

CHAPTER I

INTRODUCTION

A. Background of the Study

English as the first foreign language is taught earlier in Indonesia since the early nineties. Needs and progresses of the world have been demanding to master a foreign language. The role of English as subjects of local content choice has become local content required. This is seen in the activities in Elementary education. English is given to the students early.

English is not used only as a means of human communication but also as a subject learned at schools in Indonesia. The teaching of English is basically needed by Elementary School students because it is a compulsory subject material in Elementary School. English teachers who could conduct the teaching well are needed.

Introducing English to young learners is possible for them to learn language easily, especially to the fifth year students. To deliver teaching material and training language skills are necessary ways or strategies that are practical, various, and attractive. In this case, the teachers are required to understand the condition and nature of the young learners. In addition, the teachers also need to have special skills to select and implement teaching techniques. There are many activities that the children like, such as singing and playing. Teaching and learning of foreign languages would be more interesting if performed with the activities that the students liked, such as using picture,

telling stories, singing, and playing. According to Scott (1990: 2) “young children are often happy playing and working alone but in the company of other. And young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is ‘real’ work”.

Many Elementary School teachers teach their students with various strategies. Besides, also many Elementary School teachers teach their students passively. They just ask their students to open the exercise books, read the tasks, and then do the exercises. As the result, the students become disinterested in English learning process. According to Wena (2009: 2), learning strategy is a way and art to use all resources in an effort to students learning. Using the strategies in learning activities is necessary to facilitate the learning process so as to achieve students’ optimal results. The students have different background. So, the teachers have difficulties in teaching English and in facing the student's characters.

SDN Cepoko 1 Sumberlawang Sragen is the Elementary School that can draw attention of the community. Besides, this school is one of the best Elementary Schools in Sumberlawang. So, it is interesting to know the techniques of teaching English in SDN Cepoko 1 Sumberlawang Sragen in order to know the problems faced by the teachers.

The result of this research can be used by next researcher in different points of view and also can be used by teachers for additional information in teaching English. The writer intends to make a research entitled “A STUDY

ON THE TECHNIQUES OF TEACHING ENGLISH TO THE FIFTH YEAR
STUDENT IN SDN CEPOKO 1 SUMBERLAWANG SRAGEN”.

B. Problem Statement

Based on the background of the study, the writer formulates the problems as follows.

1. What are the techniques implemented in teaching English at SDN Cepoko 1 Sumberlawang Sragen?
2. What are the problems faced in the implementation of the techniques in teaching English at SDN Cepoko 1 Sumberlawang Sragen?

C. Objective of the Study

Based on the problem statements, the objectives of this research are:

1. to describe the techniques in teaching English at SDN Cepoko 1 Sumberlawang Sragen, and
2. to describe the problems faced in the teaching and learning process.

D. Limitation of the Study

In this research, the writer has limitation of the study and focuses on the techniques of teaching English implemented in SDN Cepoko 1 Sumberlawang, Sragen, especially to the fifth year students, in 2010/2011 Academic year.

E. Benefits of the Study

In this study, the writer expects that the research paper has some benefits:

1. Theoretical benefit

The finding of this research enriches the theory of teaching English to the fifth year students. For other researchers, it can be the reference for the further research.

2. Practical benefit

- a. The researcher gives the way to solve the problem in teaching English.
- b. Other teacher can adopt this research when they teach English in Elementary School

F. Research Paper Organization

The writer organizes this research paper by dividing it into five chapters.

The first chapter is introduction, which consists of background of the study, problem statements, objective of the study, limitation of the study, benefit of the study, and research paper organization.

The second chapter is underlying theory, which consists of previous study, the notion of teaching English, English taught to Elementary School students, teaching English to young learners, young learners, the characteristics of young learners, and the techniques in teaching English for young learners.

The third chapter is research method, which consists of type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

The fourth chapter consists of the techniques implemented in teaching English and the problems faced from the implementation.

The fifth chapter is conclusion and suggestion.