# CHAPTER I

# INTRODUCTION

## A. Background of the Study

Listening, speaking, reading, and writing are four important basic skills to improve student's English skill. Those skills are integrated in English teaching-learning process, and it will develop students' skill. A teacher should be creative to apply teaching method, so students can master the four important basic skills. A teacher should make students interested in the material in order that students 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 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.

According to Howatt (1984:213) English Language Teaching (ELT) is a scattered profession by definition, and it was only after 1960 with the sudden growth of EFL and ESL activity in Britain itself that a sense of unity began to emerge.

The Language teacher needs to understand the system and functioning of the second language and differences between the first and second language of the learner. It is one thing for a teacher to speak and understand a language and yet another matter to consciously understand and explain the system of that language-its phonemes and morphemes and words and sentences and discourse structures.

In teaching learning process, the teacher should determine teaching method that is suitable with the material. The teacher should also use suitable media to teach the material. A good class management will help the teacher control class situation.

Those three elements will help students understand the material easily. In teaching-learning process at SMP N 1 Cepogo Boyolali, the English teachers were not only using English language effectively in communicating with the students, but they are also using Indonesian in teaching. It is very helpful for students to understand the material, especially students in SMP N 1 Cepogo Boyolali that mostly do not master English.

SMP N 1 Cepogo is a school that is located in mountain range. This location is very cloistered. In Indonesia English has been taught in every Junior High school. So the researcher can conduct research about English teaching learning process in this school.

In this study, the writer is interested in observing the process of teaching English to the eighth grade student of SMP N 1 Cepogo Boyolali. Based, on the interview, the writer found many problems faced by the teacher such as students who give very little attention to the English teaching-learning process. The teachers also have limited time. The teacher gets difficulties in managing the classroom. Based on the fact, the writer is interested in understanding the English teaching-learning process.

Based on the explanation above the writer is interested in conducting a research about the English teaching-learning process in the eighth grade of Junior High School. So, the writer decides to carry out a research entitled **ENGLISH TEACHING-LEARNING PROCESS AT THE EIGHTH GRADE OF SMP N 1 CEPOGO BOYOLALI IN 2014/2015 ACADEMIC YEAR.**

## B. Problem of the Study

This study focuses on the English teaching-learning process at SMP N 1 Cepogo Boyolali in 2014/2015 academic year. The general question is specified into the following subsidiary research questions:

1. How is the process of English teaching-learning at the eighth grade ofSMP N 1 Cepogo Boyolali in 2014/2015 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 eighth grade of SMP N 1 Cepogo Boyolali in 2014/2015 academic year?

## C. Objective of the Study

The objectives of the study are that the researcher as follows:

1. Generally it purposes to describe the English teaching-learning process at the eighth grade of SMP N 1 Cepogo Boyolali in 2014/2015 academic year. it specially describes :
   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. It describes the problems faced by the teacher and the students in English teaching–learning at the eighth grade students of SMP N 1 Cepogo Boyolali in 2014/2015 academic year.

## D. Significance of the Study

The researcher 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 informations and knowledge about the English teaching-learning process at the eighth grade of SMP N 1 Cepogo Boyolali.
   b. It will give readers a larger knowledge.
   c. The researcher can find the problems faced by the teacher and the students in English teaching-learning process at the eighth grade of SMP N 1 Cepogo Boyolali.

## E. Research Paper Organization

Research paper organization is given to the readers so that they could easily understand the content of the research. In this case, the researcher 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.