

## CHAPTER I

### INTRODUCTION

#### 1.1. Background Of The Study

The English teaching at Elementary Schools has been conducted throughout Indonesia. The process of English teaching is based on the related government's policies such as the *Policy of Department of Education and Culture Ref. No. 0487/4/1992, Chapter VIII*, stipulating that elementary schools may add some lessons in their curriculum as long as they are not contradictory to the National Education Goal. This policy is completed with the *Letter of Decree of Education and Culture Minister Ref. No. 060/U/1993 dated 25 February 1993* concerning the permission of English as one of the local teaching material at the Elementary Schools, started being taught at the forth year. The policy was also followed both by the issuance of the *Letter of Decree of the District Head of Education and Cultural Department, East Java Province Ref. No. 1702/105/1994, dated 30 March 1994*, stipulating that in East Java English lesson has been determined as the optional local teaching material, and the *Indonesian Government Regulation Ref. No 19 year 2005 about the National Standard of Education*.

The policy has gained positive and wide responses from the education society, those elementary schools which need English and are able to run English teaching at their schools. By time, English which was formerly taught as the optional local teaching material has become the compulsory local teaching material/local content in some regions. The curriculum of this local teaching

material was not designed by the Center for Curriculum of National Education Department, yet it was developed by the provincial education department. Therefore, the curriculum of the local teaching material in East Java is different from those of Central Java and West Java, both in term of the contents and goals (Suyanto, 2001).

The analysis results have shown that the curriculum of English being taught as the local teaching material has many weaknesses. The learning objective which is one of the important components of English teaching did not meet the development of those children of 6 to 12 years of age.

The main purpose of English teaching at Elementary Schools was *introducing the other language beside that of mother tongue*. Therefore English should be introduced through suitable activities for the children world. For example, studying vocabulary and simple sentences containing those things available in the surroundings or studying while painting, singing, playing games and telling stories.

Unfortunately, it has been found that children are now being given assignments to translate difficult sentences, noting structures with unfamiliar terms, and doing some homework's having unclear instructions that resulted in based students' answers. The schools provided English lessons for the students to meet the requirements of the society or their superior's order, whereas they were actually unable to run effective teaching process because there is no enough competence teachers and no curriculum which is design purposely well. That is why the needs analysis has needed to conducted before. Were the teachers ready to teach English in elementary schools? Was the curriculum available? It was

clear that although English was not the compulsory teaching material and might be taught as long as it was needed and teachers were available, so many schools forced themselves to run this English teaching and learning process. The requests of the society, those parents who wanted their children being taught English as the other schools did, became one of the causes that made English as the additional lesson in their children schools. Besides, there was also an “order” or a decision from the local Education Department to urge schools in the region to give English lesson as their compulsory local teaching material.

The lack of English teachers having English background of teaching, the lack of learning material development, limited learning time allocation, no appropriate learning media, and the most important thing no curriculum and appropriate syllabus for the effective English teaching for the elementary schools of the first to the third grade or level, has been the small examples of those many gaps existed during the implementation of English learning at elementary schools.

The same thing happened at SD Muhammadiyah 2 Gresik. For the teaching and learning process of English at this school, there has been implemented a curriculum of English which has been created by the teachers based on the teaching materials contained in English textbooks published by the National Education Board or other publishers. Teachers of English for the students of first to third grade or level often find difficulties in developing the teaching components especially syllabus since the text books are not designed based on the young learners’ world or experiences.

Based on the observation and analysis of the researcher, the existing curriculum or syllabus especially for the teaching of speaking has to be improved

and developed so as to suit the real condition of the students. For example, the curriculum is not so variative that makes the students be passive. The researcher proposes to develop the English speaking curriculum with its characteristic suitable for the children's world or experiences among other things covers the followings:

- the teaching material consists of games in class and out of the class
- the teaching material consists of pictures
- the teaching material consists of role play
- the teaching material consists of children's stories
- the teaching material consists of children's songs

Curriculum is the set of plans and management of goals, contents, and materials for teaching and learning to achieve specific educational objectives (*Permendiknas Nomor 22 Tahun 2006 tentang Standar Isi*). Whereas 'Muatan Lokal' or 'local content' is the curricular activities to develop competencies being adjusted with the characteristics and potential of the regions, including the advantages of those regions, of which materials may not be grouped into the existing teaching materials (*Permendiknas Nomor 22 Tahun 2006 tentang Standar Isi*).

According to the 2006 English Curriculum and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. However, it is not easy to master all the skills; there must be one important skill that covers the whole skills. Based on the statement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently.

The development of the curriculum of the local teaching materials or local content for developing speaking skill should match the school conditions and environments. If the local contents being implemented in the elementary schools are still relevant, then the local contents may be changed into the standard competency and basic competencies. However, if the local teaching materials or local content are not relevant to implement, the schools have their rights to use the local teaching materials or local content of the other schools or use the local contents being provided by the regional education department, or develop their owned and appropriate local contents.

The next step is developing and determining the standard competency and basic competencies. During this process, the school should identify the condition and needs of the regions, determine the functions and structures of composition of the local teaching materials identify review materials for the local content, determine the lesson of the local contents/ local teaching materials, and finally develop the standard competency and basic competencies including the syllabus and its plans of learning programs. The standard competency and basic competencies of the local contents may be designed based on the Vision and Mission of the schools.

The above condition becomes the reason why the syllabus of English speaking lesson at the third class of SD Muhammadiyah 2 Gresik should immediately compose as the basis of the effective English speaking teaching and learning process.

The Wikipedia, the free encyclopedia defines a syllabus (from Latin syllabus “list” probably of Greek origin) is an outline and summary of topics to be covered

in an education or training course. It is descriptive (unlike the predictive or specific curriculum). A syllabus (plural syllabi, or syllabuses) often either set out by an exam board, or prepared by the professor who supervises or controls the course quality.

Based on the *Government Regulation Ref. No. 19, year 2005, chapter IV, article 20, and Minister Regulation Ref. No. 41 year 2007*, it is said that the planning of learning process covers the syllabus, teaching and learning activities, instructional objectives, teaching materials, teaching methods, teaching resources, and evaluation of learning results. The syllabus is developed by a teacher or teacher group supervised by department of education based on standard of content, standard competence of graduate and guiding of arrangement of school-based curriculum.

SD Muhammadiyah 2 is one of the private schools in Gresik which concerns in teaching and learning English for young learners. In this school, teaching and learning English start from grade 1, whether the syllabus for grade 1 to 3 has been written by their own English teacher. It is because of the existing syllabus does not appropriate the curriculum which being used at SD Muhammadiyah 2 Gresik.

The students of this school get low score. Almost of the students tend to be passive during the language learning process. They always keep silent, sleepy, unresponsive and finally their score are under the basic competency or SKKD. It happens because the methods which are used tend to be boring. The teacher doesn't use the attractive methods such as games, song, multimedia, and other interactive methods. The teachers have the difficulties to develop the materials,

because they don't have any kind of syllabus. They should compose their own syllabus for guiding them during their English teaching and learning process. Based on this problem, the researcher needs to develop the proposed English speaking syllabus for the elementary school especially for the third grade.

The teacher should be able to change the low motivation into the enthusiasm that drives the students like and or eager to learn English. Research should be conducted to know the ability and eagerness of the students, the teachers, and also the schools.

The outcome of this research is a set of speaking syllabus of teaching and learning for the young learners especially the students of SD Muhammadiyah 2 Gresik. This syllabus contains many speaking skills such as spelling, personalization, basic pronunciation, problem solving, and presentation. The important thing that we must remember, the syllabus must be compatible with the national curriculum. The format of this syllabus which is related with KTSP (Kurikulum Tingkat Satuan Pendidikan the followings : (1) Standard Competence, (2) Basic Competence, (3) Material, (4) Indicator, (5) Learning experience, (6) Assessment, (7) Time Allocation, (8) Source and Media.

Hopefully this syllabus can be applied and can help the process of teaching and learning English at SD Muhammadiyah 2 Gresik. By the appropriate and interactive material and method, it can improve the student's motivation to learn English, so that can improve their ability to use English in daily life.

## **1.2. Statement of the Problem**

As the illustration above, the statement of the problem is *to develop the English speaking syllabus which is be applied for the third grade of Elementary School at SD Muhammadiyah 2 Gresik.*

## **1.3. Purpose of the Study**

The purpose of this study is to develop an English speaking syllabus which can be applied for the third (3<sup>rd</sup>) grade of elementary school at SD Muhammadiyah 2 Gresik.

## **1.4. Significance of the Study**

The significance of this study has three advantages; for the school, teachers, and the next researchers. For the school, this study enables it to have a specific curriculum of the English local content which shows its characteristic being different from the others. It also helps the school establish the standard of English speaking competencies specific to the school characteristics and determine the success indicators of the English speaking teaching and learning process. For the teachers this study helps them to make specific speaking lesson plans in line with the competencies, provide learning experiences, develop teaching speaking materials, and design the evaluation content unique to the school characteristic. Whereas for the next researchers, it provides the basic inputs or suggestions to be used for further study in their efforts to solve the problems arising due to the continuous changing demands in the English speaking teaching and learning processes.



### **1.5. Scope and Limitation**

The scope and limitation of this research is focused on developing English speaking syllabus for 3<sup>rd</sup> grade of Elementary School as a proposed design for SD Muhammadiyah 2 Gresik.

### **1.6. Definition of Key Term**

There are some key terms which are necessary to define to make this discussion more obvious:

First, the word developing is defined as improving the quality of; to make available and effective to fulfill a particular end or need (American Heritage Dictionary)

Second, English Speaking Syllabus is an outline and summary of English speaking topics to be covered in an education or training course (From Wikipedia, the free encyclopedia).

Third, elementary school is primary school especially for the first to six grades.