CONSTRAINTS IN TEACHING LEARNING ENGLISH TO ELEMENTARY SCHOOL STUDENTS IN SDN 1 JETIS SUKOHARJO IN 2009/2010 ACADEMIC YEAR

RESEARCH PAPER

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by

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CHAPTER I
INTRODUCTION

A. Background of the Study

As an international language, English is very important for the students to study. It is used as a means of communication in many fields such as politics, economics, science, technology, education and culture.

In connection to the importance of English, Indonesian government has determined that English is taught from Elementary School up to the higher education. It is aimed at developing the student’s ability in getting and using the important information through listening, writing, speaking, and reading in English language skill. This regulation is based on decree of the Minister of Education and Culture, Republic of Indonesia, No. 060/II/1993 stating that English is taught to Elementary School students as a local content.

Learning English in Elementary School has a lot of advantages in global era. It can be used to introduce English to the students early and it is as an earlier preparation to learn in higher education. In the English learning process, it often happens that there are some students who have constraints that make them difficult to get good learning achievement.

In this study the writer tries to find the constraints in SDN 1 Jetis Sukoharjo. SDN 1 Jetis is located in Sukoharjo. This school has English subject as an optional local subject taught from 2000 until now in fourth, fifth, and sixth year. English is taught in this school because English is a local
content, so it is considered that English needs to be taught to their students. The English teaching and learning in SDN 1 Jetis Sukoharjo has been conducted as an introductory 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 process.

Manser (1995: 86) defines constraint as a thing that limits or restricts somebody’s action. Meanwhile, according to Webster (1990: 281) constraint is state of being checked, restricted, or compelled to avoid or to perform some actions. In fact, the constraints have to be found in order to get the suitable solution.

Constraints in implementing the program of the teaching English as a foreign language at elementary schools are natural things. Whoever implements the program, a constraint needs to be solved because it does not only inflict the learning achievement, but also influences the teacher’s work in managing the teaching-learning process. The constraints in SDN 1 Jetis Sukoharjo which are related to the English teaching-learning process such as the constraints felt by the teacher, constraints fell by the students, and constraints concerning time and space.

Considering all the phenomena above, the writer is interested in carrying out a research entitled “Constraints in Teaching Learning English to Elementary School Students in SDN 1 Jetis Sukoharjo in 2009/2010 Academic Year”
B. Problem of the Study

The writer formulates the problems as follows:

“What are the constraints in the English teaching-learning process in SDN 1 Jetis Sukoharjo?”

C. 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 1 Jetis Sukoharjo.

D. 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 to one variable, namely the constraints which are related to the English teaching and learning process. More specifically, the constraints will be focused on the teacher and the students. These will be concerned with the material, time and space as the object of the English teaching and learning.

E. Benefit of the Study

It is known that everything done always has advantages. There are two benefits, as follows:
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 teachers in Elementary School general knowledge about the kinds of existing constraints in the English teaching-learning process, so they can find some solution in improving their teaching as an effort to eliminate the emerging constraints.

2. Practical Benefit
   
a. For the teacher and the students of SDN 1 Jetis Sukoharjo, this study is expected to give information about the constraints of the English teaching learning found and to make it as a foundation of thought to improve the English teaching learning process in SDN 1 Jetis Sukoharjo.

b. The writer and the readers clearly understand about the constraints in learning English.

F. Research Paper Organization

This research paper consists of five chapters:

Chapter I is introduction, which covers background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, research paper organization.
Chapter II is underlying theory. It contains of previous study and some theories that support the research. It deals with the nature of constraint in language teaching and learning, the constraint in the English component, the nature of teaching and learning English as a foreign language, teaching English to children.

Chapter III is research method. It is dealing with the type of the research, the object and subject of the research, the method of collecting data, the data and data source, and technique of analyzing data.

Chapter IV is the data analysis. It focuses on the data analysis and the discussion of the data in the form of constraints in teaching learning English to elementary school student in SDN 1 Jetis Sukoharjo in 2008/2009 Academic Year.

Chapter V is Conclusion. It contains of conclusion and suggestion of the writer about of the result of the research.