

CHAPTER I

INTRODUCTION

This covers there are background of the study, research problem, significant of the study, objective of the study, definition of concept, and frame of discussion.

A. Background of the study

The teaching of English in Indonesia has so far been unable to reach its declared goal, which is the students' mastery of the English macro skills listening, speaking, reading, writing. Various factors have certainly contributed to this failure, but the highly centralized curriculum has been one of the many to be blamed for it. The new system of regional autonomy give sample opportunity to schools regions to develop their own curricula. This will lead to the need for the establishment of standard of English to ensure the achievement of the ultimate goal of teaching English through out the country¹.

One of the goverment strategies to improve the indonesian students' competence of English is to introduce it from the early age. Nowadays, the teaching of English is expanding in primary or elementary School. The decree of the Ministry of Education and Culture, Republic of Indonesian no. 0487/1992, Chapter VIII states that English can be taught as an extra instruction if it is needed by the local cmmunity, and if the teacher of English is available. Another decree

¹Developing Standards for EFL in Indonesia as Part of the EFL Teaching Reform, Suwarsih Madya, State University of Yogyakarta

of ministry of Education and Culture, No.060/U/1993 states that English may be given to elementary students as a local content subject (muatan lokal)².

The reasons of this assumption above are that the children mind is still free from a lot of notions and ready to store up new information. In addition, based on psychology development, children's age of elementary school has big curiosity which causes faster absorption. *Alexei A. Leontiev* in her book, *Psychology and the language Learning Process* (1989), proposes about language learning for children, she stated that:

*Language learning in an early age of a child (6-12 years old) has a deceptive effect. His language development will be greatly affected by his experience in learning his language acquisition will develop smoothly*³.

Based on free observation is the student lack of motivation is believed as one of the primary problems of English language learning. It may be because of students' perceptions toward English. Due to the nature of the language that is hardly found in Bahasa Indonesia, many of them take it as a difficult lesson to learn. As a result, they skip class, and when they attend the class, it is not because they want to learn English but likely because they fear of failure. Moreover, lots of them may lack of attention during class, chatting with classmates, doodling in their note books or gasp in their textbooks.

²Endang Fauziati, *Teachin of English as a foreign Language*, Surakarta; Muh Amir Press,2002, p. 169.

³Andrea Candra, *Pengajaran bahasa inggrisDi Sekolah Dasar*. <http://uniscabjm.ac.id/html>

Teaching English for young learners is different to adults. Young learners learn English with fun way. What is that means? Its means they have to learn English in young age, young learners are easily to get bored and feel difficult if the material is too hard. That is why we as teachers have to make the classroom condition more alive and fun to achieve the goal. The English teachers are not only able to teach well, but also know the things which are related to teach English for young learners.

Strategy is needed by the teacher to achive a particular goal. Based on Rebecca L. Oxford strategies is importance for language learning because they are tools for active, self directed involvement, which is essential for developing communicative competence. Learning strategis help the learners participate actively in such authentic communication⁴. The benefit of using strategies helpful the students who want to learn English language well. Oxford defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed and more transferable to new situations”⁵

Strategy in teaching English is importance because in teaching English without strategies are not to produce. According to ⁶Henry Mintzberg from Mcgill

⁴ Rebecca L. Oxford, language learning strategy, Boston Heinle & Heinle publisher, 1990, P.1

⁵ *Ibid*, P.8

⁶Henry George Liddell, Robert scott, a greek, *English Lexicon-on perseus/teaching strategies*.
WWW.academia.edu/4140338/htm.

University defined strategy as “ a pattern in a stream of decisions” to contrast with a few of strategy as planning.

English has been considered to be the first foreign language in Indonesia. It functions to help the development of the state and nation, to build relations with other nations, and to run foreign policy including as a language used for wider communication in international forum. In relation to that Indonesia has been carrying out teaching EFL in almost level of schools, starting to be taught in basic primary school until secondary school. However, since it is only a foreign language, there are a lot of problems found in the English language learning⁷.

SDIT AL-FURQAN Palangka Raya is the elementary schools in Palangka Raya which applies English as local content subject. This program is purposed to prepare their skill and understanding about English in the next level or in education. English is importance of teaching strategy for our education and now English is applied in Elementary School. Elementary school has to teach integrated skill like listening, speaking, reading, and writing. Actually, children like playing and working alone.

In this study,the writer choosing SDIT Alfurqan Palangka Raya as subject of the study. SDIT Alfurqan of Palangka Raya is one of elementary school in Palangka Raya which was built in 2007 and has the A of accreditation academic .

⁷Problems in Teaching English as Foreign Language in Indonesia, Posted: August 8, 2011, Neeyhapuzee

SDIT Alfurqan of Palangka Raya is an islamic school which implements and integrates general lessons with another skills and also islamic values it can be seen from the teaching learning activities done by the teachers and the students there. one of the activities that have islamic religion values is the students read holy Quran and memorizes short surah guided by the teacher every orning before starting the lessons. Besides that, SDIT Alfurqan of Palangka Raya integrates and obines severalof teaching methods. The teaching learning process is emphasized on concret experiences from the student's talent and requirement and it is adjusted to around environment.

There, English is introduced and taught by teacher as a compulsory subject fro the first grade up to the sixth grade for fours in a week. In the teaching learning English process, the teacher uses some media, such as pictures, slide show, etc., to make the teaching learning easier. in some cases, some of the students still have low in mastering English Vocabulary. Fifth grade need more strategies in teaching English because more of enhance is needed in the next level. Fifth grade expecting the motivation and strategies more than of first grade until four grade. So, the researcher expects that the teachers strategy in teaching English at fifth grade students of SDIT Alfurqan of Palangka Raya.

Based on the reason the writer choosing this title because wish to knowing kind of strategy in teaching English for young learner in Elementary school. The writer choosed SDIT Al-Furqan Palangka Raya as the place of the study because in SDIT Al-Furqan teacher in teaching using heart, its mean teacher in teaching

learning process did not let the students to bore and not active in classes. In the school English has integrated school in once week and teacher it every meeting. Based on the reasons above the writer as interested in doing a research with the title:

The Teacher's Strategies In Teaching English To The Fifth Grades At SDIT Al-Furqan Palangka Raya

B. Research Problem

1. What are the teacher's strategies in teaching English to the students of the fifth grade at SDIT Al-Furqan Palangka Raya?

C. Objective of the study

Based on the problems of the study, the objectives of the study are as follows:

1. To describe the teacher's strategies in teaching English to the students of the fifth grade at SDIT Al-Furqan Palangka Raya.

D. Significances of the study

This study has Theoretical and Practical significance. Theoretically, as the support for the theory which state in teaching strategies, references for the other researcher who are interested in investigating the strategy used by the teacher English of SDIT Al-Furqan Palangkaraya. Practically of SDIT Al-Furqan Palangkaraya to solve the students' difficulties in Learning English.

E. Scope and Limitation

The study is retentive to a focus on description and to know of the teaching English strategies at SDIT Al-Furqan Palangka Raya at the Class V

and English teacher's media and evaluation and motivation to support the teaching learning.

The study belong to a Descriptive study. Besides, interview, observation, observation checklist and documentation technique was applied in this study. The study was conducted at SDIT Al-Furqan Palangka Raya at the fifth grade students. This research, take many experience for the writer in teaching learning strategy for young learner.

F. Definition of concept

Devinition of concept based on the title there are three, such as:

1. Strategy

According to Brown Strategies are spesific metods of approaching a problem or task, modes operation of operation for achieving a particular end, planned designeds for controllng and manipulating certain information.⁸ Seel and richey via syafaruddin and nasution state that ” instructional Strategies are specifications for selecting and sequencing events and activities within a lesson⁹

2. Teaching

⁸H. Douglas Brown, *Principles of Language Learning and Teaching*, 9Fourth Edition), Sun Francisco; State University, 200.p.113.

⁹Syafaruddin and Irwan Nasution, *Manajemen Pembelajaran*, Jakarta; Quantum Teaching, 2005,p. 158

Teaching is guiding and facilitating learning, enabling the learner so learn, and setting the conditions for learning.¹⁰ Teaching is information about the particular subject, to help the students learn.

3. Teaching Strategy

A glossary of teaching strategies can help almost everyone involved in education. Experienced teachers need to learn about new techniques when renewing their certificates. Conversely, new teachers may want to have a reference for older theories that have worked well for others. In addition, parents interested in how their child learns may want to learn more about the teaching strategies being used in their child's classroom.

G. Frame of Discussion

In order to give the guidance for the writer and the readers in understanding the research paper, the writer makes an outline about the content of the research as follows:

Chapter I : Introduction

In this chapter consists of: Background of the study this section tell about the phenomenon that became problem will be discussed, the problem of the study (discuss about the problem will be researched), the objective of the study (discuss about the aim of the study), significances of the study, scope

¹⁰ Ibid, p.7

and limitation of the study, definition of concept, and Frame work of discussion.

Chapter II : Review of Related Literature

Theoretical review and the relevant study, it consists of teaching strategy (the nature of Teaching Strategy, Kind of Strategy, Importance of Strategy) English for young learner, Evaluation, and Media for young learner.

Chapter III : Research Metodology includes some points, they are :

Research Design and Approach,time and place of the study, subject and object of the study, data collection procedure, the endorsement data, and data analysis procedures.

Chapter IV : Research findings and discussion

This chapter present the result of the research, consist of the teacher's strategies in teaching English to the students of the fifth grade at SD-IT Al-SDIT Al-Furqan Palangka Raya.

Chapter V : Closing

This chapter discusses of conslusion and suggestion.

H. Frame of Thinking

There is English lesson for onces week in SDIT AL-FURQAN Palangka Raya and the teacher teaches integrated skill such as listening, speaking, reading, and writing in a meeting. In teaching English the teacher must prepare the material which use media and evaluation well to the children. The writer is looked the teacher's strategy in teaching English and

also media and evaluation used by in teaching learning process. The teacher used variation strategy in a meeting and used media and evaluation to complete teaching learning strategy in the class.

English is very difficult to teach to the children if the teacher teaches the students by not using the strategy, media and evaluation. But the writer observed the teaching learning process, and the teacher used the strategy, media and evaluation based on the material on it. As the result, because the teacher teaches English used strategy so the children get the high score or standard score and they like and happy with English material. They not bored with the material also the teaching learning in the class.

The frame of thinking that presented by the writer above as the basic of the data are obtained in the field can be drawn as follows :

Figure 1.1

Frame of Thinking

