

**A DESCRIPTIVE STUDY OF ENGLISH TEACHING LEARNING
PROCESS BY THE CLASSROOM TEACHER AT SDN GABUS 4
NGRAMPAL SRAGEN**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department

by

DEWI PROBOWATI

A 320 030 155

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2008

CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language which is important for students to study. In Indonesia, it is taught from elementary school up to university, both in private and public schools. Most of the students learn and improve their English ability in classroom.

Based on our government planning to the nine years basic education, English teaching at elementary school has been possible. It is started in decree of Ministry of Education and Culture as Stated by Fauziati, English maybe given to elementary school students as a local content (Fauziati 2002:169). It means that elementary school may add any subject which is not contradicting to the national educational goal and the additional subject should be in line with the need of local community. Many elementary schools include English lesson in the curriculum. This is to fulfill the education needs of the students. It is very important to give English to children in order to prepare them in covering the new era. Children are able to learn foreign language more naturally and therefore to some extent more easily than older people and also young children have good memorizing.

Since government adjusts the autonomy system in all sectors without excluding education sector, every school is free to make the rules of school education. They are free to apply the curriculum, syllabus, and the book that is

used. In Sragen regency, English subject in elementary school is a local content or usually called “muatan lokal”. In Sragen, English is not only as a local subject anymore, English must be taught as a compulsory subject. Almost all elementary schools teach English from the first grade up to sixth grade. The objective of teaching English to elementary school is to prepare children to have good skills to face the globalization era.

English for the students of elementary school is their first foreign language. They learn English for the first time, so they just learn English pattern including grammar and vocabulary. Since English is a new subject for most elementary school students, the teachers have to make them interested in it. Interest is an important factor to make them pay attention to the subject. Elementary school students have certain characteristics which are different from teenagers or adults. There are four English language skills: listening, speaking, reading and writing.

In teaching English, English teacher must have good skills. Sometimes the teacher still finds some difficulties to teach the students. As a foreign language, the system of English is very different from Indonesian language. Sometimes the teacher does not understand the system of teaching English, and the instrument that does not complete makes it difficult for teacher to teach their students. Those will make the students become passive learners in learning English. Because of this reasons, the teacher should be more responsive in facing the situations. To respond it, the teachers have to create

goods condition and have to use suitable methods and strategy in order that the students are motivated in learning English.

In this study, the researcher observes the English teaching learning process by classroom teacher at the elementary school. A classroom teacher is the teacher that instructs one class of children in several subjects who has obligations in teaching more than one subject in a class, but more than in certain class, even though it is not suitable with his skill or educational background. In fact, English is still taught by classroom teacher in several elementary schools with their skill. They do not have educational background of English. Actually they do not master English as well as the subject teacher of English. But the classroom teacher of fifth year of SDN Gabus 4 Ngrampal, Sragen has background of English. She take an English Course to increase her skill.

Those reasons make the writer interested in conducting a research entitled “The English Teaching-Learning Process by The Classroom Teacher of SDN Gabus 4 Ngrampal Sragen”.

B. Previous Studies

Siti Aminah (2006) had conducted the research entitled “Descriptive Study on English Teaching-Learning Process At Takhassus Assalam Surakarta”. She concluded that English speaking teaching learning process in Takhassus Assalam ran well and the techniques used in teaching speaking at female class had a role in improving the speaking achievement and the students enjoyed the lesson.

The second previous research was “English Teaching Learning Process at The First Years of MTs assalaam Surakarta : An educational Ethnography “ by Ratna Sari (2006). The result of the study showed that the teacher used 2004 curriculum called Curriculum Based Competence and she used topic based syllabus. The teacher used textbook as material. The teacher used opening, activity and closing to teach listening, writing and speaking activity but the teacher used Engages, Study and Activate in reading activity.

Based on researcher’s observation there were several classroom teachers teaching English in elementary school. The difference between this research with previous is the present research is focused on English teaching learning process conducted by classroom teacher and focused on reading and speaking skills.

C. Problem Statement

Based on the background above, the writer formulates the problem of the study as follow “How is English teaching and learning implemented by the classroom teacher of SDN Gabus 4 Ngrampal Sragen?”.

D. Limitation of the Study

In doing the research, the writer limited the study on the teaching learning process of fifth year students of SDN Gabus 4 Ngrampal Sragen that is focused on speaking and reading skills.

E. Objective of the Study

The objective of the study is to describe the English teaching learning process by classroom teacher at elementary school focused on (1) curriculum, (2) the method of teaching, (3) teaching media and (4) evaluation system.

F. Benefit of the Study

The writer expects that this study will give some benefits as follows:

1. Theoretically
 - a. The result of the paper can give some input to other researchers who intend to analyze the English teaching learning process.
 - b. The result of the research can be used as the reference for those who want to conduct a research in English teaching-learning process.
2. Practically
 - a. It will give some information and knowledge about the English teaching-learning process by classroom teacher at Elementary school.
 - b. It will give readers large knowledge about the English teaching-learning process by classroom teacher.

G. Organization of the Research

The writer organizes this paper in order to make it easier to understand.

This as follow:

Chapter I is introduction. This chapter consists of the background of the study, review of previous study, research problem, subject of the study, object of the study, the benefit of the 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.

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

Chapter IV is the result of the study. It consists of presenting the data and analyzing the data.

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