

CHAPTER I

INTRODUCTION

A. Background of Study

The teaching of English in Elementary School is a new step ahead in the national education in Indonesia. This is to respond the functions and aims of TEFLIN (Teaching English as a Foreign Language in Indonesia) as stated of Education and Culture of the Republic of Indonesia. The functions of TEFLIN are: (1) to accelerate the process of developing the nation and the country, (2) to establish friendship and relationship with other nations, (3) to carry out (Indonesia's) foreign policy (Madya, 1987: 68). The teaching of English in the Elementary School does not done by all Elementary Schools in Indonesia. It based on the situation and condition of the schools as well as the needs of the environment around the schools. As a local content subject, English was taught to pupils of grades 4, 5, and 6.

The aim of the teaching of English in the Elementary School is to motivate the pupils in order that they will be ready and self-confident in learning English in higher levels. The function of the teaching of English in Elementary School is to introduce English as the first foreign language to the pupils in order that they will be able to communicate in simple English. It means the materials cover spelling, listening, vocabulary, writing, reading, and functional skills as the basics to get simple language skills. As

the teaching methodology, the meaning based approach was applied to the teaching learning activities.

English is a new language for pupils, which is different from their mother tongue. Therefore, in teaching and learning process, they will be challenged to understand English subjects. They will employ their own strategies in learning English. There are some questions that may arise from this situation. Firstly, for pupils who learn English as a foreign language for the first time, what kind of strategies will be employed? Secondly, based on the gender, are there any differences between males and females in their language learning strategies?

Learning a foreign language, especially English, is a complex process. As a process, it consists of some components which are interrelated to one another. In the teaching learning process, according to Wijono (1989: 3), there are three major factors of educational setting. They are input, process and output. The input factor includes students. The process factor, that is the teaching learning process, is influenced by instrumental and environmental inputs. The instrumental input consists of the teacher and curriculum, material, facilities, and management. The environmental input consists of natural and social factors. However, the output includes cognitive, affective and psychomotor outcomes of learning. The factors influencing the learning process constitute a wide topic.

Under this background that the present study being conducted. The writer has come to choose this topic for the following reasons. First, she has been involved in some instructional activities in the elementary school for some time. Secondly, the writer is deeply interested in the problems of the teaching and learning of English in the elementary school.

B. Problem of the Study

The study is intended to provide a description of the language learning strategies of male and female pupils in learning English in the elementary school. The problems in this study are as follows:

1. What are the language learning strategies of the elementary school pupils in a formal setting like?
2. Are there any significant differences in language learning strategies between males and females in the formal setting?

C. Objective of the Study

In this study, the writer has some objectives. The objectives are as follows:

1. To describe the language learning strategies of male and female pupils of SD N Pabelan 02 Kartasura in learning English.
2. To find out whether or not there are significant differences in language learning strategies between male and female pupils of SD N Pabelan 02 Kartasura in learning English.

D. Limitation of the Study

To limit the scope of the problem, the writer will focus the study on the internal factors of the learner. This will be further limited to learning strategies. The choice of this problem limitation is based on the fact that learning strategy is one of the most influencing factors in the learning process.

Stern (1989: 12), for example, states that language learning strategies encourage greater overall self-direction for learner. In this view, self direction is particularly important for language learners, because they will not always have the teacher around to guide them as they use the language outside the classroom. Self direction is essential to the active development of abilities in a new language.

E. Significance of the Study

The study is expected to produce outcomes that will be useful for the development of the teaching of English as a foreign language. The followings are such possible outcomes.

1. Scientific significance

The research findings may clarify and support the existing theory of learning strategies.

2. Empirical significance

Procedures and outcomes of this research may interest researchers to continue research in the similar area.

3. Pragmatic significance

The findings of this research may be useful as information inputs for the writer, teacher, and student as teaching implementation of English in the elementary school.

F. Definition of the Key Terms

1. Strategy as used in this study, refers to what pupils cognitively, affectively, and psychometrically in the language classroom.
2. Formal setting refers to a school setting where English is taught as a part of the formal curriculum. In this study, the formal setting is represented by SDN Pabelan 02 Kartasura.
3. Memory strategies like grouping or using imagery have a highly specific function for helping students store and retrieve new information.
4. Compensation strategies like guessing or using synonyms allow the learners to use the language despite their often large gaps in knowledge.
5. Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process.

6. Cognitive strategies like summarizing or reasoning deductively enable the learners to understand and produce new language by many means.
7. Affective strategies are those used by students to control their emotions and attitudes about learning.
8. Social strategies refer to social interaction which is involve to other people such as asking question, asking for clarification and cooperating with peers.

G. Research Paper Outline

The writer arranges the research in order that the reader can catch the thesis easily. The writer device into five chapters:

* Chapter I : Introduction

- A. Background of the study
- B. Problem of the study
- C. Objective of the study
- D. Limitation of the study
- E. Significance of the study
- F. Definition of the key terms
- G. Research paper outline

* Chapter II : Underlying Theory

- A. Previous research
- B. Literature reviews

C. Theoretical framework

* Chapter III : Research Method

A. Type of Research

B. Subject of the Study

C. Object of the Study

D. Method of collecting data

E. Research instrument

F. Techniques for analyzing data

G. Data sources

* Chapter IV : Research findings

A. Descriptive analysis

B. Hypothesis testing

C. Discussion

* Chapter V : Conclusion

A. Conclusion

B. Suggestion

* Bibliography

* Appendix