

# **CHAPTER I**

## **INTRODUCTION**

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#### 1.1 Background of the study

Elwell and Zollinger ( 1963;19 ) state that the language arts are a way of communicating through words by speaking, listening, reading and writing. Normal people always communicate with others by using at least one language in order to express their ideas, needs, thoughts, and feelings. Elwell and Zollinger ( 1963; 22 ) also state that language, then, is the human being's instrument for thinking and carrying on social intercourse.

Indonesia has one national language, that is "Bahasa Indonesia". In addition, there are many foreign languages, such as: English, French, Japanese, and so on, which are taught and spoken in Indonesia.

English as a foreign language in Indonesia is considered to be the most important language among other foreign languages. It is simply because of its status as an International language. It is spoken in most of the countries around the world. Therefore, if one wants to speak with foreigners, one needs to speak English. This fact leads Indonesian people to learn English, and even the government has put English as a compulsory subject included in the curriculum of the Junior High School and Senior High School.

Besides, English may be introduced to Elementary School Students because childhood is the ideal periode for acquiring a native or near native pronounciation.

As Finocchiaro ( 1964 ; 4 ) states that children learn foreign language more quickly and more accurately than adults because of the flexibility of their speech organs, their lack of the inhibitations that are typical of older persons learning a language and their apparent physiological and psychological need to communicate with other children.

Finocchiaro also states that to children, a new way of expressing themselves, particularly if it is associated with a normal class activity, presents no problem. Children make no attempt to analyze language as adolescents or adults do. They do not immediately compare what they hear or say in the new language to English. They do not look for difficulties.

Childhood is the best time to acquire the beginnings of good will and intercultural understanding. Children are singularly free of prejudice, and enjoy classroom or out of class experiences with familiarize them with the customs or mores of another country which create lasting impressions.

The current emphasis on understanding and speaking the language and on developing cultural pluralism require

new approaches, materials, and teaching skills.

The teacher's major role today, particularly at the elementary level, is to engage pupils in pleasurable, varied practice so that their understanding and speaking and later their reading and writing of the authentic foreign language will be natural and habitual.

Through this study, the writer wants to observe how English Language Teaching is conducted at IMKA Elementary School. The writer chooses only the fourth, fifth, and sixth years of Elementary School.

## **1.2 Statement of the Problem**

The general problem of this thesis is : How is English Language Teaching at Elementary School conducted ?

Based on the general problem, there is a spesific problem.

The spesific problems are divided into five parts :

1. What types of teaching methods are used in the teaching ?
2. What types of English materials and skills are taught to the students ?
3. How is the teaching learning process in the classroom ?
4. How is English language teaching evaluated in the Elementary School ?
5. What is the amount of time allowed to the English Lesson?

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

This study is intended to find out :

1. The types of teaching methods which are used in the English Language Teaching.
2. The types of English materials that are taught to the students.
3. The way the teaching learning process in the classroom is carried out.
4. The way the English Language teaching in the Elementary School is evaluated.
5. The amount of time allowed to the English lesson.

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

This thesis is expected to improve English language teaching at IMKA Elementary School. So, the students will be interested in learning English. As for the field research, hopefully the findings of this study will give us better information about how English language teaching is taught at IMKA Elementary School.

### **1.5 Limitation of the Study**

This thesis is limited to find out how English

language teaching is taught at Elementary School. The subjects of the study are limited to the fourth, fifth, and sixth grade of Elementary School students of IMKA Surabaya, because it is suitable with the 1994 Curriculum.

### **1.6 Definition Of Key Terms**

To avoid misunderstanding and misinterpretation, it is necessary to define some key terms :

1. Language is a system of arbitrary vocal symbols which permits all people in a given culture to communicate and to interact. ( Brown, 1980 ; 7)
2. Teaching is showing or helping something giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand ( Brown, 1980 ; 7)
3. Elementary School is a school in which basic subjects (as reading, writing, spelling, and arithmetics) are taught to the children from about six to twelve years of age ( Webster, 1986 ;735 )

### **1.7 Organization of the Thesis**

This thesis is organized as follows : Chapter I is

introduction, Chapter II is review of related literature, Chapter III is methodology, chapter IV is interpretation of findings and Chapter V is conclusion and suggestion.