Chapter I

Introduction

This chapter is the introduction. It discusses the background of the study, statement of the problem, the objective of the study, the significance of the study, theoretical framework, scope and limitation, the definition of key terms, assumptions, and organization of the study.

1.1   The Background of the Study

The growing trend for using English as a global language has led to the introduction of English language learning for many children in many countries all over the world since many parents want their children to have the ability to communicate in English to face the globalization. Being aware of this situation and condition, the Indonesian government has allowed English to be taught in elementary school level as a local content subject which is started in the fourth grade. It is in accordance to UU Sisdiknas 2003 no. 20 about the System of National Education and the Act of the Ministry of National Education 2006, no. 22 about Content Standard. However, fact shows that many children in Indonesia especially in big cities start learning English in the first grade and even earlier in

playgroups or kindergartens. Considering the government regulation, St. Clara Elementary School has applied the curriculum 2006 in the school regulation that English is as one of some local content subjects of the school.

The English teachers at St Clara Elementary School do not teach only the English language skills, but also the English components. Widiati and Cahyono (2006:78) point out that success in performing these four language skills are essentially dependent upon some "language learning ingredients", such as grammar, vocabulary and pronunciation. Among these three language elements, grammar is considered the most important as it serves as the foundation for more advanced language learning. It is really necessary teaching grammar for young learners to have a strong linguistic foundation in their mind. Grammar consists of the rules of sentences in English language.

There are many parts of grammar such as modal, auxiliary, tenses, preposition, and etc. Preposition is also one crucial part of making grammatically correct sentences. Teaching preposition is a complex process so that it is not surprising if learners of English may face a variety of problems in selecting and using prepositions. In addition, Jacob (2005:243) states that the English language learners usually obtain the problems in preposition. English prepositions have a variety of functions and these can be very bewildering to the learners. The learners must consider prepositions themselves. To avoid the problems, English teachers are required to

teach English prepositions effectively so that the young learners can master them well.

Therefore, the English teachers use their ability to manage the process of language teaching and learning by implementing effective techniques. There is a relationship between the teacher and the teaching technique in a class. In teaching English preposition for elementary school the teachers use certain techniques which are appropriate with the age of the learners. Using right techniques can assist the success for the students.

So far the techniques in teaching English preposition at St. Clara Elementary School have not been observed by anyone. Based on the reasons above the writer is interested in observing the kinds of English prepositions are taught and the type of the techniques which are used by the English teacher of St. Clara Elementary School in teaching English preposition.

1.2   The statements of the Problem

In line with the background of the study, the problems are stated as follows:

1.   What kinds of English prepositions are taught on the second grade students by the English teacher at St. Clara Elementary School?

2.	What kinds of techniques are used by the English teacher at St. Clara Elementary School in teaching English prepositions to the second grade students?

## 1.3	The Objectives of the Study

Based on the statements of the problem, the objectives of this study are:

1.	To know the kinds of English prepositions taught on the second grade students by the English teacher at St. Clara Elementary School.

2.	To know the kinds of techniques used by the English teachers at St. Clara Elementary School in teaching English prepositions to the second grade students.

## 1.4	The Significance of the Study

The results of the study are expected to give a clear description of the benefit of using various techniques in teaching certain English prepositions. This description is expected to be a basis in making decisions for the improvement of the techniques in the teaching English prepositions for young learners.

1.5   Theoretical Framework

This study is based on several related theories. The first underlying theory is about teaching English to young learners. Paul (2003:172) states that teaching English to young learners also has the goal of developing communicative competence, where children are taught to express ideas and feelings in English. Most children need to learn English in a step-by-step sequence, develop the ability and confidence to handle less controlled English.

The next theory is about English preposition. According to Polete (2008:23), prepositions are the class of words that indicate relationships between nouns, pronouns and other words in a sentence. It means that preposition is the crucial part of the structure of English. The EFL students usually get problem in the use of English prepositions in written or spoken since one preposition has different meaning so that it is not easy to apply in the sentence.

In teaching English preposition for young learners, Beitel, et. al. (2001) state that if "in, on, and under" are primary to children's organisation of space, then it would be advisable to pay attention to these concepts in the first stages of EFL because children will grasp these spatial concepts and their linguistic encoding in the mother tongue. Therefore, it seems that the first prepositions that should be introduced in the EFL class are *in*, *on*, and *under*. However, in teaching materials designed for early stages,

this developmental order is not often taken into account, and it is not uncommon to find *up*/*down* relations preceding *in* or *on*.

The last theory is about method, approach, and technique. According to Anthony (1963:65) in Richards and Rodgers (2001:19), method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Approach also relates with method and technique, Brewster and Ellis (2002:43) state that there are six common approaches used in primary schools today. Many teachers draw on aspect of several of these approaches: Audio-lingual, Total Physical Response, The Communicative Approach, Task-based Learning, Story-based Methodology, and Cross-curricular. Method and technique have the strong relation each other in teaching learning so that Hornby (1989:1319) points out that technique is a method of doing or performing something especially in the arts or sciences. However, Richard and Rodgers (2001:19) argue that procedures are the techniques and practices that are based on one's approach and design. There are a lot of techniques of teaching English preposition from the experts which can be used by the English teacher to make the students are able to understand the use of English preposition correctly.

1.6   Scope and Limitation

This study is limited to observing one English teacher of the second grade in St. Clara Elementary School at Jl. Ngagel Madya I Surabaya since she was the only English teacher who taught English prepositions on the second grade students. Besides, the writer also limits the study on the techniques used and English prepositions taught by the English teacher.

1.7   Definition of Key Terms

To avoid misinterpretation or misunderstanding that might happen, the writer provides some definition of the key terms.

a. Teaching 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 (Brown, 2007:74).

b. Technique is the steps or procedures of giving instructions or presenting materials done by teacher in the teaching and learning process (Brown, 2001:14).

c. Preposition is a word that shows how a noun or pronoun relates to another part of the sentences (Elliott, 1997:65).

d. Elementary school is a school which provides the first part of a child's education, usually for children between five to

eleven years old (Cambridge Advanced Learner's Dictionary, 2008:454)

1.8   Assumptions

The English prepositions taught in the classroom have been well selected to suit the students' level of difficulty and they suit to the curriculum used in St. Clara Elementary School. Besides, the techniques in teaching English prepositions also used suit the students' level of difficulty and the curriculum used in St. Clara Elementary School. Teaching - learning in classroom and in the language laboratory are assumed to have the same results, even though the media in both places are not the same. Teaching-learning media used in the class are a white board, board markers, and real objects. On the contrary, the media used in the language laboratory is mostly pictures and dialogue on the computer.

1.9   Organization of the Study

This study consists of five chapters. In Chapter one, the writer presents the introduction of the thesis which includes back ground of the study, statements of the problem, objectives of the study, significant of the study, theoretical framework, scope and

limitation of the study, definition of key terms, assumptions, and organization of the study. Chapter two consists of the review of literature and the previous studies. Chapter three is about the research method that deals with the research design, subject, the research instrument, data, the procedure of collection data, and data analysis techniques. Chapter four is about the result of observation, the findings of the study and discussion of the findings. And chapter five presents the conclusion and some suggestions for the further research.