

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a way to communicate between human being, and it's very important things. By using the language, someone can submit his purpose and objectives to other person. Language has most important part in the development of intellectuals, social and emotional. Language can be a key to make success in learning the other knowledge.

"A language is a system, used for communication, comprising a finite set of arbitrary symbols and a set of rules (or grammar) by which the manipulation of these symbols is governed. These symbols can be combined productively to convey new information, distinguishing languages from other forms of communication. The word language (without an article) can also refer to the use of such systems as a phenomenon."
(Bowman, 2006: 12)

English is an international language, which is used in every country as their second language. We know that in this globalization era, English is getting more and more important. It is especially needed to fulfill the requirement for job. By having good command of English can help people in every part in their life such as jobs career, meeting someone new, and lots more. So it is very important for them to master English.

Language, as subject, is not focused on developing communication skill because language is studied more as science, not as communication

instrument. According to the Decree 2003 (20) about National Education System, education is a realized and planned effort to build on studying atmosphere and learning process so all students actively develop their potencies to have spiritual power, self-control, personality, intelligence, good habits, and necessary skills needed for themselves, community and nationality.

English language teaching in Indonesia emphasizes on the students' ability to master the four language skills namely listening, speaking, reading and writing. These four skills should be reinforced equally. All of those skills are also supported by language component such as vocabulary and pronunciation. If someone doesn't understand the vocabulary and pronunciations of a language, then it's useless for him to study that language. The government understands about how important those skills and tries to make good curriculum so the students can understand those skills effectively, and it was proven by how many times the curriculum system has been revamped along with the change of the era.

The integration of the four skills is the only possible approach within a communicative, interactive framework. (Brown, 2000: 234). The standard competence of the four skills is enable students to communicate in spoken and written English accurately. The Department of National Education Curriculum 2004 states as follows :

“ Standard Competency Study Materials are to communicate in spoken and written English fluently and accurately in accordance with their social context namely: 1) Listen , understand the various meanings (interpersonal , ideational , textual) in a variety of texts that have a communicative purpose , the structure of the text , and certain linguistic traits , 2) Speaking , reveals the various meanings (interpersonal , ideational , textual) in a variety of texts that have a communicative purpose , the structure of the text , and certain linguistic traits, 3) Read, understand the meaning of the various meanings (interpersonal, ideational, textual) in a variety of texts that have a communicative purpose , the structure of the text , and certain linguistic traits , 4) Writing , expressing various meanings (interpersonal , ideational , textual) in a variety of texts that have a communicative purpose , the structure of the text , and specific linguistic characteristics " (Curriculum Based competence standard , 2004) .

The standard competence as stated in Curriculum 2004 is in coherence with the theory of communicative competence by Murcia. Communicative competence suggests the learners in mastering the four kinds of skills. The model of communication competence is taken from Murcia (1995:10). In her model Murcia tried to develop the competencies in order that the students can achieve communicative competence.

Competency-Based Curriculum is the plan and arrangement of competencies and learning outcomes to be achieved by students, assessment, teaching and learning activities, and empowerment of educational resources in the development of school curriculum. Competency-Based Curriculum-oriented: (1) outcomes and impacts expected to appear in self-learners through a series of meaningful learning experiences, and (2) diversity can be manifested in accordance with their needs (Curriculum Centre, 2002).

Competency-based Curriculum or 2004 curriculum as current curriculum applied by Indonesian government becomes such a bridge to achieve communicative competence especially speaking skill. Canale and Swain (1980: 2-5) propose that the ability to communicate in a language comprises four dimensions namely Grammatical Competence (including rules of phonology, orthography, vocabulary, word formation and sentences formation), Sociolinguistic Competence (rules for the expression and understanding of appropriate social meanings and grammatical forms in different context), Discourse Competence (rules of both cohesion-how sentences elements are tied together in repetition, synonymy, etc-and coherence-how texts are constructed), and finally, Strategic Competence (a repertoire of compensatory strategies that help with a variety of communication difficulties). These four competences show the abilities underlying speaking proficiency and it is also really important elements in the process of developing speaking ability. In line with communicative competence, one of the learning objectives of English language in the 2004 curriculum is to improve communicative competence including spoken communication. That objective is stated as follows: " To develop the ability to communicate in English , orally or in writing. Communication skills include listening , speaking, reading and writing ". (English Curriculum 2004)

In the mean time, Howard (2007) tries to simplify (but does not change the meaning) the four basic principles in curriculum development . In his shot article Judith Howard, written to help educational institutions engage in curriculum building, called for the application of four corresponding principles in the development of any curriculum: (1) Defining goals; (2) Establishing corresponding learning experiences; (3) Organizing learning experiences to have a cumulative effect; and (4) Evaluating outcomes.

Based on the previous reason, in recent years, English language teaching has been focused on teaching the English language rather than teaching about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active, and interesting manner.

After conducting pre observation in MAN 1 Boyolali, the writer recognizes some important points in the English teaching learning process. Hence, the writer tends to know whether there is a dynamic process of teaching and learning in the classroom or not. Thus, as a place of communication, language classroom should become a place which would allow all students to practice the communicative skills that they would need to use in the real interactive situations outside the classroom. Here, the teacher plays an important role. A good teacher therefore, is one who can

breathe life into methodological procedures in pursuit of the learning objectives set out in the curriculum. Whereas the student role is defined as the nature of students' participation in the classroom. In addition, the relationship between the teacher and the students also becomes the light for the writer to conduct the research.

In order to know more about classroom interaction of English teaching-learning process at MAN 1 Boyolali, a descriptive method is suitable to be conducted because it looks deep at the relationship between teacher and students in the form of classroom interaction, that is when the teacher asks question, give explanation, feedback, error treatment and when the students listen to the teacher's instruction and explanations, when they express their views, answer questions and carry out the tasks and activities, etc. Besides that, it is also aimed to know the opportunities of the students' involvement for practicing their knowledge and skills in the teaching-learning process, the role of the teacher and the students in the classroom, and also to know the effectiveness of English teaching-learning process. In addition, its qualitative, interpretive nature helps the writer to realize this complexity in perspective. In short, a descriptive research is very important to help the writer understand the view of those problems and find route through it.

In this research, the writer wants to know how is teaching learning process at MAN 1 Boyolali. It is located in Jalan Kates, Siswodipuran, Boyolali Regency. This Islamic school is under the authority of Department of Religion.

It has a vision “to create a qualified school with qualified human resources in religion and science technology”. The school missions are: 1) to increase the students’ knowledge and understanding about Islamic norms and values; 2) to develop the students’ self-potency optimally; and 3) to create students’ Islamic behavior, healthy, and smart. There are 3 programs in MAN 1 Boyolali such as: Science Program, Social Studies, and Religion.

This research focuses on the implementation of teaching and learning activities at MAN 1 Boyolali. It involves English teaching and learning process that happens in the classroom. Therefore, the title of this research is “ENGLISH TEACHING AND LEARNING PROCESS AT STATE-OWNED ISLAMIC SENIOR HIGH SCHOOL 1 BOYOLALI”.

B. Problem Statements

To answer this problem, the writer raises research questions as follows: How is English teaching and learning activities at the State-Owned Islamic Senior High School 1 Boyolali? This problem can be broken down into the following aspects:

- 1) Learning objective;
- 2) Syllabus;
- 3) Classroom procedure;
- 4) Classroom technique;
- 5) Learning material;
- 6) Teachers and students’ roles;
- 7) Media;
- 8) Assessment ;
- and 9) strength and weaknesses.

D. Objective of the Study

The study aims at describing the English teaching and learning process at the MAN 1 Boyolali. It involves namely; 1) the objective of learning, 2) syllabus, 3) Classroom procedure, 4) Classroom technique, 5) learning material , 6) Teachers and students' roles, 7) Media, 8) Assessment, and 9) strengths and weaknesses.

E. Benefits of the Research

1. Theoretical Benefits

- a. This research can add theory(s) in the implementation of English teaching and learning activities.
- b. This research can give better understanding in English teaching learning process at State-Owned Islamic Senior High School 1 Boyolali and its strength and weaknesses dealing with the process.
- c. This research gives priceless empirical experiences for the researcher especially dealing with the implementation of English teaching and learning activities.
- d. This research becomes as the reference for next research(es) whether with the similar or different field.

2. Practical Benefits

- a. For the teacher, this research is expected to be able to improve professionalism and abilities in teaching, especially in teaching English.

- b. For the school, this research finding can give obvious and detail description dealing with the implementation of English teaching and learning activities, its strength and its weaknesses of conducting this activities viewd from the perspective of language acquisition. Hence, the school, as the educational institution is able to measure its own capability to conduct qualified English teaching and learning activities. By considering the result of this research it is expected that in the near future the qualified English teaching learning activities are widely implemented.
- c. For the policy maker in educational world, the result of this research hopefully gives input to the development of teaching and learning system itself. By regarding to the result of the research the policy maker might decide appropriate approach, strategy to overcome the problems which appear concern to the implementation of English teaching and learning activities.