

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language, English has gained its popularity all over the world including in Indonesia. In the past, English was only taught in secondary school. In current years, however, the teaching of English is expanding into primary or elementary school. The decree of the Ministry of Educations and Culture, Republic of Indonesia No. 0487/4/1992, chapter VIII states that English can be taught as an extra instruction if it is needed by local community and if the teacher of English is available. Another Decree of the ministry of Education and Culture No.060/U/1993, states that English may be given to elementary school students as a local content. We must to master English as a means of communication, because of that reason the Indonesian government hold the competency-based curriculum and choose English as the subject that should be learned by all of the elementary school students. So we must to master English as a means of communication, because of that reason the Indonesian government hold the competency-based curriculum and choose English as the subject that should be learned by all of the elementary school students.

A number of ways of conceptualizing approaches and methods in language teaching have been made. Various attempts have been made to explore more systematically the relationship between theory and practice

within a method. In the fifties and sixties, for example, language teaching represented a unified body of theory and practice. It was clearly linked in its theoretical foundation to linguistics and psychology. Language teachers in eighties, however, had a considerable array of theories and methods to choose it. Contemporary language teaching draws a number of fields, which are unknown by the linguists of the fifties and sixties. Methodologies unheard in the sixties are now familiar, such as Silent Way, Total Physical Response, Community Language Learning, Counseling Learning and Suggestopedia (Fauziati, 2002: 3). Here, the writer would like to conduct a research dealing with the application of Silent Way in teaching English to the third year students of SDN 01 Kartasura.

Silent Way is the name of a language teaching method proposed by Caleb Gattegno, an educational designer for reading and mathematic programs. He is well known for his interest in the use of teaching aids especially colored wooden rods, wall charts and phonic code chart or fidel. Silent Way represent Gattegno's venture into the field of foreign language teaching. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much as possible (Richard and Rodgers, 1993: 99).

At the first time the writer heard about Silent Way in teaching method, she is doubt about it. She was not really sure that this method is appropriately used in teaching learning process. She thought that it was very boring and weird method for both teachers especially for the students. Silent Way is the

name of language teaching method that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible.

However, her perception of the Silent Way changed when she began to try observing with it. This new experience greatly interests her because it gave her a different outlook on teaching-learning process. The fact that the teacher is considered as an authoritative person who always directs the learning in traditional education does not exist any longer in the Silent Way method. Instead, she becomes a facilitator of the learning whose function is to choose and provide the materials in order that the learners learn by themselves.

In Elementary School, English is taught as one of the local contents. Here the students learn English for the first time so they just learn the simple English including vocabulary, grammar and etc. The function of learning English in Elementary School is to introduce the knowledge of the new language. Here, the writer takes the subject to the students of Elementary School. Based on the explanation above the writer takes title "THE TEACHING-LEARNING PROCESS OF ENGLISH BY USING SILENT WAY TO THE THIRD YEAR STUDENTS OF SDN 01 KARTASURA IN 2006/2007 ACADEMIC YEAR (IN ACTION RESEARCH)". In this research the writer conducts an action research of Silent Way method in Teaching-Learning Process of English for the Elementary School students. The writer hopes that this research can be used as a literary by next researcher in different point of view.

B. Problem of the Study

The problem in this research paper can be stated as follows:

1. How is the teaching-learning process of English using Silent Way to the third year students of SDN 01 Kartasura?
2. What are the strengths and weaknesses of teaching-learning process by using Silent Way to the third year students of SDN 01 Kartasura?

C. Objectives of the Study

Dealing with the study, the writer has some objectives, they are:

1. To describe the teaching-learning process of English using Silent Way.
2. To describe the strengths and weaknesses of teaching-learning process of English using Silent Way.

D. Benefits of the Study

The writer hopes that this research paper will have some benefits in English teaching and learning process. It has two major benefits, there are:

1. Theoretical Advantages
 - a. The results of the research can be used as a reference for those who want to conduct a research in English teaching and learning process.
 - b. The research will be useful especially for the students of English Department who will conduct Silent Way method.

2. Practical Advantages

- a. For the writer herself, she can also get the larger knowledge about Silent Way in applying and using it, especially in teaching English.
- b. The students understand how to use English in the Silent Way, so they become more active and independent.

E. Research Paper Organization

This research paper is divided into five chapters. They are as follows:

Chapter I is introduction. It consists of background of the study, problem of the study, objectives of the study, benefits of the study and research paper organization.

Chapter II is review of related literature. It consists of previous study, the English as a foreign language, the notion of language teaching, the characteristic of young learner, the notion of Silent Way, the procedures of Silent Way and the principles of Silent Way.

Chapter III is research method. It consists of the types of research, subject of the study, object of the study, data and source data, method of collecting data, technique for analyzing data.

Chapter IV is research results of teaching implementation. It consist of the results of the teaching-learning process by using Silent Way, the role of the teacher, the role of the learner, the strengths and weaknesses using Silent Way.

Chapter V is the last chapter; here the writer presents the conclusion and suggestion about the teaching learning process of English using Silent Way at Elementary School.