

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching a foreign language, English especially, sometimes is sighted by students because they believe that English language is very difficult. In Indonesia, English is the first language had taught as a compulsory subject in the secondary school. The education history of Indonesia has done several changes and revisions on curriculum to adapt with the development and progress in the society. So, teaching of English here makes to be able to easy for teacher and the students in understanding of English.

Junior High School uses the 1994 curriculum. This curriculum is officially announced by the Minister of Education and Culture, Mr. Fuad Hasan, on February 25, 1993. The curriculum is called “Kurikulum 1994” because this curriculum is firstly implemented in 1994. Based on RI Constitution Number 2, 1989 this curriculum designed because of a new regulation about education system in Indonesia. The objective of teaching is the development of communicative ability in English embracing four language skills: reading, writing, speaking and listening, with an emphasis on reading ability. To achieve this objective, the teaching is conducted using a Meaning-based Approach.

Communicative Language Teaching (CLT) is a new approach. We are all aware that the communicative approach has arisen as negative reaction against Audio Lingual Method. And the goal of language teaching is to

develop communicative competence. According to the goal of teaching language as a foreign language in Indonesia, the learners are expected to be able to read and comprehend English texts. The learners are also expected to be able to communicate in spoken English. In the 1994 curriculum, the ultimate instructional objective of teaching of English has been clearly stated, that is the mastery of four language skills; reading, listening, speaking, and writing. The teaching and learning activities in the classroom should always be oriented toward the mastery of the four language skills. The teacher should always make every effort to involve the students in language activities using the language for communication. The teaching of English in Indonesia includes the four language skills; listening, speaking, reading, and writing, and the two components, vocabulary and grammar.

Teaching is an honorable profession. Although teacher educators have long championed the idea of individuals in their rhetoric, they have shown only minimal concern for teacher as individuals in practice. They act at times as if they had the best set of methods to enable all teacher, regardless of individual differences, to become effective and personality satisfied professionals. No one, of course, possesses a magic method for educating all teachers. Teacher who in no sense can be said to have shaped our lives. We have been born by them, raised by them, disciplined and occasionally shaped by them, loved by them, bored by them, and excited by them. That we have also learned from them, there is no doubt.

The profession of teaching has always been vulnerable to its critics. Teachers have been accused of stifling young minds by demanding compliance and conformity; at the same time, they have been charged with

contributing to lawlessness and moral decay by permitting students to direct their own learning. They have been criticized for declining achievement test scores, for both teaching and not teaching students about sex, for allowing and even perpetrating violence in the classroom, and, in general, for the alleged physical, mental, and moral flabbiness of youth.

We do not suggest that teachers are exempt from responsibility for the tensions and failures of organized education, but we also do not believe that is right to indict teacher for all our social ills. The purpose of teacher education should be to encourage the growth of teachers as persons and as professionals. Teacher who are growing are becoming more open, more humane, more skillful, more complex, more complete pedagogues and human beings. They are fulfilling their own unique potentials or doing for themselves what others expect them to do for students. But often teacher educator fail to recognize that teacher, like students, have different needs and abilities.

Based on the explanation above, teacher can teach English well, manage well, and give instruction for the students. For students, they can learn English well, and understand. So, teaching learning process in the class can happen. A meaning based approach will be reached. The phenomenon attracts the writer to make observation study of the implementation teaching learning process. The title of this research is “ THE IMPLEMENTATION OF CLT IN ENGLISH TEACHING LEARNING PROCESS AT SLTP NEGERI 2 POLOKARTO: AN ETHNOGRAPHIC APPROACH”.

B. Formulation of the Problem

To study all problems in connection with the implementation English teaching learning process in SLTP Negeri 2 Polokarto are not easy task. It will take a long time to observe and need a lot of energy that is beyond the writer's capability. To make it easier in carrying out the research, the writer will deal The problems of this study are:

1. How is the implementation of English teaching learning process at first year students of SLTP Negeri 2 Polokarto?
2. What are the strengths and weaknesses of implementation of CLT in English teaching learning process at first years students at SLTP Negeri 2 Polokarto?

C. The Limitation of the Study

In order not to spend much time and energy and for the sake of obtaining good result, the writer limits scope of the study as follows:
Analysis on the implementation of English teaching learning process at first years students of SLTP Negeri 2 Polokarto.

D. Objective of the Study

The writer's objective of doing this research is: to describe the implementation of English teaching learning process at first years students in the classroom. In this case, it can be described as follows:

- Design : a. The general and specific objectives of the method
b. A Syllabus model
c. Types of learning and teaching activities
d. Learner Roles
e. Teacher Roles
f. The role of instruction materials

Procedure : Classroom Practice Technique

E. The Benefit of the Study

The writer expects that research will have some benefits as follows:

1. Practical Benefit

This research has a goal to get information or description of implementation teaching learning process in the school. The writer hopes this thesis will be useful for the teacher to solve problems in implementation of English teacher learning process at the school. The students use English based on curriculum 1994.

2. Theoretical Benefit

This research can help readers or another public researcher that want to get information or description of English teaching learning process.

F. Research Paper Organization

In order to have guidance for either the writer herself in writing the research or reader in reading the whole contents of the research, the writer wants to present this research into five chapters. The outline of the research is as follows:

Chapter I is introduction of the research which covers the background of the study, the formulation of the problem, the limitation of the study, the writer's objective of the study, the benefit of the research, and research paper organization.

Chapter II is underlying theory. In this chapter the writer presents the theory that related in the study.

Chapter III is research method. It is covering type of research., description of the school, source of data, data collection, and technique for analyzing the data.

Chapter IV is the data analysis of the research. In this chapter, the writer wants to present the data analysis, the result of the research that the researcher did for getting the answer of the problem statement such as the implementation English teaching learning process.

Chapter V is conclusion and suggestion.