

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the research, formulation of the research problem, the objective of the research, the significance of research, scope and limitation of research, and definition of key term.

A. Background of the Research

Teaching English in many schools is not something new. According to Aminudin (2010) although teaching English has been taught for many years, the fact shows that the process of teaching English does not always get good result. The English language teaching and learning often face the problems related to the teachers who do not have effective method in teaching and the students who get difficulties in learning English because it is unfamiliar language in their social community.

Suyanto (2008:7) says that introducing English to young learner is more difficult than to adult learners because both of them have different characteristics. We see the condition of young learners; they are not accustomed to thinking with some explanations. Moreover, they must learn English which they have never known before, they will face some difficult problems.

In conveying the subject matter, the teacher must be able to organize all of the lessons components, which one of them is teaching strategy.

Brewster opinion is supported by Freeman: (2000), Mackey (1957), and Richard and Rogers (2001), they say:

When teaching English to children, learning should be fun and natural for children, the language should be first presented through sound not written symbols, children are more sensitive to anything that touches the senses, meaning should be made perceptible through concrete object or by presented of experience, the idea that teaching should start from what the students already know in order to encourage association process seem to favor children.

Teaching English to young learners, the teachers should know how to manage the classroom activities to be more meaningful and interesting because teaching English to young learners is not the same as adults in some ways. To make the students enjoy and fun in learning English, the teachers must be able to select the appropriate strategies for teaching English to them and know the characteristics of young learners in order that it can help them in understanding the lesson and automatically the goals of teaching and learning English can succeed.

Additionally, in doing the task, the teachers are expected to use teaching strategies that make the students' proficiency increases. As Cohen and Macaro (2007:76) state that the improvement of learner's proficiency deals with how the teachers strategy in teaching, because teaching strategy applied by every teachers has to be able to improve the students language performance in term of four skills. Strategy is defined as outline in doing something to achieve established goals. The strategy is intended as the teachers' efforts in creating environment that enables for students to be

involved in teaching and learning process. So, the teachers are expected to improve their skills for organizing some components of teaching learning, such as material and method.

There are some studies related to the teaching strategies above. Hidayah (2010) did a study with the title “*The Effectiveness Of Teaching English Vocabulary To Elementary Students Using Total Physical Response (TPR) In MI Karanggandu – Watulimo Academic Year 2010 – 2011*”. The researcher investigated the teacher method applied in Elementary School and to know the students’ response. In the previous study, the researcher investigated teachers’ method that used TPR (Total Physical Response) and the researcher tried to know how students’ responses when they were taught using TPR method. From the previous study, this present study is different from the previous study. The difference are about the aspect of being searched and the subject of the research. In the previous study the researcher investigated teachers’ method that used TPR (Total Physical Response) and the researcher tried to know how students’ responses when they were taught using TPR method. In this present research, the researcher tries to investigate the teaching strategies in practice English in teaching process.

The next study comes from Armadani (2013) with the title “*A Study On The Teaching Of English At Padu Perintis Karang Trenggalek*”. It has attempted to investigate the effect of developing English material in kindergarten at Padu Perintis Karang Trenggalek. The researcher tried to know about media which was used by the teacher and to investigate the

students' response. From the second previous study, this present research has difference in subject of the research. In second study the respondents in this research were teacher in kindergarten school. In this present research, researcher tries to investigate the teaching strategies in different level especially in Islamic elementary school.

In this case, the government has prohibited the existence of English at Elementary school because they do not want to burden the students by English instruction. The government states that the students could follow English instruction at informal environment, such as; private course and regular English is very important for the Elementary students because they live in a globalization era. Everyone communicates with the foreigners using English. All international competition related to the students' subject will use English as the official language. Thus, English has an important role nowadays. On the other hand, giving English instruction is not easy as elementary students are not familiar with it. If the young learners do not start learning from their ages, it will be difficult for them to understand English instruction in the next level of education. This could unease the students in learning English.

Al-Badar Islamic Elementary School Kedungwaru Tulungagung, the English teachers have long experiences in teaching English for young learner. In this case, teaching English strategies are purposed to the way of teaching English in practicing. Based on the interview, the teachers said they also have some strategies to reach the learning goals. In Al-Badar Islamic Elementary

School, there is a native speaker who guides them in English study club. It also makes students more interested in English. The teachers have to motivate the students become more creative and interested in English.

In teaching English, the class situation sometimes is boring. Hence, the teachers should motivate the students because those conditions are not making effective and perfect in study but it is as problems in students' progression. If the teachers are not able to solve the students' progression problem, the instructional goal will not be achieved well. The teachers are demanded to know or even understand about the students' condition and interest. They are very influential to the students because English is foreign language to them. Errors or mistakes made the teachers will be imitated by the students. Thus, the teachers' task is very complex within English language teaching.

Based on the statement above, the teachers must have strategies to make the students ready and interested in studying English. By applying the correct and appropriate strategies in teaching English process, the teachers are able to evoke the students' confidence to practice English well.

Based on the phenomenon above the reseacher would like to carry a research by the title "A STUDY ON TEACHING STRATEGIES AT AL-BADAR ISLAMIC ELEMENTARY SCHOOL KEDUNGGWARU TULUNGAGUNG"

B. Formulation of the Research Problem

Based on the title and the background of the research, the formulated problems are as follows:

1. What are the strategies used by the English teachers in teaching English at Al Badar Islamic Elementary School Kedungwaru Tulungagung?
2. Why do the English teachers choose those strategies in teaching English at Al Badar Islamic Elementary School Kedungwaru Tulungagung?
3. How is the students' responses toward strategies applied in teaching English at Al Badar Islamic Elementary School Kedungwaru Tulungagung?

C. Objective of the Research

Based on the problems of the research above, the purposes of this research are as follows:

1. To investigate the strategies used by the English teachers in teaching English at Al Badar Islamic Elementary School Kedungwaru Tulungagung.
2. To investigate the reasons why the English teachers choose those strategies in teaching English at Al Badar Islamic Elementary School Kedungwaru Tulungagung.
3. To investigate the students' responses of teaching strategies applied in teaching English at Al Badar Islamic Elementary School Kedungwaru Tulungagung.

D. Significance of the Study

Firstly, this research can be used as a reference by future researchers who want to investigate about teaching English strategies in teaching students at elementary school.

Secondly, this research can be a reference by the teachers. They will know the strategies how to improve the students ability in practice English and the result is expected to be able to enrich the teachers knowledge to increase their strategy in teaching English especially in practice English for young learners. She/he can apply the strategies based on the result of this research. Finally, in teaching English, the teachers do not emphasize in teaching theory, but also emphasize in practicing English. So, it will be very good to improve students' English ability based on the result of the research.

E. Scope and Limitation of the Study

The scope of this research is about teaching strategies in teaching English in Islamic Elementary School at Al-Badar Kedungwaru Tulungagung. The limitation focused on the research problem which discussed on the English teacher strategies in teaching English at Al Badar Islamic Elementary School Kedungwaru Tulungagung.

F. Definition of Key Terms

Definition of key terms is necessary to be given in order to avoid misunderstanding. Based on the title of the study, this research is focused on teacher strategies used in teaching English to students in Al-Badar Islamic

Elementary School. In order to avoid misunderstanding about the term used in this research, some related term are needed to be defined.

1. Elementary students are the young learners aged six to twelve. At this age, they are usually called EYL (English Young Learner) when they learn English. EYL (English Young Learner) is the young learners who study English. They are elementary students who get English lesson as local load in their school. (Nunan, 2011: 2)
2. Strategy is defined as outline in doing something to achieve established goals. The strategy is intended as the teachers' effort in creating environment that enables for students to be involved in teaching and learning process. (Djamarah and Zain, 2010:15)
3. According to Aswan et al. (2010) teaching strategy is a teacher's plan in teaching and learning process to achieve the purpose which has been planned.