

**A DESCRIPTIVE STUDY ON THE TEACHING ENGLISH
METHOD FOR THE FIRST YEAR STUDENT IN SMU N 1
SUKOHARJO IN 2007/2008 ACADEMIC YEAR**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language is used in the biggest part of the world. 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. It seems that English will be relatively permanent foreign language for developing science and technology. Therefore, Indonesian should use and understand the language which is used as the medium to transfer the scientific and technological advancement from other developed countries.

Realizing the importance of English in this global era, the Indonesian government has gone into action through the national education department to revise the 1987 Curriculum into the 1994 curriculum. As what is written in the curriculum learning, English consists of four language skills, namely reading, listening, speaking

and writing. As school subject in Indonesia, English is generally taught from the grade of junior high school up to the first year of university or college. It is based on the decree No.96/1967 stated by the Minister of Education and Culture that “English is the first foreign language taught in Indonesia from the first year of junior high school to university”. In this case, it is said that English is the first foreign language (Halim, 1981: 8)

Based on the explanation above, English is not the first or second language in Indonesia, but Indonesian students are expected to comprehend English as well as Indonesian language. It has to be mastered and taught in junior high school and senior high school as a compulsory subject, even now in elementary school, English is introduced as a local content. The government hopes that the students in Indonesia, particularly those in junior and senior high school, can use English in speaking to their friends or perhaps to foreigners fluently, in writing a scientific paper and reaching the other goals of English teaching and learning.

In Indonesia there are many kinds of schools levels. One of them is Senior high school or SMA. 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. For

example: At first, the teacher gives the explanation about Adjective Clause where the clause determines the noun. The explanation from the teacher's are: (a) who: It is used to indicate person (s) (as the subject of determining clause) (b) which: It is used to indicate thing (s) (as both the subject and object of the determining clause) (c) that: It is used to indicate both person (s) and thing (s) (as both the subject and object of the determining clause) (d) whose: It is used to indicate the possessive in the determining clause (e) whom: It is used to indicate person (s) (as the object of the determining clause). Then the teacher gives the question about what the teacher has explained the material before. The question and the students' answer are: (a) the girl is my niece, she talked to me last night, student's answer: the girl whose talked to me last night is my niece (false), teacher's answer: the girl who talked to me last night is my niece (true) (b) the woman is a famous actress, I talked to her in the gathering last night, student's answer: the woman who I talked to in the gathering last night is a famous actress (false), teacher's answer: the woman whom I talked to in the gathering last night is a famous actress (true), (c) the lady is my girlfriend, her dress is like Cinderella, student's answer: the lady whose dress is like Cinderella is my girlfriend (true), (d) the young man is my idol, she talked to him in a friendly gesture, student's answer: the young man that she talked to in a friendly gesture is my idol (true)

Actually the students can answer the teacher's questions but not all the student can answer correctly because the capability each student is different. Each class consists of 40 students and indirectly it makes the teacher difficult to manage the class where there were any students participated actively but the others did not participated. This condition influences in the students memorizing the material because all the students should able to mastering in all skills (listening, reading, speaking and writing).

Based on the explanation above, the writer is interested in studying the teaching English carried out at SMA N 1 SUKOHARJO. The title of the research is A DESCRIPTIVE STUDY ON THE TEACHING ENGLISH METHOD FOR THE FIRST YEAR STUDENT IN SMA N 1 SUKOHARJO IN 2007/2008 ACADEMIC YEAR.

B. Previous Study

To prove the originality of this study, the writer presents some previous researches that deal especially with teaching English. The first research is conducted by Prasasti (2003) who studies the teaching English entitled "A Descriptive Study on the Teaching English as a Foreign Language at SD Bulukantil Surakarta". In her study, she describes teaching English as a foreign language in elementary school. Her conclusions are the objective of the teaching

English is to prepare students for higher study, the method used by the teacher is grammar translation method, and the motivation, students' ability and interesting in learning English are good enough.

Another research is done by Shofiyatun (2006) entitled "A Descriptive study on the Teaching English at SMP N 2 Surakarta". Her conclusions are the objective of the teaching English is to prepare students in mastering English orally or written, to make communication more easily in facing globalization era and the method used by the teacher is traditional/ convention method.

Considering the previous researches above, the writer wants to conduct the similar research, but with different subject. Both previous researches were conducted on elementary school and junior high school but the writer tries to conduct a research with different subject: senior high school.

C. Problem of the Study

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

1. What are the teaching English methods used by the teacher of SMA N 1 SUKOHARJO?
2. What are the problems faced by the English teacher in teaching English?

D. Limitation of the Problem

In avoiding the deviations from the topic, the writer focuses the study on the teaching English (teaching learning process) at the first year students in acceleration class of SMA N 1 SUKOHARJO and the classroom problems faced by English teacher in teaching English.

E. Objective of the Study

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

1. To describe the teaching English method used by the teacher of SMA N 1 SUKOHARJO.
2. To describe the classroom problems faced by the English teacher in teaching English.

F. Benefit of the Study

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

1. Theoretical Benefit

Theoretically, the writer hopes that this study can be used to give information about how English is taught at senior high school or SMA.

2. Practical Benefit

- a. The writer hopes that this research can give valuable contribution to improve the teaching English.
- b. The information of this research can help the English teachers in designing the process of teaching English, especially in using appropriate technique in teaching English at senior high school.
- c. For other researchers, they are expected to be able to use the result of this research as an additional reference in carrying out further research.

G. Research Paper Organization

In conducting the research, the writer organizes it in order to give a clear guidance in reading and understanding the content of the study. The writer organizes his study into five chapters.

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

Chapter II is underlying theory. It presents of language teaching, method of teaching English as a foreign language, and teaching English in Indonesia.

Chapter III is research method, which consists of place and time of the research, type of research, subject of the study, object of the study, data and data source, method of collecting data, and technique of data analysis.

Chapter IV is the result of the study, deals with research finding and discussion, and

Chapter V is conclusion and suggestion.