

**A STUDY ON METHODS USED IN
TEACHING ENGLISH AT SDN TUNGGULSARI II
LAWEYAN SURAKARTA**



Research Paper

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a medium for communication among human being. One of them is English which has a great role nowadays. The Indonesian government has decided that English must be taught in the elementary school. In the context of teaching and learning English in Indonesia, English is introduced in a number of elementary schools as a local content. It is clearly stated in the Curriculum of elementary education that “*Pengajaran Bahasa Inggris tidak diwajibkan di Sekolah Dasar melainkan sebagai muatan lokal*” (Depdikbud, 1995: 1). Thus, it depends on the policy and the needs of local government in choosing this language to be taught.

Nowadays English is introduced in elementary school. As Huebener (1985: 2) states many communities in many countries use English. With this reason, it is taught since the beginning because teaching English at this level is the basis of the higher level. Furthermore, Huebener explains that only by an early start, language mastery could be assured. In addition, preadolescents can learn foreign language without self consciousness; they are free of the inhibition of the adult learner.

The basic level here could be meant as learning at the ‘children hood’. The aims of the teaching of English in elementary school are socializing English language to the children, building basic knowledge, and

motivating them learning English language by considering their need of this language in the future. That is not an easy job; there are a lot of challenges during the process. Teachers must be able to teach in creative ways to encourage students' motivation, which can guide them into the successful teaching learning process.

In learning English, students at elementary school are expected to acquire language competence including listening, speaking, reading, and writing skill. It is stated in the English Guidelines (1995: 2) of elementary school that:

English subject in elementary school is taught to students in order that the students have:

- a. Ability including elements to arrange sound, arranges writing, structure, and arranges culture*
- b. Skilled applies (language performance) the elements in the form of simple*

In teaching English to elementary school students, a teacher has to able to make interesting material for the students and to know all kinds of methods in order to use them when situation demands. Brumfit (1997: 33) states that it is a common place that young children learn better through playing on at least can be induced to go along with teaching that is tempered by fun activities.

There are many kinds of phenomena occurring in teaching English for elementary school students; 1) Elementary school students like fun activities and mobile activities so classroom becomes noisy, making it not suitable and

conducive for conducting teaching learning process, 2) They do not like monotonous situation, most of them learn English better in relaxed situation; and 3) They are interested in humorous, energetic, and creative teacher.

From the phenomena above an English teacher must be creative in making, choosing and explaining material to attract students' attention. Beside that, the teacher must be able to use appropriate method in conducting all activities in English teaching learning process to make conducive situation in their study. The ability to create interesting material and to be appropriate methods must be mastered by English teacher so that English teaching learning process can be directed to achieve the goal of teaching English which is stated in the curriculum.

Teaching children is different from teaching adults. They are different in nature. Teaching adults is easier than teaching children because teaching children needs more patience, especially in teaching foreign language like English language. It is not easy to study English because it is not the mother of language used everyday. Unlike adults, children are easily getting bored in learning something if they are not interested in it. So, the teacher needs some strategies to make students easier in learning English.

Children like something interesting because they like playing. Teaching English to the beginner should need technique. The teacher should try to introduce English language especially teaching English as an interesting subject for them. The teacher should create an interesting and joyful

atmosphere in the learning activities. There are many difficulties to teach English in the school especially in the elementary school. Many different methods have been created to teach words effectively. Some methods are used in the teaching English suitable with situation and condition of the students in the class. It gives a way to make teaching English for children easier and more effective teaching English for children

SDN Tunggulsari II is located in Laweyan Surakarta. This school has 200 students from first year up to sixth year. This school has English subject as a local content taught from 2004 until now. So, it is considered that English needs to be taught to their students. The English teaching in learning this school has been conducted an introductory process. In the process, the teaching and learning component should be considered well since the lack of any factor is supporting this process will influence the whole teaching learning process. In other school usually used traditional method to teaching English but in this school used some methods and different of procedure suitable situation and condition in classroom. The teacher usually used teaching visual aids and on the methods used in teaching English are Audio-lingual Method, Natural Approach and Total Physical Response

Specifically, this research uses teaching observation at elementary school. Through this study, the writer will try to observe the methods used in teaching English, including the design and the procedure. The writer is interested in carrying out a research entitled “A Study on The Methods Used in Teaching English at SD Negeri Tunggulsari II Surakarta“.

B. Research Problem

Based on the background of study, the researcher formulates the problem in this study as follows:

What is the method of the teaching English used at SDN Tunggulsari II?

To answer this research problem, the writer raises some subsidiary research questions as follows:

1. What is the design used in teaching English?
2. What is the procedure in the classroom?
3. What are the problems faced by teacher and the solution?

C. Objectives of the Study

This study aims to:

1. describe the design used in teaching English, for example the objectives, teacher's role and, students' role
2. describe the procedures, such as classroom techniques, practices and behavior when the method is used and the types of learning and teaching activities in the classroom.
3. describe the problems faced by teacher and the solution.

D. Benefits of the Study

The study has two benefits as follows:

1. Theoretical Benefit
 - a. The result can be used as the reference for those who want to conduct a research in teaching English using some methods in the classroom.

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 methods used in teaching English, so they can try to find some solutions in improving their teaching.

2. Practical Benefits

a. For the teacher and the students of SDN Tunggulsari II, this study is expected to give information about the method of the English teaching-learning found and to make it foundation of thought to improve the English teaching procedure in SDN Tunggulsari II.

b. The writer and the reader clearly understand the methods used in teaching English of classroom

E. Limitation of the study

The subjects of study are the English teacher and the students of the fifth year at SDN Tunggulsari II. The number of students is 30 students. The object of the study is the methods used in teaching English at the students of SDN TUNGGULSARI II SURAKARTA. The researcher will describe of the design, procedure, and the problems faced by teacher

F. Research Paper Organization

This paper consists of five chapters. Chapter I deal with introduction that consists of background of the study, research problem, objectives of the study, and benefits of the study, limitation of study and research paper organization.

Chapter II is review of related literature. It consists of previous research related to the topic and Underlying theory. It consists of Richard and Rodgers' Model of teaching English method, principles of teaching English to children, the characteristics of children, and classroom techniques of teaching children.

Chapter III is research method. It consists of type of the study, subject of research, object of research, data and data source, method of collecting data and technique of collecting data.

Chapter IV is research finding and discussion. It describes the data and the discussion of the research result.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion