CHAPTER I

INTRODUCTION

A. Background of the Study

Modern science and technology are progressively altering world into ‘a global village’ and carrying people from different places around the world into public communication. Globalization is reflected the use of English as International language. Nowadays, most of requirement to enter jobs is use English language. Not only to enter jobs but also to communicate with another people in the different country. Mastering English is important in our modern society and global area. Human being needs communication to life in society. People can communicate in written and oral form. They communicate and interacts each other using language in spoken and oral form in daily life. English plays a crucial role in many areas: education, science, technology, politics, and trade.

The field of education is one of the important fields that need a special attention because education has a vital role to develop the human resource that plays a role in the formation of students to be assets of the nations expected to be a productive human. To be a productive human we need an International language. Language is a means of communication. It means that people normally use language to exchange their ideas, news, and information. They may also use it to express their attitudes and feelings towards others. As we know that English is the international language. So English is very important for people in global era, most of people in this world use English language.

Teaching language, especially teaching English is not easy job for many people. English teachers find a lot of problem. Teacher should understand the characteristics of the students. It is considered that the students as learners have different characteristics, especially in teaching learning process. One of the challenges in teaching foreign language is
motivating the students to speak in English. Confident students are always participating, but the students who are less confident are unenthusiastic.

English language teaching has focused on teaching the language rather than teaching about the language. The importance is not the linguistic competence of language learners but also on the development in their communicative ability. Teaching English focuses on the ability of communication of the students. 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.

Vocational High School is the stage which is determining the students to the next level in college or company. As we know that Vocational High School focuses on their department. The purpose of senior high school is to prepare the learner for careers that are based in manual or practical activities, occupation or vocation, hence the term, in which the learner participates. Vocational High School might be contrasted with Senior High School which might concentrate in theory or abstract conceptual knowledge. While Vocational High School can be at the secondary or postsecondary level and can interact with the apprenticeship system.
SMK N 8 Surakarta is one of Vocational High School. This school is different from many other schools because this school is provision of education service for vocational high school art and culture program including the development of curriculum. There are four major such as traditional music, traditional dancing, modern music, and puppetry. Although this school focuses on art and culture, besides that, there is also English class to the first, second, and third year students to master English. So, the researcher conducts research on the implementation of teaching English in this school.

In this study, the writer is interested in observing the implementation of teaching English to the tenth grade at SMK N 8 Surakarta. Based, on the interview, the writer found difficulties faced by the teacher such as the teacher has limited time because based on the curriculum 2013 English language is just two times in a week. The book is limited for students. And teachers find out some methods to teach English in order to make students interested. Based on the fact, the writer is concerned in understanding the English teaching-learning process.

The other difficulty is also faced by the students. They do not realize that English is important for them. The students tend to study about their majors. Based, on the interview, the students tend to competent, not think. Because they don’t like thinking too much. Based, on the observation, in the classroom students do their educational activities - learning - but they also do another activity like playing and socializing with their friends.

One important element, besides the teacher, is the students that also play the significant roles. In the classroom, the students can be as object; but sometime they have to put themselves as subject. It means that they are not only as receiver but also as an independent one who can speak up, give ideas, and contribute to language in the classroom.

Based on the statement above, the writer realizes that it is not easy to teach English because teacher has to understand student’s need and
know the characteristics of the students, because we can’t force them with rude method to study English. From the explanation above, it’s obvious that the suitable materials and methods for teaching influence the student’s production. Hence, the writer conducts a research entitled, “THE IMPLEMENTATION OF TEACHING ENGLISH TO THE TENTH GRADE STUDENTS AT SMK NEGERI 8 SURAKARTA IN 2015/2016 ACADEMIC YEAR”.

B. Problem Statement

Based on the background study, the general question is specified into the following subsidiary research questions.

1. How is the implementation of teaching English at SMK N 8 Surakarta in 2015/2016 Academic Year?
   a. What is learning objective of teaching English at SMK N 8 Surakarta?
   b. What syllabus is used in teaching English at SMK N 8 Surakarta?
   c. What are materials used in teaching English at SMK N 8 Surakarta?
   d. What are the classroom procedures for teaching English at SMK N 8 Surakarta?
   e. What are classroom techniques used in teaching English at SMK N 8 Surakarta?
   f. What are teaching media used for teaching English at SMK N 8 Surakarta?
   g. What assessment is used for teaching English at SMK N 8 Surakarta?

C. Limitation of the Study

In this research, the writer limits her research on Implementation of Teaching English at SMK N 8 Surakarta in 2015/2016 Academic year.
D. Objective of the Study

The objectives of the study are as follows:

1. This research is intended to describe the teaching learning process of English teaching which includes:
   a. The learning objective for teaching English.
   b. The syllabus used for teaching English.
   c. The materials used for teaching English.
   d. The classroom procedure teaching English.
   e. The classroom technique for teaching English.
   f. The teaching media used for teaching English.
   g. The assessment used for teaching English.

E. Significance of the Study

1. Theoretical Significance
   a. The result of this research can be used as an input in English teaching.
   b. This invention of this research can be used as the reference for those who want to conduct this research in Implementation of Teaching English.

2. Practical Significance
   a. The significance of the study for the teacher
      It will give contribution for English teacher. It can be a reference to improve their ability and competence in English teaching
   b. The significance of the study for the other students
      It will give an experience and clear understanding about the English teaching.
   c. The significance of the study for the readers
      It will give some information and knowledge to the readers about the implementation of teaching English.
F. Research Paper Organization

The writer organizes this paper in order to make it easier to understand as follows:

Chapter I is introduction. This chapter consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of study and the research paper organization.

Chapter II is underlying theory. It involves the theories that are useful for conducting the analysis of the data and previous studies.

Chapter III is research method. It consists of type of the research, objective of the data, data and data source, method of data collection and technique of data analysis.

Chapter IV is the result of the study. It consists of research findings and discussion.

Chapter V is conclusion and suggestion. It consists of conclusions of the research, pedagogical implication and completed by suggestion to make the research better.