

CHAPTER I

INTRODUCTION

A. Background of the Study

Method is one of important aspects in English teaching-learning process. The method that the English teacher uses should be challenging and suitable with the students' level of English proficiency in order that the lower and higher students are able to achieve the teaching goals. In teaching English especially teaching vocational school, an English teacher expected to teach with particular way and method. She is expected be able to know his or her students in detail, such as how does their personality, do they love learning English, and how good their English, etc. After the teacher knowing how the atmosphere in his or her class so the teacher can choose the right teaching method. So the learners or students do not get bored and feel comfortable in learning English in order to make them understand what the teacher has explained, what the teacher has taught, and so on.

There are some methods that can use by the teacher to teach the students, including Grammar Translation Method (GTM), Direct Method (DM), Communicative Language Teaching (CLT), Cooperative Language Learning (Coop. LL), and etc. Grammar Translation Method is used for the purpose of helping read and appreciates foreign language literature. In the classroom the use of grammatical analysis and translation of literary works to learn proven to be effective. In this method is also used the mother tongue teaching of foreign language. The Direct Method of teaching is the method that it sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in target language, grammar is taught inductively, there

is a focus on speaking on listening and only useful 'everyday' language is taught. Communicative Language Teaching method has the main purpose that is to develop learners' communicative competence. Here, activities in communicative approach are often carried out by the students in small group or in pairs. In the CLT class the teachers, along with the students are managers of learning. The main role of the teacher is not a ruler, dictator or speaker, but an organizer, helper and enlightener in class so that the students could be relaxed and confident. Cooperative Language Learning method is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning. Those methods can help the teacher in teaching-learning process of English. Here, the teacher also has to choose methods and materials appropriately in order to get successful in process of teaching English.

The English teacher especially in SMK Muhammadiyah 3 Surakarta as vocational school is encouraged to teach communicatively and interactively in classes but based on the field work that has been seen by the writer in SMK Muhammadiyah 3 Surakarta, the phenomena is found that many students with at least average proficiency in learning English language were unable to communicate effectively in the classroom. There are many alternatives methods used by the teacher, but the problem is how to choose and use methods which shows the optimal student's activity especially in SMK Muhammadiyah 3 Surakarta. So, the writer takes the research in SMK Muhammadiyah 3 Surakarta because the writer wants to know the method used by the teacher when

teaching language especially to the first students in that school. Because of with the suitable methods hoping the students can accept the material easily.

Based on the explanation above, the writer is interested in studying the teaching method at SMK Muhammadiyah 3 Surakarta. The title of the research is **A STUDY ON THE METHOD OF TEACHING ENGLISH TO THE FIRST YEAR STUDENT OF SMK MUHAMMADIYAH 3 SURAKARTA IN 2011/2012 ACADEMIC YEAR.**

B. Problem of the Study

From the background of the study, the writer formulates the following problems:

1. what methods are used in teaching English to the first year students of SMK Muhammadiyah 3 Surakarta in 2011/2012 academic year?
2. what problems are faced by the teacher in implementing the methods of teaching English to the first year students of SMK Muhammadiyah 3 Surakarta in 2011/2012 academic year?

C. Limitation of the Study

In this research, the researcher limits her research on the methods used in teaching English at SMK Muhammadiyah 3 Surakarta in 2011/2012 academic year because the researcher wants to know whether the method used by the teacher is successful or not in 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 students of SMK Muhammadiyah 3 Surakarta in 2011/2012 academic year.
2. to identify the problem faced by the teacher in implementing the method in teaching English to the first year students of SMK Muhammadiyah 3 Surakarta in 2011/2012 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 vocational high school.
 - b. The result of the research as the information to show several feedbacks in the hope that English will be then taught better in the future.
2. Practical Benefit
 - a. The teacher
 - 1). The result of the research can be useful for additional information to find out the appropriate methods used in the English language lesson to adult learners.
 - 2). This study will help the teacher as information to improve the English teaching quality in SMK Muhammadiyah 3 Surakarta.

b. The student

Selection of appropriate method can make the students interested in the lesson.

c. The other researchers

The result is useful for the other researcher as a reference to conduct future researches dealing with similar problem by using another research design or model.

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 consists of previous study, English language teaching, vocational school, English teaching method, characteristics of adolescence.

Chapter III is research method. This chapters 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 is conclusion and suggestion.