

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is communication tool to make interaction among people. Language is also has important function for human. Language is a part of communications which is divided into first language, national language, and foreign language. In Indonesia, English as a foreign language becomes very important as a means of communication to make a relational between Indonesia and other countries in the world. Predictable, those who are also able to communicate well using English language will get a lot of advantages in their future. The phenomena show that English as a foreign language has an important rote in our life.

The Decree of the Ministry of Education and Culture, Republic of Indonesia No. 0487/4/1992, chapter VIII states that English can be taught as an extra instruction if it needed by the local community, if the teacher of English is available. Another Decree of Ministry of Education and Culture, No. 060/U/1993 states that English may be given to elementary school students as a local content. The phenomena have caused many English educators charged with teaching teacher and or curriculum and material development to raise questions about how to teach English A Foreign Language to children.

Since English becomes the International language, the program to study English in Indonesia is beginning from Elementary School not in Senior High School like long time ago when it began depending on each school. In Elementary School learning English is start from the first year until sixth year.

Teaching children is different from teaching adults. They are different in nature, teaching adults are easier than teaching children because teaching children needs more patience and motivation. Unlike adults, children are easily getting bored to learn something if they are not interested in the subject. Teaching English in classroom may have some difficulties because the characteristic of children are usually like playing, so that in teaching-learning process the teachers must be able to make it interesting, lively, and fun.

On the basic of children's characteristic, teaching English to the beginner needs particular technique. The teacher should created, interesting and joyful learning activities. According to Scott (1990: 3) young children love to play, so the students in elementary school still like playing the teacher is expected to be imaginative and creative in developing their teaching technique to make English lesson more exciting.

The objective of the teaching learning process here is to introduce the vocabularies to the students about everything around them and familiar with them of course based on the topic in the textbook used material. So that teaching English in the classroom includes pronunciation, vocabulary,

simple writing, and reading. In elementary school, the students are able to learn English appropriately. SDN 2 Sindon has seen the importance of English in global era. Therefore, the teaching and learning process of English necessary to support the students to learn.

Teaching method is important in teaching and learning process. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. The method is theoretically related to an approach and is organizational determined by design (Fauziati, 2008: 5). In elementary school, the students are able to learn English appropriately.

The material that is used to teach in SDN 2 Sindon is taken from an English worksheet entitled "SMART". The materials in this book are listening, speaking, reading, and writing. This material based on the Multi-Tiered Education Curriculum or KTSP. The materials of the book support the student's motivation learn. The book consists of the material, but it is also completed with exercises. SDN 2 Sindon has limited technique that is why the writer is interested in teaching learning at this school especially in teaching learning of English because the writer wants to know the teaching learning process of English.

Specially, this research uses teaching observation at primary school. Through this study, the writer observes the teaching learning process in the classroom. Meanwhile, the data are analyzed by using descriptive qualitative method. Therefore, the writer is interested in

conducting a research entitles “*A DESCRIPTIVE STUDY ON TEACHING LEARNING PROCESS OF ENGLISH AT SDN 2 SINDON NGEMPLAK BOYOLALI: AN EDUCATIONAL ETHNOGRAPHY*”.

B. Problem of the Study

The writer makes the following questions in this research: “How is the descriptive study on teaching learning process of English at SDN 2 Sindon Ngemplak Boyolali?”

Subsidiary research questions at this study are as follows:

1. How is the process of teaching learning process reflecting at SDN 2 Sindon Ngemplak Boyolali?
2. What is the strengths and weakness of English teaching learning process at SDN 2 Sindon Ngemplak Boyolali?

C. Objectives of the Study

The writer formulates the objectives of study are as follows:

1. To describes the process of teaching learning process reflecting at SDN 2 Sindon Ngemplak Boyolali.
2. To describes the strengths and weaknesses of English teaching learning process.

D. Limitation of the Study

In order that this research is focused, the writer limits this research as follows:

1. The subject of this research is limited to fifth year students on the second semester at SDN 2 Sindon.
2. The object of the research is the study on teaching learning process at SDN 2 Sindon.

E. Benefit of the Study

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

1. Theoretically Benefit
 - a. The result of the research paper can be used as an important in English teaching learning process specially teaching English in elementary 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. Practically Benefit

- a. For the writer herself

The writer helps the English teacher to get the variety of activities in teaching English to elementary school.

b. For the readers

They will get larger knowledge and information about descriptive study on teaching learning process of English.

c. For the teacher and the learner

The result of the study will help the English teacher and learners to solve the problem in teaching and learning English especially in teaching learning process.

F. Research Paper Organization

Research paper organization is arranged in order to make the reader easier in understanding the research paper. This research paper is divided into five chapters.

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

Chapter II is review of related literature. It presents previous study, presents notion of language teaching, notion of learning, the component of teaching learning process, teaching English to young learners, teaching children, and teaching English as a system.

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

Chapter IV discusses research finding and discussion.

Chapter V draws conclusion and suggestion.