

# **CHAPTER I**

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#### 1.1 Background of the Study

English is one of the international languages in the world. As an international language, English is very popular in the world. A lot of people want to learn it in order to communicate with other people from other societies. English is a tool to communicate with foreign people.

Nowadays, in Indonesia especially in Surabaya, there are some Elementary Schools which provide English as a subject taught to the students. As stated in the Keputusan Kepala Kantor Wilayah Departemen Pendidikan Dan Kebudayaan Propinsi Jawa Timur, (1994:1), English is not a must to be taught to the students in the Elementary School, but it can be taught to the students in the Elementary School if it is considered necessary by the society in the territory and there is a teacher who is able to teach it. That is why the teaching of English is not a must to be taught to the students in the Elementary School but considered as "Muatan Lokal" which can be started in the fourth year of the Elementary School.

Teaching English to the fourth year students of the Elementary School is a good start. According to Lenneberg, quoted by Adisutrisno (1995:3)

"...there is a critical period for language learning. It starts when the brain has matured enough to begin acquiring language, at roughly a year and a half. And it ends when the brain has completely matured, at about fourteen years."

While according to Adisutrisno (1995:2) if the teaching of English is started in the fourth year in the Elementary School, it will be more successful than in the first year of Junior High School. Therefore, it is better to teach English to the fourth year students of the Elementary School or the ten year old students, as they will learn it more easily.

In teaching English in the Elementary School, a teacher may use certain techniques that are suitable with the condition of the class. But sometimes the teacher finds difficulties in teaching English to the Elementary School students. Therefore, the writer wants to observe the teaching techniques that are used by the teacher to teach English in the Elementary School and suggest some other teaching techniques that can be used to improve the teaching and learning of English in the Elementary School. The writer's opinion is that teaching techniques influence the way students learn. In this study, the writer chooses "St. Aloysius" and "St. Angela" Catholic Elementary Schools as the places to do the observation.

## **1.2 Statement of the Problem**

The major questions that guide this study are :

1. How do the English teachers of "St. Aloysius" and "St. Angela" Catholic Elementary Schools teach English to their fourth year students ?
2. What kinds of teaching techniques can be used to improve the teaching and learning of English for the fourth year students of "St. Aloysius" and "St. Angela" Catholic Elementary Schools ?

## **1.3 The Objective of the Study**

The objectives of the study are to present how the teachers of "St. Aloysius" and "St. Angela" Catholic Elementary Schools teach English to their fourth year students and give some suggested teaching techniques that can be used to improve the teaching-learning of English for the fourth year students of "St. Aloysius" and "St. Angela" Catholic Elementary Schools.

## **1.4 The Significance of the Study**

The writer hopes that the results of this proposed study will give a clearer picture of what is still lacking in the teaching of English in the Elementary Schools and help the English teachers find proper tech-

niques in teaching English to their students in the Elementary Schools.

### **1.5 The Scope and Limitation of the Study**

Considering the limited time and expense available to do the observation, the writer has chosen two of the Elementary Schools in Surabaya as the subjects of the study. Those are "St. Aloysius" Catholic Elementary School, jalan Gatotan 26 Surabaya and "St. Angela" Catholic Elementary School, jalan Kepanjen 6-8 Surabaya. The teachers observed are only 2 teachers. One is from "St. Aloysius" Catholic Elementary School and the other one is from "St. Angela" Catholic Elementary School.

It is obvious that teachers may use various techniques in teaching English to the Elementary School students, either in or out of the classroom (for example at home when they are teaching informally). Since this study wants to observe the teachers techniques in teaching English in the Elementary Schools, the techniques to be studied are limited to those which are used in the classroom.

Actually, there are some classes which provide English as a subject to be taught to the students at "St. Aloysius" and "St. Angela" Catholic Elementary Schools, but considering the limited time given by the headmistresses of the Elementary Schools, the writer will ob-

serve the fourth year students only.

### **1.6 The Definition of the Key Terms**

To make the discussion in the following chapters clear, the writer would like to give the definitions of some key terms used in this thesis. These key terms are :

"Teaching" according to Kimble and Garnezy in H. Douglas Brown, 1987:6, is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

"Technique" according to Edward Anthony in Allen and Campbell, 1972:7, is a particular trick, stratagem, or contrivance used to accomplish an immediate objective.

"Elementary School" according to Webster's Third New International Dictionary is a school in which elementary subjects (as reading, writing, spelling and arithmetic) are taught to children from about six to about twelve years of age.

### **1.7 The Methodology of the Study**

In this study the writer observes and makes notes of the teaching techniques that are used by the English teachers to teach English to the fourth year students of "St. Aloysius" and "St. Angela" Catholic Elementary Schools in the classrooms. She also records the teaching

techniques with a tape-recorder. She explores the theories and references that could be found in the library too.

### **1.8 The Organization of the Study**

This study consists of five chapters. The first chapter is the introduction that tells about the background of the study, the problems, the objective, the significance, the scope and limitation, the key terms, the methodology, and the organization of the study. In chapter two, the writer describes theories of teaching English to children which support this study. The third chapter of this study, concerns the research method, namely : subject of this study, the research design, the instrument of the study, the procedure of collecting data, and the technique of data analysis. The results of the data analysis and the discussion are presented in chapter four. And the fifth chapter becomes the final chapter of this study. In this chapter, the writer presents the conclusion in the form of summary. And to close this study, the writer gives some suggestions concerning the topic of this study.