

CHAPTER I

INTRODUCTION

This chapter presents a discussion of the introduction of the study. In this chapter there are six sub-chapters. They are background of the study, formulation of the problems, limitation of the problems, formulation of the problems, objective of the study, and significances of the study.

A. Background of the Study

In Indonesia, the teaching of English for the elementary school has been started since 1994. Based on the Decree of the Head of the Regional Office of the Department of Education and Cultures of DIY Province number 017/ 113/ M/ Kpts/ 1994, it is stated that English is a local content subject in the curriculum of basic education. Since 1994 to 2006, the teaching of English in the elementary school becomes one of the local content subjects in the curriculum for basic education. In 2006, English becomes one of the subjects in the program of basic education. Based on the 2006 Curriculum, the teaching of English in the elementary school has two objectives. First, the students are able to develop communicative competence in the simple oral form to accompany classroom actions within the school context. Second, the students have awareness of the nature and the importance of English in order to be ready to take part in daily life. Since the teaching of English in elementary school is relatively new, the local content curriculum of English becomes the guideline for the teaching of English in the Elementary School.

Like other elementary schools in Yogyakarta, since 2000 Mejing Elementary School has taught English from the fourth grade up to the sixth grade. Mejing Elementary School is located in Banjararum, Kalibawang, Kulon Progo. English is conducted once a week for about 70 minutes per session. The focus of the lesson is to introduce English and to motivate the students who have just started learning in it the school. By the end of their elementary education, the students are expected to be able to carry out simple communication to interact in class or school contexts.

Based on the researcher's observation when she was at the school, there was an instructional problem in the teaching and learning processes of English. This problem was related to the use of instructional media in the English classes. The available media did not support the teaching of English. In the classroom, the equipment was rarely used to support the lesson. There were no educational kits such as visual aids, pictures, songs, and games, for the learning process. The students did not have the course book. In the class, only the teacher had the package book. Because of the economic condition, the school recommended the teacher to use students' worksheets in the English class. But here the use of students' worksheets could not help both the teacher and the students in the English classroom. It made the students bored during the lesson. The students often moved around the class and made some noise. Most of them seemed reluctant to participate in the English learning process.

As suggested by the English teacher of this school, the researcher intends to develop English teaching and learning kits for speaking that will help the

teacher in the teaching of English. This present study is an attempt to develop English teaching and learning kits for speaking in the form of a teachers' guide, students' worksheets, and instructional media. These are useful instruments to run the English lesson for the young learners. It is expected that the outcome of this study will be beneficial for the school as a medium for the teaching of English.

B. Identification of the Problems

From the researchers' observation and interview, the researcher found that there were some problems related to the use of instructional media in the teaching and learning processes. Based on the discussion with the teacher of the school, four problems could be identified.

The first problem was related to the teacher. This problem was concerned with the English teacher's use of teaching media in the teaching process. The teacher rarely used media in the teaching of English. She rarely employed instructional media, games, and songs. She thought that teaching by using the text books and the students' worksheets was enough. During the English teaching learning process the teacher only used some commercial books and students' worksheets to teach the students. The English teacher in this school just focused on the teaching of vocabulary to the students.

The second problem was related to the students. During the lesson, the students hardly experienced fun in the English learning because there were no variations in the learning process. They seemed reluctant to participate in the English learning process. Some of them were busy with their own activities. This

condition happened because there were no interesting instructional media. The students were mostly engaged only with the text books and the students' worksheets.

The third problem was related to the students' worksheets. The students' worksheets that were used in the English teaching process in this school were just taken from the text book. The students' worksheets used in the lesson were not really interesting. There were very few colorful pictures that could attract the students' attention. This made the students bored during the lesson. The students' worksheets did not provide sufficient media that attracted the students' attention. At this point, the students were not provided with sufficient opportunities to engage in some communicative activities.

The last problem was related to the use of the classroom instructional media. Instructional media were rarely used in the English class. There were no teaching aids to make the students interested in the English learning process. No pictures, flash cards, storybooks, or other things that used in the English class. This condition made the students bored and lazy in learning English.

C. Limitation of the Problem

Considering the vast problems in this study, the researcher needs to focus on one problem and reaches the research objective accurately. From the problem identification above, the present study limits the scope of the research to the use of kits in the classroom.

There are two reasons why this study is limited to this problem. The first reason is for practicality. The result of this study can be readily used in the fifth grade of the elementary school as supporting media in the English teaching and learning process. The second reason is for feasibility. The researcher does not have enough time to deal with all the problems because she only has one semester to finish it. Besides, she does not have the access to obtain all the feasible facilities that are required to solve all problems described above.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem presented above, the researcher formulates the problem as follows:

“What is the suitable set of English teaching and learning kits for speaking for the fifth grade students in Mejing Elementary School like?”

E. Objective of the Study

In line with the formulation of the problem, the purpose of this study is to develop English speaking kits which are suitable for the fifth grade students of Mejing Elementary School in semester two in the academic year 2010/ 2011. At the end of the study, it is expected that the researcher produces English teaching and learning kits for speaking in the form of the teachers' guidance and the instructional media.

F. Significance of the Study

It is expected that the findings of this study will give some benefits in the following ways. First, it is expected that these research findings can be a source of information and reference of the English learning kits development in the English teaching. Second, it is hoped that the research findings will be useful for the English elementary school teachers. This research study will offer some ready-to-use English learning kits to be employed in their class. Third, it is hoped that this study can be a reference for other researchers to conduct similar research in different situations or environments.