

CHAPTER I

INTRODUCTION

CHAPTER ONE
INTRODUCTION

This introductory paragraph presents the background of the study, the statement of the problem, the objectives of the study, the significance of the study, scope and limitation, the definition of key terms, and organization of the study.

1.1 BACKGROUND OF THE STUDY

In mastering a new language, the beginning stage of learning a language takes the most important part. It will determine whether one has or has not the willingness and the motivation to learn a new language. As we know, nowadays it can be said that English is the most essential language that has to be mastered. However, the problem occurring is that some Indonesian youth do not master English. It can be observed when the writer carried out her PPL in an SMU. Most of them did not know English at all. The worst thing is that most of them did not have the motivation to learn English. The first thing they had in their minds when they heard English was that it was difficult. They thought that English is so difficult and boring.

Lack of motivation to learn English for students can be caused by a trauma. If the first time they learn a new language they have already faced so many difficulties, they will not have the willingness to learn the language in the future. Here, the role of the beginning stage in learning a new language is very important. If one makes the wrong first step in learning a new language, it will influence the motivation they have in the future.

In Indonesia, the teaching of English as a foreign language is started in the first class of Elementary School. It is already a good start because we start it in the early age. However, we should not forget one thing, "first step determines the rest". Thus, the method that is used by the teacher in teaching a new language for the elementary students should be suitable. If the teacher can not encourage the students in learning English, the students will not have the willingness in the future.

This study will talk about the most suitable methods in teaching English for the elementary students. The methods that are going to be talked here will be correlated by the psychological bases of students specially elementary school students.

1.2 THE STATEMENT OF THE PROBLEM

The question that is going to be answered in this study are:

1. What are the psychological situations of elementary school students?
2. What methods are suitable for teaching English to elementary school students based on the students' psychological situations?

1.3 THE OBJECTIVES OF THE STUDY

The objectives of this study is:

to describe the psychological situations of elementary school students and to suggest suitable methods for teaching English to elementary school students based on their psychological situations.

1.4 THE SIGNIFICANCE OF THE STUDY

This study is expected to give some contributions to the field of second language learning. Further, it is also intended to give some contributions to those teaching at the Elementary level. The contributions are:

- a. To enlarge the English teachers' points of view about psychological bases of elementary school students.

- b. To help the teachers in choosing a suitable method for their students.

1.5 SCOPE AND LIMITATION

Dealing with language teaching, there are so many kinds of language teaching methods. However, due to the time, energy, and funds available, the writer decides to limit her study to the methods that are frequently used in language teaching. The methods which are presented here are:

- a. Communicative Method
- b. Community Language Learning
- c. The Natural Method
- d. The Total Physical Response
- e. The Audio Lingual Method

1.6 DEFINITION OF KEY TERMS

To avoid misunderstanding, some of key terms are defined as:

Psychology: the science of the mental life and behaviour of the individual (Stern, 1983:291).

Psychological situation:

a state that describes people psychologically. In this study, it describes the students' feeling and expectations toward English lesson.

Language teaching: the provision that must be made by society to help individuals to learn the second language needed (Stern, 1983:40).

Method: An overall plan for the orderly presentation of language material; 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 (Anthony, 1963:63-7).

Students: students of elementary school around 6 or 7 years old

1.7 THE ORGANIZATION OF THE STUDY

Chapter one of this study talks about the background of the problem, the statement of the problem, the objectives of the study, the significance of the study, scope and limitation, the definition of key terms, and the

organization of the study. Chapter two talks about previous study and theoretical framework.