CHAPTER I

INTRODUCTION

This chapter presents background of the study, statements of the problem, purpose of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

Teaching is helping students to learn (Callahan & Clark, 2002). Teaching is not a simple thing because it needs some skills to create a good teaching. It is also like teaching English. The teachers should understand about teaching activities management to make the students interested in the lesson. They must be skillful and joyful in teaching to cover material in interesting ways. There are many factors in the teaching learning process which should be concerned. Those factors are teacher, students, approach, method, strategy, technique, media and environment. One of the important factors is teaching method.

Teaching method is different from teaching approach, teaching strategy or teaching technique although those components are applied in teaching learning process. Teaching approach is a teacher’s point of view toward teaching and learning process (Ma’shumah, 2009). Meanwhile, teaching strategy is a plan of activity in the classroom, where teacher and student include in realizing the goal of teaching and learning (Trianto, 2009). In the other hand, teaching method is the way of teacher to
implement a plan in a real activity to reach the goal of teaching and learning process (Ma’shumah, 2009). Teaching method is helping teacher to deliver materials. It hopes that students can grasp those materials easily. In one method, it can be more than one technique. For example, two teachers use role play method to teach English for young learners, but in the implementation, it can be different technique for each teacher. The first teacher asks one student to act like a doctor and the other teacher asks two students to act like a doctor and patient by using short conversation. So, it can describe that teaching technique is the way of teacher to implement the method in a specific way (Ma’shumah, 2009).

Teaching English in elementary school in Indonesia is given to introduce the basic component of a foreign language. It is not easy to implement to the young learners students because of some factors. One of the factors is the characteristic of the student itself. Young learners have a very short attention and concentration span (Scott & Ytreberg, 2002). Therefore, the teachers should be more creative. By having various methods, not only make the teachers easier to deliver materials, but also make the students being more active and interested in English subject.

In the previous research, Wijayanti (2008) conducted a study about the methods of teaching English used by the eight semester student of the English Department of University of Muhammadiyah Malang at SMAN 02 Batu. The result of the study showed that the eight semester student of the English Department of University of Muhammadiyah Malang who practice teaching at SMAN 02 Batu implemented three methods. They were; audio-lingual method especially in listening
subject, direct method especially in teaching speaking and reading subject, grammar-translation method especially in teaching writing and reading subject. All of the methods can make students pay more attention to the material.

Based on the reasons that teaching methods influence teaching and learning process, the writer wants to analyze about “The Teaching Method to Teach English to Young Learners at SDN 2 Surodakan Trenggalek”. The writer chooses elementary school because English become the compulsory subject in Indonesia starting from elementary level. Moreover, the writer chooses SDN 2 Surodakan Trenggalek because this school is the only Pre Internationally-Standardized School in Trenggalek, where English is the important subject to learn. It hopes that various methods in teaching English are given in this school.

1.2 Statement of the Problems

In this study, the statements of the problem are formulated in questions as follows:

1. What are the methods employed by English teacher in teaching English at SDN 2 Surodakan Trenggalek?

2. What are the problems faced by English teacher in applying those methods?

3. How does the teacher solve the problems?
1.3 Purposes of the Study

The purposes of this study are:

1. To know the methods employed by English teacher in teaching English at SDN 2 Surodakan Trenggalek.
2. To know the problems faced by English teacher in applying those methods.
3. To know how the teacher solves the problems.

1.4 Significances of the Study

This study is hoped to give contribution to enrich the teaching methods in teaching English to young learners. By giving the information and reference about the teaching method, it can help the English teachers; especially English teacher at SDN 2 Surodakan Trenggalek in improving their teaching skill.

In addition, by applying various methods in teaching English, this study is hoped to make students more interesting in the class and also can increase students’ English achievement; especially the students at SDN 2 Surodakan Trenggalek.

Not only for English teachers and students, but this study also gives reference for other researchers who want to conduct the same research.

1.5 Scope and Limitation

The scope of this study is teaching methods to teach English for young learners. Meanwhile, it is limited to analyze the methods to teach English for young learners at SDN 2 Surodakan Trenggalek.
1.6 Definition of the Key Terms

Teaching method is the way of teacher to implement a plan in a real activity to reach the goal of teaching and learning process (Ma’shumah, 2009).

Young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 1995).