in teaching process and provide a change in knowledge significantly. Morphology is one of the important subjects in English. So, in teaching morphology, lecturers need to apply models of teaching to provide students good competence.

In fact, nowdays the goal of education is so far from the reality. It needs more attention from many elements and factors. One of the important factors is the using of teaching models applied by lecturers in the classroom in order to bring students and lecturers to achieve the goals of education.

Referring to the background above, the researcher tried to find out the data and information through “ Teaching Models Applied by English Lecturers in Teaching Morphology at Universities of North Maluku Ternate”.

1. **Research Questions**

One major aspect in doing teaching and learning process in the classroom is to use models of teaching used by lecturer in order to goals of teaching can be achieved easily. In this case, there must be issu to put into account in order to come to the best teaching deal with teaching and learning in the classroom. The thing is that students can receive and understand the material in learning when lecturer teaches by using models of teaching. In fact, in the real situation nowdays in teaching and learning process most of the students still get low learning achievement.

Based on the problem stated above, the researcher wanted to investigate the English lecturers’ teaching models applied in teaching morphology to English students of Universities in North Maluku Ternate. The research questions were as follows:

1. What kinds of teaching models applied by the English lecturers in teaching morphology to English students of Universities in North Maluku Ternate?
2. What are the English lecturers’ reasons in choosing the teaching models to be applied in teaching morphology to English students of Universities in North Maluku Ternate?
3. What are the English lecturers’ concepts about teaching models?
4. What are the English students’ perceptions about the lecturers’ teaching models applied in teaching morphology to English students of Universities in North Maluku Ternate?
5. **Objectives of the Research**

Teaching is a process done by lecturers to students. It is important for them to know how actually to teach the students as the way in transferring knowledge and giving comprehensible input in order to develop students’ skill. Every lecturer must choose the best way about how to transfer the knowledge to the students. One of the best ways to transfer the knowledge for the students is by using models of teaching but sometimes lecturers cannot use models of teaching appropriately. Thus, this research aimed to:

1. Find out the models of teaching applied by the English lecturers in teaching morphology to English students of Universities in North Maluku Ternate.
2. Investigate the English lecturers’ reasons in choosing the teaching models applied in teaching morphology to English students of Universities in North Maluku Ternate.
3. Describe the English lecturers’ concepts about teaching models.
4. Describe the English students’ perceptions about English lecturers’ teaching models applied in teaching morphology to English students of Universities in North Maluku Ternate.
5. **Significance of the Research**

The benefit of this research is classified into two parts, theoretically and practically.

1. Theoretical benefit

 This research is presented to those who want to have any research in English learning and teaching concerning with the role of teaching models, and the using of teaching models appropriately in classroom to provide good teaching. Besides that, of course it could be a meaningful reference of the further relevant research of teaching and learning, teaching models and teaching morphology. Further, the result of this research could be additional reference for all the English lecturers who are involved at English Education Department of Universities in North Maluku Ternate.

1. Practical benefit

Lecturers may learn and teach morphology appropriately in providing students with comprehensible input and use it in their responsibility as the one who transfers the knowledge. Moreover, it could be a useful information for the English lecturers in teaching and learning activities for their students in order to achieve teaching goals as well as possible.

1. **Focus of the Research**

In this research, the resarcher limited the scope on some items that were relevant to the teaching and learning process. Dealing with the research questions above, the researcher analyzes the English lecturers’ teaching models. So, the researcher only chose and focused on the use of teaching models in teaching morphology, and its impact on students’ achievement and attitude shown by the students on the implementation of the models. Types of teaching models used by the English lecturers in the clasroom, their reasons in choosing a teaching model to be applied in teaching morphology and their concepts of teaching models. This research was also limited to the content of this research on the discussion about the definition of teaching models, the positions of teaching models among approach, strategy, method and technique, kinds of teaching models, definitions of morphology and kinds of morphology.