

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowdays, English as an international language is very important in human life. English is also very important to be learnt because English always plays as an important role in the communication around the world. It gives many people a bridge into the higher education, politics, science, tourism, international trade, and many other ventures which interest them. It has also role in education.

In Indonesia, English is a foreign language. It is not only used as a means of human communication but also as a subject learnt at schools. English is one of the compulsory subjects which is taught of all education levels, namely Junior High School, Senior High School, and in all departments of university. Hence, the Indonesian government always makes efforts to improve the quality of society, in order to be able to confront the competition in global era. The teaching of English in Junior High School is the basis in understanding English. There are four skills in teaching English, namely listening, speaking, reading, and writing.

Listening, speaking, reading, and writing are integrated skills in teaching English in Junior High School which means those skills cannot be separated as they relate each other. Integrating the four language skills in English teaching-learning process can develop communicative competence

because it focuses on the realistic communication. Because of the importance of English at school, the teacher should be creative to apply teaching methods in order to help students master the four basic language skills, so that the students are interested in English and can understand the material easily. According to Fauziati (2005:5) method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Teaching method is the theoretically related to an approach and is organizationally determined by a design. Teaching method is one of the elements in teaching-learning process, and it is related to an approach, design, and teaching procedure. It is needed in teaching-learning process to determine the success in education.

In English teaching-learning process, a suitable teaching method, media, and good class management are needed by the teacher to extend English materials, because it will influence the students' understanding in learning English. In teaching-learning process at SMP N 2 Sawit Boyolali, the teacher in English teaching not only uses English, but also uses Indonesian in teaching, because it helps the students to understand the material easily. Here, the roles of the teacher and the roles of materials are needed to help the students learn English, so the purpose of learning English is to improve communicative competence both orally and in written.

In this study, the writer observes English teaching at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year by using descriptive qualitative approach. English is one of the subjects and becomes one of the

main subjects in the National Examination. Based on information from the English teacher in SMP N 2 Sawit Boyolali, there are many problems faced by the teacher in teaching-learning process, like discipline of the students, the students' noisy in the classroom, or they cannot put themselves in the right time and the right place. It will influence the teacher in teaching, so the process of teaching-learning cannot run optimally. Beside that, the students also have difficulties both translating and writing word or sentence. Based on those phenomenon, the writer is interested in observing English teaching-learning process at SMP N 2 Sawit Boyolali. So, the writer conducts the research entitled **ENGLISH TEACHING-LEARNING PROCESS AT THE SEVENTH GRADE OF SMP N 2 SAWIT BOYOLALI IN 2013/2014 ACADEMIC YEAR.**

B. Problem of the Study

This study focuses on the English teaching-learning process at SMP N 2 Sawit Boyolali in 2013/2014 academic year. The general question is specified into following subsidiary research questions:

1. How is the process of English teaching-learning at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year?
 - a. What is the teaching objective?
 - b. What is the curriculum and syllabus?
 - c. What are the roles of the students, teacher, and material?
 - d. What are the procedures in teaching-learning process of English?
 - e. What assessment is used in teaching-learning process of English?

2. What are the problems faced by the teacher and the students in English teaching–learning process to the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year?

C. Objective of the Study

The objective of the study is that the writer intends:

1. Generally it purposes to describe the English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali in 2013/2014 academic year. Specially it is to describe:
 - a. the teaching objective
 - b. the curriculum
 - c. the syllabus
 - d. the roles of teacher, students and material
 - e. the procedure of English teaching-learning process
 - f. the assessment
2. To describe the problems faced by the teacher and the students in English teaching–learning at the seventh grade students of SMP N 2 Sawit Boyolali in 2013/2014 academic year

D. Significance of the Study

The writer expects that this study will be significant:

1. Theoretically
 - a. The result of the research paper can give some inputs for those who intend to analyze the English teaching-learning process.

- b. The result of the research can be used as the references for those who want to conduct a research in English teaching-learning process.

2. Practically

- a. It will give some information and knowledge about the English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali.
- b. It will give readers a larger knowledge.
- c. The writer can find the problems faced by the teacher and the students in English teaching-learning process at the seventh grade of SMP N 2 Sawit Boyolali.

E. Research Paper Organization

Research paper organization is given to the readers so that they could easily to understand the content of the research. In this case, the writer organizes her research paper into five chapters.

Chapter I is introduction that consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature, which covers previous study, notion of language teaching, notion of learning, the components of English teaching-learning process, and classroom activities in English teaching-learning.

Chapter III is research method. It deals with type of the research, subject of the study, object of the study, data and data source, method of collecting data, and techniques for analyzing data.

Chapter IV research finding and discussion. The research is elaborated into English teaching-learning process and problems faced by the teacher in English teaching-learning.

Chapter V deals with conclusion and suggestion.