

**SOME CONSTRAINTS IN THE ENGLISH TEACHING – LEARNING
PROCESS IN ELEMENTARY SCHOOL
(A CASE STUDY IN SDN GUWOREJO 4 SRAGEN)**



RESEARCH PAPER

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CHAPTER 1

INTRODUCTION

A. Background of the Study

By the globalization era, English as an international language has become very important for the object of study. Every body knows that language is one of the ways to communicate predictably. Those who are able to communicate well using English language will get a lot of advantages in their future. The teaching of English in Indonesia now is expanding from the basic level. The basic level in teaching of English is mastering pronunciation, vocabulary and grammar. The basic level here could be meant as learning at the elementary school. The aims at the teaching of English in elementary school are socializing English language to children, building the basic knowledge of English, and motivating them to learn English language by considering their need of this language in the future. That is not an easy job, since there are a lot of challenges during the process. Teacher must be able to teach in creative ways to encourage students motivation, which can guide them into the successful teaching learning process.

Children in primary or elementary school settings generally learn by doing (Piaget,1995). Therefore, when children are learning science they need to be actively involved in science materials that they can manipulate. If this principle is extended to English as a foreign language learning (EFL) setting, it means that children language classes need to be active rather than passive;

they need to be engaged in activities of which language is a part. They need to be working on meaningful tasks and use language to accomplish those tasks (Hodelson, 1996). They know that real progress in learning a foreign language is largely dependent upon having plenty of opportunities for practicing the correct use of the language. However, they feel that it is impossible to give such opportunities for the students in every lesson. Written work, of course, does provide a chance for every body to express ideas in foreign language, anyhow, how can they cope with the big pile of correction works. It is a tiring job, of course, to correct endless piles of students homework.

SD GUWOREJO 4 which is located in Guworejo, Karangmalang, Sragen, has English subject as an optional local subject taught from 2002 until now. The English teaching and learning in SD GUWOREJO 4 SRAGEN has been conducted as an introduction process. In this process, the teaching and learning components should be considered well since the lack of any factor in supporting this process will influence the whole teaching – learning success.

Constraints in implementing the program of the teaching English as a foreign language at elementary schools are natural things. However, to implement the program, a constraint needs to be solved because it does not only inflict the learning achievement, but also influences the teachers work in managing the teaching learning process. The constraint in SDN GUWOREJO 4 SRAGEN related to the English teaching – learning process are the

constraints felt by the teacher, the constraints felt by the students and the constraints concerning time and space.

Manser (1995:86) defines constraints as a thing that limits or restricts somebody action. Meanwhile, according to Webster (1990:281) constraints is state of being checked, restricted, or compelled to avoid or to perform some actions in teaching learning process. The example of constraints resulting from the teacher are lack of varieties in teaching the students, poor methods, going to class unprepared. The constraints resulting from the students are the low – motivated students, uncooperative students, naughty students and noisy students. The constraints resulting from the material are lack of teaching media and the way of presenting material. The constraints resulting from the time and space depend on the objective or a lesson.

Considering all the phenomena above, the writer is interested in carrying out a research entitled: **SOME CONSTRAINTS IN THE ENGLISH TEACHING – LEARNING PROCESS IN ELEMENTARY SCHOOL (A CASE STUDY IN SDN GUWOREJO 4 SRAGEN).**

B. Previous Study

The researcher takes some previous studies to make this research valid in her study. The first previous study is done by Mustaqfirin (2003). The research is “ A Descriptive Study on The Teaching Learning Process of The Second Year Students of SMK Tunas Pembangunan I Surakarta in the 2002 / 2003 Academic Year “. His study was intended to describe the teaching

learning process of the business English subject. In particular it was intended to reveal the implementation of teaching learning process, the objective, the method. The result of data analysis revealed that the objectives of teaching businesses English at SMK Tunas Pembangunan I Surakarta was to encourage the students to be qualified in listening, reading, speaking, and writing skills. In delivering the material the teacher used some methods / techniques.

The second previous study is done by Oktarina (2004). The research is “Teaching Learning Process of English Using Communicate Language Teaching to The Fifth Year Students of SDN Purworejo 1 Banjarnegara (A Naturalistic Study). She described some weaknesses in implementing Communicative Language Teaching to the children, namely in giving explanation the teacher rarely spoke English, so the students attention English in the classroom. In addition, the students were passive to comprehend in reading text, practicing the dialogue, and also writing. They were afraid of making mistakes. Few students seemed afraid of consulting to the teacher. Most of them were lazy to ask the teacher.

The third previous study is done by Zuraida (2005). The research is “The Implementation of Competency-based Curriculum on the English Teaching Learning Process of the First Year Students Of SMP 8 Surakarta. The results of the study are as follows: 1) the school does not develop the goal yet. In other words, the goal is not appropriate with the indication of competency – based curriculum, 2) the material is engaged by integrating course and equipped with exercises and practice activities, 3) the teacher

dominated the class activity, whereas the students were less active to express their idea, 4) the assessment of students English achievement is measured by “paper and pencil test “. This condition is not appropriate with the indication of Competency-based Curriculum.

The previous researchers are not about the constraints in the English teaching learning process but the teaching learning process of English resulting from the teacher and the students. However, in this research the writer will present the research dealing with constraints in the English teaching learning process in SDN GUWOREJO 4 SRAGEN to complete the previous researches.

C. Problem Statement

The writer formulates the problems as follows: “What are the constraints in the English teaching-learning process in SDN GUWOREJO 4 SRAGEN?”.

D. Objective of the Study

Based on the formulation of the problem, the objective of the study is to find and describe the constraints in English teaching-learning process in SDN GUWOREJO 4 SRAGEN focused: 1) Constraints felt by the students, 2) Constraints felt by the teacher, 3) Constraints concerning time and space.

E. Limitation of the Study

There are many constraints affecting the teaching learning process. It is difficult for the writer to find out all the constraints of the teaching-learning process. Therefore in doing this study, the writer limits the problem are constraints felt by the students relates to the teacher's method, the availability of English textbook, learner socioeconomic condition, material. Constraints felt by the teacher relates to low motivated student, uncooperative student, naughty student, noisy student, media and teaching. Constraints concerning time and space.

F. Benefit of the Study

It is known that everything done always has benefit. There are two benefits of this study, namely theoretical and practical benefits.

1. Theoretical Benefits

- a. The result can be used as the reference for those who want to conduct a research in English teaching learning process.
- b. It is expected that the result of this research can give the English teacher in Elementary School general knowledge about the kinds of existing constraints in the English teaching-learning process, so they can try to find some solutions in improving their teaching as an effort to eliminate the emerging constraints.

2. Practical Benefits

- a. For the teacher and the students of SDN GUWOREJO 4 SRAGEN, this study is expected to give information about the constraints of the English teaching learning found and to make it a foundation of thought to improve the English teaching learning process in SDN GUWOREJO 4 SRAGEN.
- b. The writer and the readers clearly understand the constraints in teaching learning English.

G. Research Paper Organization

This research paper organization consists of five chapters. Chapter I consists of introduction, background of the study, previous study, problem statement, objective of the study, limitation of the study, benefit of the study, and the paper of organization. Chapter II consists of underlying theory which cover the notion nature of language teaching, nature of language learning, teaching English to young learner, and constraints. Chapter III consists of the research method, type of research, the object of the research, the data and the source, method of data collection and technique of data analysis. Chapter IV consists of the research finding and discussion. Chapter V is conclusion and suggestion.