

CHAPTER I

INTRODUCTION

A. Background of the Study

The language which is an effective means to learn the development of other countries is English. The reason is that there are so many scientific books written in English, even more the information of the latest technology development can be kept up with internet which also uses English. Just imagine if people had no international language, there would be many misunderstanding in communication that occurs between countries.

Realizing the importance of English in this global era, the Indonesian government commands every school level to adopt English as the part of curriculum from Elementary School up to University. English consists of four language skills; reading, listening, speaking, and writing. Those skills are very important for Elementary school to University or after graduate from university.

But sometimes in the learning of English with general purpose, the students' needs are difficult to be understood because the materials are more complex; therefore, the materials content that will be used is more difficult to be selected. In teaching English, the teacher must use an accurate method for special school levels. Teaching method is treated at the level of design in which the roles of teacher, learners, and instructional materials are specified.

There are many methods used by teacher for teaching learning process, such as; Direct Method (DM), Communicative Language Learning (CLL), Communicative Language Teaching (CLT), Cooperative Language Learning (Coop. LL), and etc. That method used by teacher depends on teachers' needs in teaching learning process.

As we know that there are many kinds of school levels in Indonesia. One of them is Vocational High School or in Indonesian it is called *Sekolah Menengah Kejuruan (SMK)*, like in SMK N 1 Sragen. One phenomenon in learning language often found in the classroom is when the teacher explains the material; there are still some students who do not pay attention to the teacher's explanation. It can be seen when the teacher gives some questions, the students cannot answer the question correctly. The writer takes the research in SMK N 1 Sragen because this school has a good reputation and the best Vocational High School in Sragen.

Method is a way of doing something. It also means procedures or way, which is held to achieve certain objectives. In determining the method, it is necessary to keep in mind the accuracy and conformity on the features of the problems and the objective of the research being fulfilled (Nunan, 2000: 2). Method is one of the important aspects in the teaching-learning process. The teacher must use the best method in the school levels. Without a method, the teacher will not be successful in the teaching-learning process. Method is concerned with how; how is the procedures, principles, and practices used in teaching. In the teaching, there are many alternative methods used by the

teachers, but the problem is how to choose and use a method which shows the optimal students' activity.

Based on the explanation above, the writer is interested in studying the teaching method at SMK N 1 Sragen. The title of the research is **A STUDY ON THE TEACHING METHOD USED IN TEACHING ENGLISH TO THE FIRST YEAR STUDENT OF SMK N 1 SRAGEN IN 2010/ 2011 ACADEMIC YEAR.**

B. Problem Statement

Based on the background of the problem above, the writer formulates the problems as follows:

1. What are the methods used in teaching English to the first year students of SMK N 1 Sragen?
2. What are the problems faced by the teacher in teaching English for the first year students of SMK N 1 Sragen?

C. Limitation of the Study

In this research, the researcher limits her research on the methods used in teaching English at the first year of SMK N 1 Sragen in 2010/ 2011 academic year because the researcher wants to know what method used by the teacher and if the teacher's method is successful or not in the teaching-learning process. Without a method, teacher can not be successful in the teaching-learning process.

D. Objective of the Study

Based on the problems, the objectives of the study in this research are:

1. to describe the teaching methods used by the teacher in teaching English to the first year students of SMK N 1 Sragen in 2010/2011 academic year.
2. to classify the problems faced by the teacher in the methods in teaching English to the first year students of SMK N 1 Sragen in 2010/2011 academic year.

E. Benefit of the Study

The researcher expects that this research can give benefits, both theoretical and practical benefit:

1. Theoretical Benefit
 - a. The result of the research can be useful in teaching English, especially for English teaching at the vocational high school.
 - b. The result of the research can be used as the references for those who want to conduct a research in English teaching-learning process.
2. Practical Benefit
 - a. The teacher
 - 1). The result of this research can be useful for additional information that can be applied the teacher in teaching method of English.
 - 2). This study will be correction for the teacher to choose a more appropriate method.

b. The student

Selection of appropriate method can make the students interest with the lesson.

c. The other researcher

F. Research Paper Organization

This research paper is divided into five chapters as follows:

Chapter I is introduction. It covers background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II presents review of related literature which covers previous study, teaching English, English teaching method (Direct Method, Communicative Language Learning, and Communicative Language Teaching, Cooperative Language Learning) and characteristic of the teenager learners.

Chapter III is research method. This chapter deals with the research method covering type of the research, subject of the research, object of the research, data and source of data, method of collecting data, and technique for analyzing data.

Chapter IV discusses the research result and discussion. It consists of research implementation, and discussion.

Chapter V draws conclusion and suggestion.