



CHAPTER I

INTRODUCTION

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1.1 Background of the Study

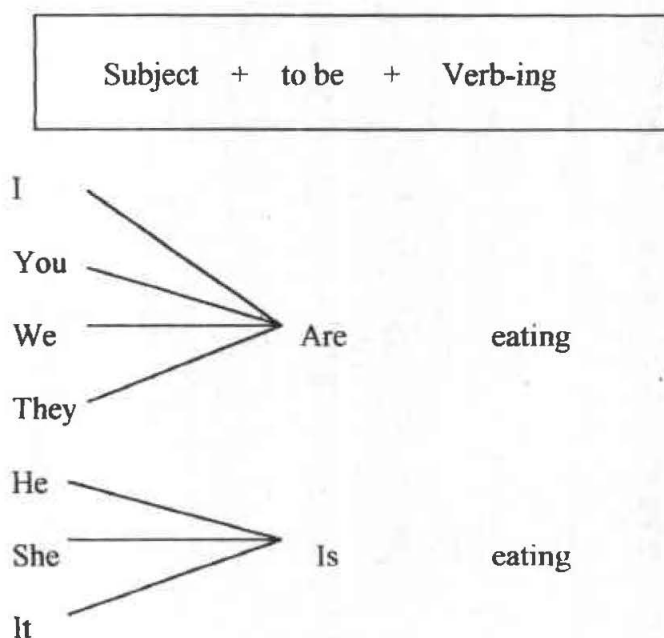
Indonesian government has determined that English is used as a foreign language it is not as a second language. It is explained in the curriculum that English is considered as a foreign language because it is not used as the language of official government and educational communication. However, English is taught as a compulsory subject in Indonesian at junior and senior high schools. Based on the *Kurikulum SMU and GBPP Bidang Studi Bahasa Inggris, Departemen Pendidikan dan Kebudayaan (1994: 1)*, the objective and the function of teaching English is as follow:

“Kurikulum bahasa Inggris ini bertujuan untuk mengembalikan pengajaran bahasa kepada kebermanaknaan dan fungsi komunikasi tersebut. Ini diupayakan dengan penjabaran kurikulum yang secara jelas bertujuan tercapainya kemampuan berkomunikasi. Kurikulum ini menuntut bahwa dalam penyajian bahan pelajaran, bentuk –bentuk bahasa selalu dikaitkan dengan makna bentuk bahasa itu dan pesan yang dimaksudkan untuk disampaikan. Proses penyampaian pesan ini diterangkan dalam kaitannya dengan tugas dan fungsi komunikasi sesuai dengan konteks dan situasi berbahasa.

This is clear that learning structure itself is not enough, mastery on grammar or structure does not guarantee the students to apply the structure in communication. The consideration underlying this is that because Indonesian people need a language by which they can expand their scientific and technical capabilities for

the development of their country. Since English is the most widely used language of science, English is chosen as the first foreign language in Indonesia. That is why English is taught in Indonesian schools.

One of the language elements that must be learnt by everyone who wants to master English is structure. The technique that the teacher uses in teaching structure influences very much the degree of the students' understanding. So far, even if the recent curriculum of English language teaching puts emphasis on mastery on language use, teaching structure is often done through the formal explanation of structural rules followed by mechanical exercises or drill. Such a way of teaching structure is still applied in many senior high schools in Indonesia. The use of mechanical drills aims at developing the student's ability to produce structurally correct sentences automatically. For example, to teach Present Continuous Tense, a teacher present the form or pattern of affirmative sentences of Present Continuous Tense as follow:



Having explained the sentence patterns, the teacher usually give further materials containing rules and exercise for using the rules. After the students acquire the rules comprehensively, he continues explaining the other sentence patterns of the other tenses. The phases of teaching-learning activities formulated as follows:

“Present structure rules, drill it, practice it, then continue with the next structure”

It is true that obviously the senior high school students can learn structure successfully, but most of the time they are trapped in boring and monotonous activities. As a result, they get bored easily during the teaching learning process. Such a condition could happen since the teaching technique does not give the students opportunities to use the structural patterns in a realistic and meaningful context. This condition, of course, will influence the students’ English structure mastery.

So far, for senior high school teachers, a structure class consists primarily of the formal explanation of structural rules with all terminology needed (based on the writer’s observation during her teaching practice program). For other teachers, the teaching of structure is synonymous with the practice of common structural patterns. Within this technique, the teachers view that language is something limited and finite. Cross (1992: 16) states that teachers using this technique usually focus on learning the structure by heart with little attention to the communicative value of utterances. The teachers who often retain the mechanical technique of teaching structure consider that language is a set of habits, which can be learnt through oral drill and repetition and that gradually enables the student to use the English automatically in daily communication. The problem of learning by

heart and forming of habit using mechanical drill and repetition as a strategy of learning the target language is that the language is not something which is fixed; using language involves understanding and producing an infinite variety of sentences.

Considering this problem, the writer would like to propose an alternative technique to teach structure. This proposed teaching technique is a combination between cognitive approach, aural-oral approach and communicative approach. According to Littlewood (1981), the language teaching based on communicative approach is aimed at making communicative competence as the goal of language teaching and developing procedures for teaching the four language skills that acknowledge the interdependence of language and communication. The reason why the writer combines cognitive approach, aural-oral approach and communicative approach is due to the inspiration generated from Wilkin's opinion toward the needs of language learners. Wilkin (1978: 21) stated that language learners do not only need to describe the core of language through traditional structure teaching but also need to attempt and to demonstrate the system of meaning that lies behind the communicative use of language.

The basic concept of this technique is that the students will not only learn structure by memorizing but also by using language function set in specific settings. The settings are contextualized through the oral exercises then continued with the written exercises to measure the students' understanding.

1.2 Statements of the Problem

The fact that many senior high school students do not master their English structure well need the teachers to improve their way of teaching. One way of the teaching improvements is by making use of some teaching techniques or methods; in this case the writer suggests an alternative technique named eclectic technique, which covers the use of cognitive approach, aural-oral approach and communicative approach. It is expected that this idea would be of some help for English teachers in breaking the boredom in the classroom.

In connection with the attempt to propose an alternative teaching technique to solve the boredom in the classroom, during the teaching of structure a research question is formulated as follows:

How can cognitive approach, aural-oral approach and communicative approach be integrated in the teaching of English structures in senior high schools ?

1.3 Objective of the Study

Generated from the research question above, this study aims at describing how cognitive approach, aural-oral approach and communicative approach based on functional approach can be used to develop the teaching of English structures in senior high schools.

1.4 Significance of the Study

This study is expected to be useful for teaching structure especially for senior high school students. It is written in the hope that English teachers will be encouraged to use this new combination technique in teaching structure. By using it effectively, they can teach structure more interestingly in order to make the material taught be more easily mastered by their students.

1.5 Scope and Limitation

Learning a new language involves the mastery of the language components and language skills. Language components include sounds, vocabulary, structure, pronunciation and spelling, while language skill consists of listening, speaking, reading and writing. In this study, the writer only deals with one of the language components that is structure because it has been mentioned before the understanding of structure is the base of learning a language.

Many kinds of teaching methods or techniques can be used in teaching structure but the writer only chooses particular technique to be discussed in details in this study. The technique proposed is teaching structure using cognitive, aural-oral and functional communicative approach.

The technique of teaching structure in this study is applied to senior high school students since most of the learning hours of the English classes in senior high school are used for explaining structure. Another reason for limiting this study to senior high school students only is because most of the students are beginners and still very young, the use of this technique during classes can bring a

lot of interest for them; this may serve a good teaching-learning condition to motivate them to learn English well.

1.6 Definition of the Key Terms

To avoid misunderstanding and to get the same perception about the terms used in this study, the definition of key terms are presented below:

1.6.1 Teaching

Douglas (1987: 192) says that teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand something.

1.6.2 Structure

According to Guth (1981: 18), structure is the study of how words are worked together in a sentence to express what the learners feel, what the learners do, what the learners are going to talk about and so forth.

1.6.3 Approach

According to Richards and Rodgers (1986: 15), approach is a set of correlative assumptions dealing with the nature of language teaching and learning.

1.7 Organization of the Thesis

This thesis consists of five chapters. The first chapter consists of the background of the study, the statement of the problem, the objectives of the study, the significance of the study, the scope and limitation of the study, the definition of key terms, and the organization of the thesis. While the second chapter contains related theories and related studies. The third chapter discuss about the teaching of structure using cognitive approach, oral-aural approach and functional communicative approach which includes the preparation, the presentation, the evaluation. The fourth chapter consists of the examples of lesson plan. The conclusion and some suggestions appear in the last chapter – chapter five.