

CHAPTER I

INTRODUCTION

A. Background of the Study

Education in Indonesia is under the responsibility of the Ministry of Education and Culture and the Ministry of Religious Affairs. In Indonesia, all citizens must undertake nine years of compulsory education which consists of six years at elementary level and three in secondary level. Islamic schools are under the responsibility of the Ministry of Religious Affairs.

There are changes in education policy in Indonesia issued by The Ministry of National Education related to the English subject. These changes have become problematic issues of ELT in Indonesia. They affect ELT not only in secondary educational institutions where English is a compulsory subject but also in primary and tertiary educational institutions where English is an optional subject. This paper will discuss the implementation of the new education policy and its impacts on ELT.

The Ministry of National Education of Indonesia classifies English as one of the main compulsory subject for all secondary educational institutions. This classification has given English the same important attention as other compulsory subjects for secondary level such as Bahasa Indonesia, Mathematics, and natural and social sciences. This classification applies to secondary educational institutions only as English is considered as optional subject for primary and tertiary educational institutions.

English is considered optional at the primary level as Indonesia language should be taught before English. This is done considering that many people are more familiar of using their own local (vernacular) languages instead of Indonesia language, the national language. Note that Indonesian people are composed of more than 300 ethnic groups, each of which has its own language. Therefore, considering the fact that Indonesia is comprised of more than 17,000 thousand islands and the fact that here are more than 300 ethnic groups which possess different languages, it is politically important to teach the national language earlier as to reduce primordialism.

Tertiary educational institutions may not include English in their curricula if they are aware that the education process in their institutions should have more focus on the courses dealing with the students' major background rather than English (refer to Law No.2/1989 on National Education System Chapter V Article 22). However, ELT in primary and tertiary level should refer to the Decree of Minister of National Education No. 232/U/2000 about the guidelines for all educational institutions in administering education. The guidelines list the main compulsory courses which should be included in the schools curricula, the courses which are optional or elective, assessment system.

However, curriculum 2004 was not used any longer. It has been changed into curriculum 2006. This curriculum is still under Law No. 20/2003. This curriculum is the further development of curriculum 2004. In the implementation of this curriculum, schools are given the authority to

design the syllabus, the learning hours, the academic calendar and the standard competence of graduates. Moreover, there are more parties – societies, parents and school committees – involving in the syllabus design.

Curriculum 2006 has been implemented by primary and secondary levels of education. The procedures of curriculum implementation are regulated under Law No. 20/2003. Meanwhile, the tertiary level of education is going to implement curriculum 2004. The curriculum implementation in the tertiary level is regulated under Law No. 20/2003 and Decree of Minister of National Education No. 232/U/2000. It means there are curriculum differences in the primary, secondary and tertiary levels of education which affect the English teaching and learning process.

Every time Indonesia changes its education policy, there are some problems which is happened in the implementation. It would be better if the government considers all aspects of teaching and learning process before they decide to change the law related to the national education system and the curriculum. The government should provides more “professional support and feedback system” (Goh, 1999:17) (e.g. seminars, trainings, workshops, peer observation, etc) for English teachers. Besides, although the changes made are few, the government should discuss the changes with all parties. It is because they will get the impacts whether it is direct or indirect. The new curriculum, Competence-based curriculum, is actually a good curriculum. It only needs longer time to be implemented in the Indonesian education system

Education is defined as a planned effort to establish a study environment and education process so that the student may actively develop the students own potential to gain the religious and spiritual level, consciousness, personality, intelligence, behavior and creativity to him/herself, other citizens and for the nation. The Constitution also notes that education in Indonesia is divided into two major parts, formal and non-formal. Formal education is further divided into three levels, primary, secondary and tertiary education.

Schools in Indonesia are run either by the government (or private sectors). Some private schools refer to themselves as "national plus schools" which means that they intend to go beyond the minimum government requirements. English becomes important at the present day, because its important. English is taught widely at formal school starting from elementary school up to the universities. Students are provided with opportunities to learn English. In the English teaching-learning process, the learners are tutored by the teacher in class in order to facilitate and encourage them to achieve language acquisition. The teacher applies some approaches method and strategies in order to improve students second language abilities.

English teaching-learning process in MTs Terpadu Al Mustaqim actually has unique approach, method and strategies in Second Language Acquisition (L2). Especially in informal condition namely; memorizing vocabulary everyday, memorizing daily coversation text once a week and

speech training twice a week. For these informal activities, The MTs Terpadu Al Mustaqim teachers apply some approaches, methods and strategies.

Memorizing several English vocabulary everyday is a way in improving Second Language Acquisition. This technique is developed from the concept of behaviorism. Basically, behaviorism is a psychological theory of native language the concept stimulus, response and reinforcement in human language learning process. In MTs Terpadu Al Mustaqim, the students are asked to memorize several English word everyday. The teachers assumes that by encouraging the students memorizing vocabulary they are expected to be able to speak fluently in the target language.

Memorizing daily conversation text once a week is the informal ways in Second Language Acquisition in MTs Terpadu Al Mustaqim. First, the students are asked to make two ranks in each of class in face to face with their friends. Second, the students listen to the mentor to practice the conversation text, then they are asked to practice with their friend and memorize the conversation text. In the other informal language acquisition program, the students are trained to have a speech in front of the audience by using foreign language Arabic and English. And of course, the students have prepared English speech text and also have memorized it.

The most informal English teaching-learning technique which is implemented in MTS terpadu Al Mustaqim is drilling and memorizing English words or sentences everyday. Actually, this procedure refers to Audiolingual Method and Grammar Translation Method derived from

behaviorism approach. It is a very interesting way because many schools have implemented the recent method in teaching foreign language.

However, beside those informal ways of English teaching-learning in MTs Terpadu Al Mustaqim, formal English teaching-learning process in MTs Terpadu Al Mustaqim which is implemented in the classroom is interesting. It is also influenced by the family educated level, which have demand and hope that their children can master the foreign language Arabic and English well after they graduated from the school.

The last. The teacher is the centered prime of the formal English teaching-learning process in the clasrrom. The teacher implement many rules instrument and the matters which are used in language teaching learning. The teacher also has to have the real guidance for him and for the students which will be used in teaching. So, the teacher determines students success of formal English teaching-learning process in the classroom. So, the right implementation of approach, method,and technique in second language teaching –learning process by teacher will produce good language learner.

Based on th previous reasons, the writer observes English teaching-learning process in the classroom at the first year of MTs Terpadu Al Mustaqim by using ethnographic theory. So, the writer construct the title is “THE TEACHING-LEARNING PROCESS OF ENGLISH AT MTs TERPADU AL MUSTAQIM 2012 / 2013 : A MICRO ETHNOGRAPHY STUDY ”.

B. Problem of the Study

Based on the background above, the writer focuses on “The Teaching Learning Process of English at MTs Terpadu Al Mustaqim?”

Subsidiary of the problem in this research paper refers to these following questions:

1. What are the learning objectives of teaching English at the MTs Terpadu Al Mustaqim?
2. What kinds of syllabus are used at the MTs Terpadu Al Mustaqim?
3. What are the materials used at the MTs Terpadu Al Mustaqim?
4. What are the methods used at the MTs Terpadu Al Mustaqim?

This includes the following questions:

- a. What is teaching procedure?
- b. What are classroom activities?
- c. What are teacher’s roles?
- d. What are student’s roles?
- e. What are teaching media used?
5. What are the evaluation models?
6. What are the strengths and weaknesses of teaching-learning process at the MTs Terpadu Al Mustaqim?

C. Objective of the Study

1. To describe learning objectives of teaching English at the MTs Terpadu Al Mustaqim.
2. To describe kinds of syllabus used at the MTs Terpadu Al Mustaqim.

3. To describe the materials used at the MTs Terpadu Al Mustaqim.
4. To describe the methods used at the MTs Terpadu Al Mustaqim.
 - a. Teaching Procedure
 - b. Classroom activities
 - c. Teacher's role
 - d. Student's role
 - e. Teaching Media
5. To describe the evaluation models at the MTs Terpadu Al Mustaqim.
6. To describe the strengths and weaknesses of teaching-learning process at the MTs Terpadu Al Mustaqim.

D. Benefit of the Study

This paper has some benefits, which can be useful for the writer and for others; there are two kinds of benefit, namely: theoretical and practical benefits.

1. Theoretical Benefit
 - a. The study improves the researcher's knowledge of teaching learning process in order to get effective in teaching English.
 - b. Result of the study can be used as reference for students who want to conduct a research in teaching- learning process.
 - c. The result of the study may be useful for English teachers in their profession of teaching English.

2. Practical Benefit

- a. For policy maker, especially related to teaching of English, The result of the research can make consideration to establish the formal education especially English Education.
- b. For English teacher, the result of this study can be reference to evaluate their teaching practice of English and to improve some weaknesses that will encourage them to make something better. It can prompt the students to learn English.

E. Organization of Thesis

The writer organizes the thesis into five chapters in order to make the reader understanding the content of the thesis as follows: chapter I is introduction. It consists of background of the study, problem of the study; objective of the study, benefit of the study, organization of the thesis. Chapter II is review of related literature. It consists of the notion of learning language, the notion of language teaching, teaching English as a system and formal education. Chapter III is research methodology. It deals with type of the research, description of setting, data and source of data, the data credibility, method of collecting data and technique for analyzing data. Chapter IV is research finding and discussion. The thesis is ended Chapter V is conclusion and suggestion.