CHAPTER I

INTRODUCTION

This chapter unearths background of the study, problems of the study, objectives of the study, benefits of the study, limitation of the study, key terms, research paper organization.

A. Background of the Study

English becomes a part of the national curriculum in Indonesia. It is early taught from the elementary. The government regularly does some efforts to improve the quality and quantity of the English education in Indonesia by proving the better curriculum and managing legal order to get competitive graduate schools and ready to take part in the global competition by setting the minimum graduation rate of the national examination.

According to the Minister of national Education (2003: 6) the schooling system is partitioned into three stages of education, namely basic, high, and higher education. The plan of these levels and the curriculum is associated with the level which is taught. The curriculum for basic education in particular incorporates the curriculum of the primary and lower secondary schools as a continuum. The English curriculum in the primary schools takes six years and the lower secondary schools cover three years education.
program. Totally, the basic educational curriculum in Indonesia contains nine years program.

Mistar (in Braine, 2005:71) states that the teaching of English in Indonesia can be classified chronologically into three major phases, the pre independence phase covering the period before 1945, and the early independence phase including the years 1945 to 1950. The third phase the development period covers the year from 1950 onwards. In the pre independence period, there were only small numbers of students permitted to attend to school. They were from the middle and upper class status. As long as in the early independence time, the teaching learning process of English could not run successfully because the students had to join the revolution combats. The teaching of English was done in all educational institutions. Some of the educational institutions were the formal schools, private schools, and vocational schools.

The recent curriculum in Indonesia is school based curriculum. This curriculum emphasizes three aspects which the students must have involving cognitive, affective, and psycomotor. Kyriacou (2009: 10) states the goals of effective teaching may emphasize cognitive (intellectual) aspects of learning of affective (social, emotional and attitudinal) aspects of learning. In this case, the long term goals of the learning objectives are the students are expected to have the behavior changes through the cognitive and affective aspects after learning. The learners need teacher facilitate them in learning it and
some supplementary devices are needed to enable them in learning it. Teaching English does not only convey the knowledge to the learners but also how to emphasize them use the language in their communication. Thus, Macalister (2009: 10) states the aims of curriculum design are to make a course that has useful goals, that achieves its goals, that satisfies its users, and that does all this in an efficient way. The curriculum is very essential thing for the educational practitioners and the teachers in the instructional process. The educational authorities made some different English curriculums in order to give the guidance for the teachers.

In planning language teaching, designing curriculum, and developing curriculum and implementation may call different branches of knowledge and expertise into play (Fauziati, 2009: 8). It can clearly be seen that the teaching foreign language for the students will run smoothly and meet the goal if there is a set of a curriculum. The curriculum becomes the teacher’s guidance in the teaching process in order to meet the goals of the teaching.

The objective of teaching English is to make the students master the four English language skills including listening, speaking, reading, and writing.

Firstly, the listening skill. The media of teaching listening can be with dictation, using a cassette tape-recorder, compact dish, videos, etc. The teacher must have the students practice it regularly in order to make them get familiar with the listening skill. Murcia in Fauziati (2010: 3) states
listening comprehension is now regarded as a prerequisite for oral proficiency as well as an important skill in its own right. Intensive listening experiences from the native voices can make the learners speak English well. He can pronounce it as well as the native. There are many kinds of listening devices which can be used for a practice such as a cassette, English west song, English news.

The aim of the listening exercise is to know how well the students understand the spoken English. The students should be able to guess and catch the word, phrase, or sentence in English correctly. They sometimes feel it is difficult because they do not usually listen to the English spoken.

Second, Speaking skill is considered as the main aspect in learning English. Linse and Nunan (2005: 52) points speaking activities are important part of any young learners’ ESL and EFL classroom and are often considered the focal point of instruction. The teacher should have many strategies in teaching speaking in order to urge the students to speak English. It is a demanding exercise for the students because they have to use the English orally. The teacher should speak English more to the students. Because of the frequent speaking English, the students are attracted to practice it as well. But according to the researcher, there are some factors which influence the students are reluctant in speaking English, they have a feeling shy to practice it, they are afraid of making mistakes, they do not know how
to say it. The teacher should emphasize the students to speak English frequently although they make many mistakes.

Speaking English is more difficult than the other skills because it needs much practice thinks about the grammatical sentences, stressing, pronunciation, and vocabularies.

They should try to avoid the confusion in the message due to the faulty pronunciation, grammar, or vocabularies, and to observe the social and cultural rules that apply each communication situation (Fauziati, 2010: 15).

The third, reading skill is one of the language skill which needs the learners to comprehend about the vocabularies, grammatical sentences, syntax, and the morphology. Because by understanding them, the readers can get the reading acquisition well. Reading is mostly taught in the classrooms. The teachers usually serve many kinds of interesting reading text to read by students. The languages of the text should be appropriated to the students’ languages. They are interested in reading English text if the language is in equality them. When reading texts are very interesting, and engaging, the acquisition process will be more successful (Fauziati, 2010: 32).

The fourth, writing skill is the last language skill. It is a product of the language acquisition. The writing center can be used to inspire learners at a very step of the writing process, as well as to help them develop the fine motor skills necessary to produce neat and legible writing. (Nunan, 2005:
Through the writing, the learners are emphasized to develop their ideas in written forms. When the teacher teaches the writing to the students, the teacher has to stabilize the role of the process and the result of the product. In the writing skill, the learners are required to understanding in using the appropriate grammar, punctuation, and spelling.

In accordance with the recent research, the writer is interested in doing the deep observation the English teaching learning process done in MTs N Simo. Based on the previous background, this study focuses on the following issue: Teaching Learning Process of English at MTs N Simo: A Micro Ethnographic Study.

B. Problems Statement

This present research focuses on unearthing the Teaching Learning Process of English at MTs N Simo. This problem can be broken down into the following questions:

1. What is the syllabus used for teaching learning process of English at MTs N Simo?.

2. What are the learning objectives of English at MTs N Simo?.

3. What are the instructional materials used for teaching learning process of English at MTs N Simo?.

4. What are the teaching designs applied in teaching learning process of English at MTs N Simo? It contains the questions below:
a. What is the teaching procedure applied in teaching learning process of English at MTs N Simo?.

b. What are the classroom activities conducted in teaching learning process of English at MTs N Simo?.

c. What are the teacher’s roles in teaching learning process of English at MTs N Simo?.

d. What are the student’s roles in teaching learning process of English at MTs N Simo? and

e. What are the teaching medias used in teaching learning process of English at MTs N Simo?.

5. What are the evaluation models used for teaching learning process of English at MTs N Simo?.

6. What are the strengths and weaknesses in teaching learning process of English at MTs N Simo?.

C. Objective of the Study

The objectives of this research are as the following:

1. to describe the syllabus used for teaching learning process of English at MTs N Simo;

2. to reveal the learning objectives of teaching learning process of English at MTs N Simo;
3. to explain the instructional materials used for teaching learning process of English at MTs N Simo;

4. to describe the teaching designs applied in teaching learning process of English at MTs N Simo. It involves the teaching designs as follows:
   a. The teaching procedure applied in teaching learning process of English at MTs N Simo;
   b. The classroom activities conducted in teaching learning process of English at MTs N Simo;
   c. The teacher’s roles in teaching learning process of English at MTs N Simo;
   d. The student’s roles in teaching learning process of English at MTs N Simo; and
   e. The teaching medias used in teaching learning process of English at MTs N Simo.

5. to describe the evaluation models used for teaching learning process of English at MTs N Simo.

6. to unearth the strengths and weaknesses in teaching learning process of English at MTs N Simo.

D. Benefits of the Study

This research has theoretical and practical benefit. They are as the following:
1. Theoretical Benefit
   
a. For the writer, the study increases the writer’s knowledge of the teaching learning process in order to situate the effectiveness in the English teaching.

b. For the English teachers, the result of the study is hopefully used as the teaching reference for carrying out the English teaching learning process.

2. Practical Benefit
   
a. Head Master
   
   It can be the positive considerations the headmaster’s decisions especially the subject related to the teaching English and the outcome of the study can be a consideration to develop the teaching learning process of English.

b. Vice Headmaster of Curriculum
   
   The finding of the research can be used as a reference to assess their teaching practices of English and to improve some weaknesses which will be encouragement to make better acts for having teaching learning process of English. And it can be an orientation about how well English teaching MTs N Simo. Furthermore, it can be a useful input to assemble a further strategy dealing with the teaching English at the school. The strategies may envelop various aspects
such as setting the syllabus, the objectives, increasing learning, teaching method and developing the formula of evaluation.

c. School Committee

This research will be a positive school committee’s consideration that the teaching learning process of English in the school is done well or not. They should ask a question to the school about the facilities, the implementation of the English curriculum applied in the school in order to acquire the objective of the teaching. In the end, the school committee put the belief to what is done in the school and they will encourage their children to be brought up by the school in the future.

E. Limitation of the Study

In order to avoid the unfairness and give a limitation in this research, the writer puts the following limitations of the topic that are discussed in describing the teaching learning process of English at MTs N Simo. The writer would like to limit the problems as follow:

1. The subject of this study is limited to the VII, VIII, and IX grade students of MTs N Simo.

2. The writer only stresses on the observation of the teaching learning process of English at the VII, VIII, and IX grade students of MTs N Simo.
3. The analyzed data are limited to the result from the classroom observation of the English teaching learning process in the VII, VIII, and IX grade students of MTs N Simo. There are many various kinds of subjects thought in the school. But here, then, the writer is going to concentrate on understanding more about the teaching learning process of English held in the VII, VIII, and IX grade students of MTs N Simo.

The writer argues that those classes are interesting to be observed in the culture of the teaching learning process of English. Because each grade has its different English teacher, teaching and learning style and emotion in learning English.

F. Research Paper Organization

The writer organizes the research paper within five chapters in order to formulate the readers comprehend the substance of the research paper as follows: Chapter I is Introduction. It contains background of the study, problems of the study, objectives of the study, benefits of the study, research paper organization. Chapter II is review of related literature. This chapter elaborates the notion of English language teaching. Chapter III deals with research methodology. This chapter begins with type of the research, description of setting, data and source of data, the data reliability, method of collecting data, and technique of collecting data. Chapter IV discusses research and finding. Chapter V draws conclusion and suggestion.