

CHAPTER I

INTRODUCTION

A. Background of the Study

Education in the present era, it is very significant and the primary stage in our life to develop of our abilities. There are some lessons in our formal education, such as mathematics, social field students (IPS), science field students (IPA), Indonesian, English, etc. One of them has an important function in our government as “an international language or a second language”. Of course, that is English language.

An education of English is very crucial for the students to learn it right now. People need foreign language (English) to communicate with foreign people. English language is an international language and it includes very important in communicating by other country. Language is used by people to communicate for sharing something and giving information. According to Pinker (1994:18) gives statement about:

Language is a complex, specialized skill, which develops in the child spontaneously without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

Teaching is one of activities by the teachers in the class to teach their students. According to Brown (1980:7), he states that teaching is helping or showing someone learn how to do something, guiding in the study, giving instruction, providing with knowledge and causing to know or to understand. Teaching English in Junior High School, the teachers must be able mastering of the materials to teach in the class and the students can understand and know easily.

The teacher should use a method and learning strategies in the class to make better the students' ability about English. The teachers can create different condition in every teaching by using a method. According to Richards and Rodgers (2001:20) state that method is the theoretically related to an approach, is organizationally determined by design, and is practically realized in procedure. The writer of this research focuses on Richards and Rodgers' theory in design and strengths and weaknesses of the method.

According to above, the teacher must know about the students' ability to learn English teaching-learning process. The teachers can choose the appropriateness of the method for the students. The teachers also use strategies to make the students enjoy following English teaching-learning process. Learning strategies, according to Oxford (1990:8) in Richards (1994:63) states as specific actions taken by the learner to make learning easier, faster, more enjoyable. Here, the teacher must be smart to prepare for teaching English so the students can be enthusiastic and to be active learners in class of school.

In Junior High School, the students learn about English lesson consists of four language skills, such as, speaking, reading, writing, and listening. Language skills of those are integrated and called English lesson in school. Generally, the teacher of Junior High School has not particular method in teaching English activities. The teacher is monotonous talk about materials of English in the class. The most of teachers at Junior High School always give tasks to do their students and the teachers less in explaining. The teacher needs a method in the class as a variety in teaching so the students understand easily to catch the teacher's explanation.

Moreover, most of students are scary following English lesson. The students need innovation to enjoy of English class activities. This is because of the teachers can't apply appropriate a method in the class. The teachers of Junior High School must have particular strategy to support in teaching English.

SMP Unggulan Nawakartika (Islamic boarding school) has more 250 students. For a new school has few students doesn't to be a problem, but its quality must be best. In teaching English at SMP Unggulan Nawakartika is very important because the students are obligated can speak English, especially every Tuesday. School makes regulation like above to reach a good students' ability. Remember SMP Nawakartika is Islamic school; this school obligates their students mastering two foreign languages, Arabic and English. The students are easy in memorizing of Arabic because it becomes a meal of them every day.

The English teacher is creative person to make the students active in memorizing vocabulary. Teacher's role is needed to create a method which consists of some procedures and technique. The teacher has kinds of innovation to teach the students in the class. The researcher interests to observe SMP Unggulan Nawakartika as object in her research because this school has some of unique to learn of English.

First, before the English teacher start for teaching in the class, the student always gets turn as a leader to prepare praying by using English. The students are tried to confident speak English in the class. Every student is tried by the teacher as a leader in the class in order to the student has leadership styles. The teacher wants the students have a good performance and ability. Second, the students must be able speak English to the teacher in the class. The students can't speak fluently, so the teacher will help them. And then the students will more understand about their mistakes and they can use it in other time correctly. The teacher is a facilitator in teaching English activities. The teacher wants the students are active speak English and students' English will develop.

Third, the teacher always asks to the students about vocabulary at English class activities. Every student must forward in front of class and sharing about their new vocabulary in orally. The students always prepare new vocabulary before come to the class. The students' vocabulary will increase in everyday. The students are not confused in memorizing of vocabulary because the teacher was chosen a theme memorized by the students in every meeting.

The writer views by a micro ethnography because want to know how teaching English implemented by the teacher in SMP Unggulan Nawakartika. A micro ethnography is a research between the teacher's actions and students' actions in the class directly. The teacher knows the student's ability to learn English and the materials can be able appropriate for learner or the students.

Based on explanation above, the writer wants observe how English teaching-learning process in the class at second year of SMP Unggulan Nawa Kartika from ethnography research. So, the writer has a construct for her research entitle the **METHOD OF TEACHING ENGLISH USED AT SMP UNGGULAN NAWA KARTIKA (ISLAMIC BOARDING SCHOOL) IN 2012/2013 ACADEMIC YEAR: A MICRO ETHNOGRAPHY RESEARCH.**

B. Problem Statement

The writer has a research problem to solve "What is the method used for the teaching of English to the Students at SMP Unggulan Nawakartika?" The research problem can be elaborated into the following research questions:

1. What is the design used of teaching English? This includes a) the objectives of the method, b) the teacher's roles and the learner's roles, c) the classroom activities, d) the materials, e) and media.
2. What are the strengths and weaknesses of the method in teaching English?

C. Objective of the Study

The general objectives of her research is to know the method used of teaching English for the Students at SMP Unggulan Nawakartika. The result of her research hopes to help in English teaching-learning process and to give some solutions in problem-solving. The general objectives can be elaborated into the following specific objectives:

1. To describe the design used of teaching English which is includes
 - a) the objectives of the method, b) the teacher's roles and the learner's roles, c) the classroom activities, d) the materials, e) and media.
2. To describe the strengths and weaknesses of the method in teaching English.

D. Limitation of the Study

The writer has a limitation of the research. It focuses on the formal English teaching-learning process in the class by the teacher of the second year of SMP Unggulan Nawa Kartika.

1. Subject

The subject of this study is the students of second year of SMP Unggulan Nawa Kartika, especially in 8B class (female class) which consists of 24 students. The teacher's name is Kartika Candra Widyaningrum, S.Pd who teaches all of female class in 8B of SMP Unggulan Nawa Kartika for English Lesson.

2. Object

The object of this study is the method applied by the teacher in English teaching-learning process of second year of SMP Unggulan Nawa Kartika.

E. Benefit of the Study

The writer wishes in this research is helpful to give some advantages, this study will be helpful both theoretically and practically:

1. Theoretical Benefit

a. Students of English Department

The result of this study gives some description about the method can used of English teaching-learning process of the student at Junior High School to they will be a teacher in the future.

b. Lecturer

The result of this study can give some information of the method used of English teaching-learning process of the students at Junior High School.

2. Practical Benefit

a. Other researcher

This research can help for adding reference if they have a research same as her research about method of English teaching-learning process by using a micro ethnography.

b. Teacher

The writer wants the teachers can apply of knowledge about the method can be used in English teaching-learning process to increase of the students' creativity.

F. Research Paper Organization

This research paper is divided into five chapters. Chapter I is introduction. It 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 includes previous studies and the theoretical review consists of: 1) approach, method, and technique in teaching English; and 2) instructional design.

Chapter III is research method. It includes type of the study, data and data source, data collection technique, and data analysis technique.

Chapter IV is research finding and discussion. Data research finding consists of method of second language teaching, learning objectives, the teacher's roles and learner's roles, the classroom activities, the materials, the media, the strengths and the weaknesses of the method. The last of this chapter is discussion. It will be compared between the previous studies and the theory.

Chapter V is conclusion, implication and suggestion.