

CHAPTER I

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1.1 Background of the Study

Nowadays, in the globalization era, English becomes an important foreign language in Indonesia. The development of science and technology has a close relationship with the development of English as the first foreign language. Having realized the importance of English in almost all fields in which there are many books, articles, magazines and journals written in English, the government makes other policy for English teaching in Indonesia. Actually, in Indonesia, English is taught as the first foreign language. It is formally taught to students starting from Junior High School to Senior High School, but in accordance with the developing era, however; there is a tendency to introduce English in every Elementary School.

According to the 1994 curriculum, English is taught to the elementary school students starting from grade four if it possible. In accordance with that in big cities some elementary schools provide English as a first foreign language for elementary four grade students. This is based on the consideration that a critical period for children to learn a language is at the age of two to

fourteen years old. Lennerberg (1966:1969) states that normally children begin to learn language when they start to talk, at the age of second years old. Further, he points out that when children learn a language during their critical period, they will acquire the language better than adults. The notion of critical period is consistent with several facts: first, children learn a language easily but adults find it hard; second, children who learn a second language before puberty speak it without foreign accent. While Eric Lennerberg (in Papalia and olds, 1985:281) states that language correlates better with motor development, an important index of maturation, than it does with chronological age. He maintains that critical period coincides with the time at which the human brain attains its final state of maturity in terms of structure, function and biochemistry. While Dulay and Burt (in Krashen 1982:13) in natural order hypothesis report that children acquiring English as a second language also show a natural order for grammatical morphemes, regardless of their first language. The language teaching method used in a class also influences the students' acquisition. Brown (1987:12) states that eclectic approach can motivate the students' acquisition in studying English as it consists of various best of method based on the teacher's consideration.

Further, Brown adds that actually there are no instant recipes, no quick and easy method guarantee to provide success. Every learner is unique. Every teacher is unique and the teacher's task is to understand the properties of those relationship. Brown is quite sure that the use of eclectic approach will cause a success in teaching as most teachers whether they realize or not have mixed their ways of teaching to make the class more lively and to make their students easily understand the lesson.

Therefore, based on the experts above the writer proposes the use of eclectic method in language teaching for Elementary School to make the teaching more successful.

1.2 Statement of the Problem

Based on the background of the study above this study tried to determine a question:

What procedure is appropriate for teaching English at elementary school?

1.3 Objective of the Study

Derived directly from the problem above, this study is intended to give suggestion of the procedure

is appropriate for teaching English at elementary school.

1.4 Significance of the Study

Closely related to the statement above, the writer attempts to provide some theoretical evidences which could be found in the library. The use of eclectic strategy could be useful in teaching in elementary school. In addition, the result of this study was expected to give some contributions to the success of teaching of English as the first foreign language at elementary school in Indonesia.

1.5 Scope and Limitation of the Study

Due to the fact that the matters concerning the teaching and learning English in elementary school are so broad and there are many strategies that can be used to teach English in elementary school. In this study the writer limits her study on eclectic strategy. In this strategy, the writer combined various best methods in one session. Those methods are: grammar translation method, direct method, audio lingual methods, total physical response and communicative method. Those combination of strategies are used to teach English lively and

enthusiastically. Besides that, in this study the writer also uses flashcards, charts and songs as aids to make the teaching learning activities more attractive for children while the material is taken from Buku Pintar Bahasa Inggris untuk Sekolah Dasar "by Ishadi" as suggested by Department of Education and Culture, other books aren't discussed.

1.6 Definition of Key Terms

To avoid misinterpretation or misunderstanding, it is necessary to define the following key terms:

- Procedure:

- A particular step adopted for doing or accomplishing something (Merriem Webster, 1986:1807).

- Teaching:

- Showing or helping something, giving instruction, guiding in the study of something providing with knowledge causing to know or understand (Brown, 1980:7).

- Elementary School:

- A school in which Elementary subjects (Such as reading, writing, spelling and arithmetic) are taught to children from about six to thirteen years of age.

- SIO

- Objectives of each instruction given to the students

to reach the goal mention in GIO.

1.7 Theoretical Framework

This study is based on eclectic method of teaching which consists of the combination of various best methods in line with the materials and the objectives given. Those methods are communicative approach, grammar translation method, direct method, audio lingual method and total physical response.

1.8 Research Methodology

This study is the result of a library research. The sources of this study are taken by reading books, papers and articles in a library which are relevant with her topic. In this study, the writer argues using many experts' ideas which support her study, all of them are enclosed in the bibliography session. Further the writer alternates a strategy of teaching for elementary school. At last the writer's ideas are also integrated especially in the conclusion and suggestion concerning this study.

1.9 Organization of the Paper

This paper is presented in five chapters. Chapter I is the introduction which discusses the background of

the study, the statement of the problem, the objectives of the study, the significance of the study, the limitation and the scope of the study, the definition of the key terms, the theoretical framework, the research methodology and the organization of the paper. Chapter II presents the review of related literature which describes about theories of various methods in teaching learning English for teaching elementary students. Chapter III deals with strategy of teaching. Chapter IV serves the application of the study and the last chapter which is chapter V, concerns with the summary and suggestion of this study.