CHAPTER II

LITERATURE RIVIEW

A. The Nature of Teacher

The teacher is very influential figures in social life, not only for the students but also for the society, as what quoted from Adams by Armstrong (2004: 34) 'Teachers affects eternity, no one knows when their influence stops'. In Indonesia, teacher as profession also being ruled in law of the republic Indonesian No. 14 year 2005 which stated that teachers are professional educator whom the main task are: teaching, educating, directing, guiding and evaluating learners on education at early age, primary school, and senior high school

To be an English language teacher is not easy because they have to create a good condition in order to transfer the knowledge to the students. Lopatina, et, al. (2015) states that the process of mastering students' research skills when learning foreign language is directly connected with their teacher's own research skill level .Teacher has to be clever and creative in choosing the methods or techniques, prepare a material, lesson plan, short program, annual program, unit lesson and also selecting good materials that will be taught. the relationship between language, the learning process, and the leaner.

Leo (2013) claims that transformation of competence (knowledge, skill. and attitude) is one of the characteristics of current teaching practice. Besides that, a language teacher also has to master various of approach, methods, procedures, and techniques on how a language is learnt, how the knowledge of the language has to be signed and organised in memories, and how the language is being arranged (Richards and Rogers, 2001)

Thus, it is clear that the role of English language teacher toward the students is very complex. The English language teacher's duty is not merely to teach the knowledge to the students but also to guide and help the students in facing the problem both in teaching learning process and outside the teaching

learning process. Harmer (2001) says that English language teacher, as one component of the teaching learning process, has a complicated role. The English language teacher's role in classroom is a controller, assessor, organizer, prompter, participant, resource, tutor, and investigator (Harmer,2001).

1. Controller: controlling a complete charge of the class, both what the children do in the classroom and outside the classroom.
2. Assessor: taking apart in assessing the student's activity.
3. Organizer: organizing the classroom environment running the goal.
4. Prompter: encouraging the students in doing activities and making suggestions about how students may proceed in an activity when there is a silence or when they are confused about what to do next.
5. Participant: involving themselves to do what the students do during the studying in a classroom.
6. Resource: stressing non-intervention where a genuinely communicative activity is taking place in the classroom and this means that the English language teacher is left, to some extent, with nothing to do. In other words, the English language teacher should always be ready to offer help if needed.
7. Tutor: A tutor is role of English language teacher adopting where students are involved in self-study or where students are involved in doing project work of their own choosing. The English language teacher will be able to help them to clarify ideas and limit the task, for example; the English language teacher can help them by pointing out the errors in rough drafts; the English language teacher can also offer the students advice about how to get the most out of their learning and what to do if they want to study more.
8. Investigator: investigating the students' achievement, activity in the classroom, etc. The English language teacher takes place this role to evaluate and measure the teaching learning process in order to get the obstacles and disturbances of teaching learning itself.

To be more specific, Setiyadi (2006: 18) adds several roles of language English language teacher in a classroom: As an organizer in a classroom; as a counsellor; as a motivator; as an observer; as a model; and as a resource of knowledge and direction.

B. Techers' Qualification

A good profile of teacher is a teacher who are competence in doing his/her job (Ahmadi,2018). There are 4 classifications of teacher's profile describe here. The profiles are based on the competence that a teacher should have. They are: Pedagogical, professionalism, Personality, and social competence (UU no.14 Tahun 2005)

1. Pedagogy qualification

According to Abduh and Taniredja (2016) good pedagogical competence can be examined from the teaching and learning process conducted by the teachers. For English language teacher, the pedagogy aspect can be classified as follows:

a. Teaching Strategies of English language teacher

As a foreign language, the teaching of English required the applying of effective teaching strategies. Walter (2004:28) suggests some strategies that need to be apply by an English teacher in order to make easier for the language learner to acquire and develop the language, they are:

1) Attention is given to background knowledge and experience.
   There is extensive research that indicates that activating students' prior knowledge and experience and then giving them ample opportunities to describe and discuss the experiences are highly effective strategies for developing understanding and promoting academic achievement. The language used must be relevant, meaningful and authentic and embedded in a context that makes sense to students.

2) Language is made comprehensible

   Language is acquired when messages are understood. Students must be understanding the intent of the messages, not necessity every word that is spoken. Students also obtain meaning from such things as context, visuals, body language, and real objects and interactions

3) Students feel free to take risks.

   Students acquire the language when they are engaged in meaningful activities and their level of anxiety is low. The classroom must be safe and supportive environment in which students feel free to take risk and recognize that these risks will be rewarded.

4) Interaction is high.

   Students should be given opportunities throughout each day to use language and interact with variety of English speaker for a variety of purposes.

5) Active Listening

   Listening, like reading, is an active process. Listening involves comprehension and the active construction of meaning. Active listening continuous to be an important strategy for language development as student progress to higher level of English language proficiency.

6) High levels expectation.

   Students will acquire language when the teacher and the students clearly identify the expectation of success. Students are encouraged, supported, and required to use language and engage in learning at increasingly higher levels.

7) Create a context for learning.

   Efforts must be made to contextualize instruction or, in other words, to create a context for learning. Providing visuals or realia, previewing topics, and using anticipatory charts or guides are all examples of how

to contextualize instruction in the classroom. Context greatly enhances understanding and students' engagement.

8) Provide Comprehensible input.

Utilize all the resources at your disposal to make instruction understandable. The learner's existing state of knowledge is a vital element in the success or failure of learning, the good teacher will consequently try to establish and explore what the learner already knows (Hutchinson and Waters, 1987:128).

9) Expect students to learn

Expect students to engage in English conversation and learn. Continually challenge students while supporting and expanding their approximations. Gently but insistently, require all students to engage, making it clear that each student will succeed.

10) Use appropriate questioning strategies.

Questioning strategies for English learner include using question and matching question to students' levels of language proficiency.

11) Check for comprehension / clarification

Comprehension and clarification check should be done regularly.

12) Treat error and grammars appropriately.

How to treat errors appropriately depend largely on students' level of fluency, educational background, and risk- taking behavior.

b. Teacher's teaching skill

In order to create an effective teaching learning process, an English teacher should have the teaching skill which is relatively more difficult than the skills for teaching the other subject. As the writer resumed from Spratt, et.al (2005) there are some skills which is very important to be mastered by an English language teacher. They are:

1) Introductory activities.

   The introductory stage of a lesson help students to settle into the lesson and focus on its content. They can also focus on motivate students and make a link between the topic of the lesson and the students' own lives (personalization).

2) Presentation technique

   The ways an English teacher presents a new language or introduce lesson will be depends on the learners – their level, interest, age, what language they are already know, weaknesses and strength in English and learning styles. They will also depend on the resources available to the English teacher in the school and the approach to presentation used in the coursebook.

3) Practice activities and tasks for language and skills development selection.

   There are activities and tasks which is designed to give learner opportunities to practice and extend their use of language, such as a new vocabulary, functional exponents or grammatical structure, or of the subskills of reading, listening, speaking or writing. Therefore, that activities can differ in several ways: the skill or subskill they focus on; what type they are and what interaction pattern they use. When selecting activities for practicing and developing language or the skills we need to decide which skill or subskill we focus on.

4) Giving assessment

   Assessment can affect what an English teacher teach, how they teach, and the learners' motivation for learning. An English language teacher should not use particular testing method just because it easy to use and easy to mark. To really reflect the level of learners' learning, the content and method of progress and achievement task should reflect the content and methods of our teaching.

5) The language selection

The language an English teacher use in a classroom must be appropriate for the classroom function and for the level and age of the learners.

6) Grouping students

When decide how to group students we need to consider a number of different factors: the teaching aim, the learning styles of the students, the ability and the level of the students, the personalities of the students, the class size, the previous experiences of the students, the activities that have been chosen, the balance of interaction pattern in a lesson, and the group dynamic of the class.

7) Categorizing learners' mistake

Mistakes show problems either with accuracy or with communication. Learners can make oral or written mistakes. Oral mistakes are mistakes learner make when they are speaking. They make mistakes in the accuracy of, for example, grammar, pronunciation and vocabulary or in the degree of formality of the language they use. In written language, learners can make mistakes, for example, in grammar, spelling, paraphrasing, ordering of information and punctuation. Learners' mistakes can be errors or slips.

8) Correcting learners

When we correct learners, we show them that something is wrong and that they have made a mistake. We may also show them how to put their mistakes right. When learners make mistakes in speaking or writing, we correct these mistakes in different ways. We use oral correction techniques to correct oral mistakes and written correction techniques to correct written mistakes. We also use different techniques when we correct different kinds of mistakes. In the classroom, we use a mix of teacher correction, peer correction and self-correction. We do not correct every mistake the learners make.

9) Giving feedback

Giving feedback is giving information to learners about their learning. Feedback can focus on learners' language or skill, the ideas in their work, their behavior, their attitude to learning or their progress. Teacher can give feedback to whole class, small groups or individual learner. The purposes of feedback are to motivate learners and to help them understand what their problems are and how they can improve.

c. English language teacher's teaching method

The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e., he should know the aims and objectives of foreign language teaching in schools. As stated in Richard and Rodgers (2001:28), some methods are totally dependent on the teacher as a source of knowledge and directions. Some of English teaching methods are described below:

a. Grammar-Translation Method.

The Grammar-Translation Method had been used by the language teachers for many years. It was also known as the Classical method as it was used to teach the classical Latin and Greek literature (Chastain 1988). It was believed that this method would help students to read and appreciate the foreign literature. It was also thought that by studying the grammar of the target language students will be able to understand the grammar of their native language and learn to speak and write the native language in a much better way. Though students may not develop communicative fluency in the target language but would become mentally sharp in the process of using target language to understand the native language through some similarities between the two (Shaikh,2015).

b. Direct Method.

The priority of Direct Method is relating meaning directly with the target language without the steps of translation. Direct method is how to communicate in the target language (spoken), reform method makes language learning more electivity with radical reform method from grammar translation method. Also known as reform method, natural method, phonetically method, anti-grammatically method (Jill,2006).

c. Audio Lingual Method

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native speaker like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analysis, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by the rule memorization but by examples. The method presumes that second language learning is very much like first language learning (Larsen,2002).

d. Communicative Language Teaching

The concept of CLT approach is learner-centred and the role of the teacher here is expected as a facilitator who can bring learners of the target language into a communicative learning atmosphere. Teacher makes communicative teaching plan and apply it in classroom activities that make all the students interact in the classroom communicatively. The learners' role in CLT is the most important because they are the communicators of the language teaching process. As communicators, they are in charge in negotiating the meaning of their communication, trying to understand and gain the meaning of others' messages in the communication using their competence in target language (Larsen Freeman, 2001).

e. Natural approach

Natural Approach Natural approach is based on the conditions which Krashen argues underlie all successful language acquisition, whether it is the acquisition of a first or a second language. Natural approach emphasized comprehensible and meaningful input rather than grammatically correct production

2. Professional qualification

a. Teaching Performance

English language teacher's performance in teaching learning process is one of professionalism factors that affect the students' attitude in the classroom. As what Effendi (2005: 4) states:

"The teacher's teaching performance is much more significant than what many people ever thought, as it may seriously influence the situation of the class, the attention of the students and finally the quality of the teaching outcome in the students. Hence, it is necessary to consider different aspects of teaching performance prior to entering the class. "

English language teacher's teaching performance is not merely limited in the physical aspect, their competence in mastering and performing the language they taught also a very crucial factor. Being experts means that the English language teachers do not merely have to master the language that they teach but also are required to be able to teach the concept of knowledge of the subject to the students. The concept understanding could be reached if the English language teacher masters the educational psychology. The educational psychology will help the English language teacher in guiding and educating the students as the subject of teaching learning process so that they can understand of the knowledge that have been taught better. An expert English language teacher considered teaching as a knowledge, skill and art. An expert

English language teacher has a good competence in creating an interpersonal relation in learning environment so that the students will consider themselves as the main subjects.

Therefore, in teaching learning process the English language teacher should pay much attention to their performance when teaching since their performance is one of the important tools in catching the students' attention and interest.

Besides expert in teaching, a professional English language teacher is also independent individual and has well responsible in running his profession as a English language teacher. A professional English language teacher will prepare themselves well before they teach, master the material they teach and responsible for whatever they taught.

As a part of professional qualification, solidarity among the English language teacher under the profession organization should be developed by the teachers. The society perceptions toward the teacher as a profession will be depending much on the solidarity among the teachers.

b. Teaching attitude

The attitude of teacher both in teaching learning process and outside the classroom is another professionalism indicator. Gagne cited in Abror (1993: 108) defines attitude as "…an internal state that influence (moderates) the choices of personal action made by the individual ". Teaching attitude is the practices / personal action which the English language teacher made in the teaching learning process. There are some attitudes that need to be considered by an English language teacher in teaching learning process. Effendi (2005: 7) argues that teacher should pay much attention on their physical and psychological attitude in the classroom, such as: Eye contact, voice

volume, gestures, how to smile, how to pace, how to throw, how to make a joke, and even the way they sit and write.

In line with Effendi (200), Byrd and Burden (1999:231) also suggests some teaching attitude that need to be learn and conscientiously apply by the English language teacher in order to build positive relationship with students.

1) Use human relation skills. When learning to manage the classroom climate, appropriate human relation skills are needed. When working with students, also give regular attention, use reinforcement, show continual willingness to help, and model courtesy and good manners.

2) Enable success. Students need to experience success. Successful experiences are instrumental in developing feeling of self-worth and confidence toward new activities. Learning is increased when students experience high rates of success in completing tasks.

3) Be invitational. Teacher who adopts invitational approach develop an environment anchored in attitudes of respect, care, and civility and promote positive relationships and encouraged human potential. English language teacher can be invitational in countless ways, such as through verbal comment, non-verbal behavior, instructional approaches, and physical aspects.

4) Use effective communication skills. Positive English language teacher and student relationship are affected by the type of communication that takes place. Effective communication allows for caring interpersonal interactions as well as for achieving personal and academic goals.

5) Establish a safe, nonthreatening environment. Students need to feel safe and secure in the classroom to be successful. They should know that you will not allow physical or verbal abuse by anyone. Without that protection from you, students will continually be

concerned about their safety and thus will give less attention to academic responsibilities.

6) Be fair and consisten*t.* Students want to be treated fairly not preferentially. Your credibility is established largely by making sure that words and action coincide and by pointing this out to the class when necessary.

7) Show respect and affection to the students. You must like your students and respect them as individuals. Your enjoyment of students and concerns for their welfare will come through in tone of voices, facial expressions, and other routine behavior.

8) Communicate basic attitudes and expectation to the students and model them in your behavior. Students tend to conform not so much to what teachers say as to what they actually expect. You must think through what you really expect from your students and then see that your own behavior is then consistent with those expectations. If you expect students to be polite to each other, for example, you should treat your students in the same manner.

9) Create open dialogue with students. It is useful to create an open dialogue with students, but you need to decide how open and involved you wish to be with them.

10) Systematically built better relationships. You can express interest in and concern for students by (a) monitoring the quality of your relationships with them, with a focus on maintaining high rate of positive comments; (b) creating opportunities for personal discussion with them; and (c) showing your interest in activities that are important to them.

11) Communicate high expectations. English language teacher behavior that creates positive expectations almost always enhance the teacher – student relationship, and behaviors that create negative expectations result in poor relationships and poor student self – concepts, and thus reduce learning.

12) Create opportunities for personal discussion. Other than day-to-day activities, teachers often find it helpful to set time aside to get know their students.

3. Personality qualification

Many educators believe that the teacher's personality is important in teaching effectiveness. Personality is considered a factor in teacher effectiveness in somewhat the same way as scholastic proficiency, understanding the children, and verbal fluency. Effendi (2005 : 4) states that if an English language teacher want to successfully improve their teaching skills and be a professional teacher, lecturer or trainer, they should have one teaching spirit and play three roles of characters in all stages of their teaching process which must be integrated in one personality, it is the sincerity which motivates the teaching spirit, consists of 3 main objectives: to gain material reward directly in return of the service, to enrich knowledge and experience by getting in touch with the students, and as a charity that is a spiritual energy of religious devotion.

Ronnie (2006: 18) states that if a teacher wants to be a great teacher, he / she should insert 8 important elements in his / her personality; they are: affection, empathy, patience, creativity, humility, wisdom, commitment, and honesty. These elements help the teacher to be respected by the students. By applying these elements in the classroom, the teacher can build better interpersonal relationship with the students.

Personality sometimes also affects the teaching style of English Language teacher, every teaching styles reflects different naturally occurring patterns of parental values, practices, and behaviours and a distinct balance of responsiveness and demandingness. As Power in http://www.athealth.com/Practitioner/ceduc.html said, there are types of teaching styles that an English teacher usually applies in the classroom; they are indulgent teacher (also referred to as "permissive" or "nondirective"), authoritarian, authoritative, and uninvolved teacher.

Indulgent teacher is more responsive than they are demanding. They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation, and avoid confrontation. This kind of English language teacher will teach the students freely without much frustration, prohibition, warning, instruction and force upon the students. English language teacher is not dominant in the classroom and only helps if necessary. The teacher more focused on the students emotional and personality development in order they are free from stress and be an adaptive person in the future. It is believed that the students are not in a frustration condition, they will learn more effectively and happily. Permissive teacher only gives over- freedom to the students so that he / she will be judged too kinds and cannot control the students. It is said that the best way to teach is by develop a real behaviour, that is develop a permissive style but with realistic reason. There should be controlling because freedom, prohibition and satisfaction is parts of education.

Different with indulgent teacher, an authoritarian teacher is highly demanding and directive, but not responsive. This type of teacher provides well-ordered and structured environments with clearly stated rules. Authoritarian teachers can be divided into two types: no authoritarian-directive, who are directive, but not intrusive or autocratic in their use of power, and authoritarian-directive, who are highly intrusive. An authoritarian teacher will apply any efforts in order to make the students want to learn, the students are forced to study at school and at home unless they will get punishment. This kind of teacher will do anything without paying attention to the students' psychological development. Authoritarian teacher is failing to make the students to be a democratized and independent person. If they are freedom, they will not be able to utilize it well because they get used to be managed by another people.

Authoritative teacher, as another teaching style, are both demanding and responsive. They monitor and impart clear standards for their student's

conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their students to be assertive as well as socially responsible, and self-regulated as well as cooperative.

Last, uninvolved teacher are low in both responsiveness and demandingness. In extreme cases, this teaching style might encompass both rejecting–neglecting and neglectful teacher, although most teacher of this type fall within the normal range. The characteristics of this type of teaching style are the teacher advice and guide the students as less as possible; the students are allowed to do almost all the things they like. As the consequences, the students' lack of leadership, weak students will be terrorized by the strong ones, there would be many groups formed in the classroom and the class will be messy and noisy.

4. Social Qualifications

In order to communicate and socialize in the community , especially with the students, the teacher have to understand the importance of social competence as a good teacher. According to Abduh and Taniredja (2016), relating with social competence, teachers must master several characteristics such as: (1) Inclusive, to act objectively and non-discriminative related to gender, religion, race, physical condition, family background, and socioeconomic status; (2) Effective in communication , empathetically and polite with other educators, staff, students' parents and the community; (3) Adaptive at the duty in the entire territory of the Republic of Indonesia with diverse social and cultural backgrounds; (4) Communicative within the internal professional communities and other professions both orally and written or other forms (Mulyasa, 2007).

Social interaction is an important point that support a teacher to do their job well both in the classroom with the students and outside the classroom with fellow teachers, parents, and other related parties.

Brinkerhoft and White (2010) explain that social interaction is defined as a reciprocal act between two or more people through contact and communication. Therefore, teachers should have cognitive knowledge or understanding of social competence as one of the teacher's competencies.

This is in line as what Suyanto and Jihad (2011) which states that social competence is the ability that teachers must have to communicate and interact effectively with students, fellow educators, education personnel, students' parents / guardians, and surrounding communities.

C. Students' attitude toward the teacher

Every student has their own psychological different psychological construct that creates different behaviour even though they are taught in the same situation and the same context. Their attitude toward a lesson or the teacher is one of the important elements that construct a different result for the students in their study. Attitudes help someone dealing with challenges, overcoming obstacles, and accomplishing their learning objectives. Others have attitudes that are anchors, slowing them down or stopping them altogether from learning. Al-Mamun, Rahman, and Hossaim (2012) define the term attitude as a psychological construct which constructs and defines a particular behaviour. The same theory also stated by Harrel (2005) who defines attitude as a consistent tendency to react in a particular way often positively or negatively toward a given matter or social object.

Students attitude will construct their view and orientation toward a teacher and will affect their attitude toward a lesson as well as guide them to understand the lesson better. According to 268 Mensah, Okyere and Kuranchie (2013) in Langat (2015), attitude is a psychological orientation developed as a result of one's experiences which influence a person's view of situations, objects, people, and how to respond to them either positively or negatively or favourably or unfavourably. The students' attitude has big implications for the learner, the teacher, the immediate social group with

which the individual learner relates, and the entire school system. Students' learning experience forms their view towards something which later may affect their way of thinking and also their behaviour during the learning processes. According to Mensah et al. (2013) attitude can also be formed. Formation of attitude is experiential which means that attitudes that people perform come from what they experience whether it is positive or negative. According to them, in the view of social psychology, attitudes are formed by three major learning theories which are classical conditioning, operant conditioning and observational learning.

The importance of attitudes in the language learning processes is supported by Popham (2011) who considers that the attitude which is included in the affective domain is important because of its influence on students' future behaviour. He believes that students' future behaviour is affected by some affective variables such as attitudes, interests and values. He emphasizes that those variables are important. He also believes that to pursue learning in the future students have to possess positive attitudes since today. Kara (2009) states that attitude towards learning English, besides opinions and beliefs, gives a big influence on students' behaviours and also their performances. Focusing on attitude towards language learning, Abidin et al. (2012) explains that the ability of students to master a particular language is not only influenced by the mental competence or language skills but also on their attitudes and perceptions towards the target language. They also advocate that attitude concept could enhance the process of language learning, influencing the nature of student's behaviours and beliefs toward the other language, and this will identify their tendency to acquire that language.

The students' attitude toward the teacher is considered to be one of personal   factors that affect their achievement in acquiring / learning a language. Students will have inevitably different views about the kind of teacher they think is best for them. As what written by Ellis (1985), some

students prefer a teacher who creates 'space 'for them to pursue their own learning paths. Others prefer a teacher who structures and learning task much more tightly. Bailey (1980) as quoted by Ellis (1985) for instances, states that a definite preference for a democratic teaching style. She noted that the students – students' interaction in class rose sharply after a scene where the students had protested to the teacher about an unfair test. Pickett's (1978) also quoted by Ellis (1985) stated that some learners wanted the teacher to act as informant, but others praised the teacher who were logical, clear, and systematic. The main generalization from Pickett's study is that learners need to feel sympathy for their teacher and also want him / her to be predictable.

By seeing above, it is clear that teacher behaviour is very crucial for the students' learning styles. To have an effective language teaching learning, teacher should pay attention to the six areas above.

D. The Teaching of English Language at "Mts. Nahdatul Athfal Sui Ambawang"

The teacher is the most important element in a classroom. Not all people who can speak English language may become an English language teacher; a teacher should be certified to teach first. In this case, all English language teachers in Mts. Nahdatul Athfal Sui Ambawang are undergraduate degree, they are: Mr,Syamsul, S.Pd , Mr Purwanto S.Pd.I, Mr. Muh. Warisi, S.Pd, I and Muhammad Pagi S.Pd. They have not only been teaching English for years but also have followed kind of activities or course in sharpening their skills and abilities in teaching English.

In the teaching learning process, the English teachers sometimes also use media as the teaching aid. The media which are usually used by the English teacher are blackboard, charts, tape recorder, and other media. Mts.

Nahdatul Athfal used to have a language laboratory, unfortunately, the laboratory is no longer used now.

Beside the media, the role of the material in the English language teaching is also important. The role of instructional materials will reflect the decisions concerning the primary goal of material for example, to present content, to practice content and to enable students to practice the content independently. In Mts. Nahdatul Athfal, the materials are presented by using textbook and also the students' worksheet. Beside the reference book, the teacher also uses supplementary materials such as: newspaper, magazines, and other sources.

As the other senior high school, in academic year 2022/2023 Mts. Nahdatul Athfal also apply Kurikulum 2013 which have arranged by the government as the reference in teaching English language. To accompany the curriculum and also to support students with more knowledge in order to have better teaching learning process, the English teacher of Mts. Nahdatul Athfal also use reference book as the compulsory books both for the English language teacher and the students. All English language teachers of Mts. Nahdatul Athfal use books that are published by Erlangga.

In teaching learning process, the English language teacher at Mts. Nahdatul Athfal also must prepare program analysis, annual program, short program, unit lesson, and lesson plan. Furthermore, in the classroom the English language teachers at Mts. Nahdatul Athfal also often meet various problems of the students. Since the number of students in every class is about forty students, it is difficult for English language teacher to handle the students. Moreover, the students often talk or make noise. This classroom's condition often disturbs the teaching and learning process.