

CHAPTER I

INTRODUCTION

In this chapter, the researcher will present six topics related to this study. Those include Background of the Study, Statement of Research Problem, Objective of the Research, Significant of the Study, Scope and Limitation of the study, and Definition of Key Terms.

A. Background of the Study

Learning language is very important in human life, because language plays many important roles such as for developing art, culture, science, technology, for communication between people for interact on finding a job. Now days, many companies want those people who knows more than one language. So, people who are able to speak more than one language will be easier to get a job rather than the person who are able to speak just in one language. As like Diaz (1985) stated that bilingualism (the person who able to speak in more than one language) is more likely to cause increased cognitive ability than the reverse. It means that bilingualism will be easier to get the job rather than monolinguals. Besides, there are some advantages of being bilingualism, such as increasing the ability in problem solving, multitasking and decision making, good in listening skill, and also have a good ability to use possessed information in new ways. So, because of the advantages of being bilingualism above the people need to master second language to get better future.

English is one of an important language that should be mastered by people to follow the globalization era. As Freeman (1986) stated that English is used for communication of the most countries in the world or as an international language. Moreover, Indonesia becomes one of country that include in ASEAN Economy Community (AEC) or Masyarakat Ekonomi ASEAN (MEA). Regarding to ASEAN Economy Community, English is essentially needed to be mastered by everyone because English become the first language that is used by international community, especially in ASEAN Economy Community. In relation to that Indonesia has been carrying out teaching English as Foreign Language in almost level of schools, starting to be taught in basic primary school until secondary school. It is done in order to introduce the children about English as a world language early on. In Indonesia, English is taught from kindergarten level to senior high school level. Since English becomes an international language, most of the country in the world takes English as a compulsory subject in education curriculum.

Curriculum is an umbrella of education, it is because the objectives of education are stated in curriculum. Basic skills like reading, writing, speaking and understanding in certain language can be developed properly by applying suitable curriculum. The curriculum emphasizes the students' competence, and it has some orientations, such as the students get meaningful experience in teaching and learning process and they can enjoy the process in some variations that are appropriate with their needs. It means that the student is expected to be creative and innovative with competence that they need in their life. When, we conduct teaching learning process we must follow the curriculum so we know the goal that will be reached. An effective

curriculum's change and implementation requires time, personal interaction, in-service training, and other forms of people-based support (Fullan, 1993). It means that the teacher needs to be creative and innovative when apply the curriculum in teaching learning process, so the curriculum can be applied effectively.

As like the function of education that stated in education law No. 20/2003 "The national education function to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners potentials so that they become persons imbued with human values who are faithful and pious to one and only God, who possess morals and noble character, who are healthy, knowledgeable, competent, creative, independent, and as citizens are democratic and responsible". Then, in order to achieve the goal of education above Indonesia has applied two curriculum that is; KTSP and K13.

When we know the importance of English for life, we should know when the better time to learn English. English has several advantages when it has been taught since in an elementary school. The first advantage is an elementary school age is a brilliant time to learn a second language. According to brain imaging technological research conducted in California, Los Angeles, children aged 6-13 years old who are commonly known as in critical periods, states that areas of the brain that organize a language skill has the most rapid growth. The second advantage is preparation to face English in a junior high school. When the students have graduated from an elementary school, then they enroll to a junior high school, English is not strange anymore to them because they ever got an English lesson in the elementary school. In a junior high school, an English lesson is a compulsory subject and English is a

foreign language so the student should learn it since in an elementary school to avoid difficulties. The third advantage is the preparation to face the globalization era. In this globalization era everyone is supposed to be competent and improve his or her quality in order to face the challenges of life.

Nevertheless, students who are generally weak in English language learning were found in many parts of the world, especially for the countries that English is not spoken as the mother tongue. Hashemi (2011), identified that students' weakness in English language learning is due to the differences of social contexts, cultural environments. Many reasons that cause students poor performance of their learning English as a foreign language such as the weakness of curriculum design, lack of English teachers, and lack of students' learning motivation. According to John & Ehow (2011), the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners. In addition, Murray & Christison (2010), observed that many students think English is only a school subject and they don't see its significance for their prospective employment to work with multinational or national companies where English is employed. Hutchinson & Waters (1991); Susanna (2007), pointed out that the mismatch between the students' conceptual or cognitive capacities and the learners' English proficiency level often cause problems for students because the students' learning style and teachers' teaching approach do not match and also the English course does not relate to the students' needs and interests. Susanna (2007), also claimed that weak students

usually have poor strategies and give up easily when they find struggle. Therefore, to enrich the goal of language learning and to help students improve their English language the program of language teaching must pay attention with the learners` need in language learning.

To respond those phenomena, we need to change the style in teaching learning English in order to achive the goal of education and also the goal of teaching English itself. In general there are two type of school. First is public school and the second one is private school. For public schools, they must apply the national curriculum that is suggested by government, but for private school they can apply both national and international curriculum. The international curriculum that usually applies by private school is Cambridge Curriculum.

Cambridge curriculum is an international curriculum that is developed by Cambridge university. In Indonesia there are 166 schools that used Cambridge Curriculum and more than 9000 schools that spread in 160 countries apply Cambridge curriculum. Mr. Gary Tan as headmaster and CEO of Raffles International Group of Jakarta School said “We choose Cambridge IGCSE, because the standrad of this curriculum has avowel by world. One of the superiority of Cambridge curriculum is train the students to have critical thinking, capability in analysing, ability in presentation and solve problem. Because of that, the students are expected to have confidently speak in the public. This curriculum ensure 4 things; fluency in English language, international perspective, modern education, and the opportunity to study in the world`s best campus. Cambridge curriculum is suitable for

teaching English, because in Cambridge curriculum students will be asked to share their opinion and argument in social problem discussion, so the students will be more active. In Cambridge curriculum there are many interesting materials for students, it will become something new for students so the students will not be bored when learning English. The material in Cambridge curriculum will give students opportunity to study abroad, although they still in the classroom.

SD Zumrotus Salamah Tawang Sari is one of the schools that use Cambridge curriculum. This school has good quality as an elementary school in general. This school was founded in 2008 it can be seen that all teachers who teach all lessons use English. The students always experience improvement every year, students who enroll up for this school is always increasing. According to Mr. Khumaidi as the headmaster of SD Zumrotus Salamah Tawang Sari using Cambridge curriculum is very helpful for students in mastering foreign language especially English lesson very well. This can be proven by some competitions and local or regional Olympiads have been won joined by SD Zumrotus Salamah Tawang Sari Tulungagung, such as the winner of language Olympiad in Tulungagung. Moreover, it provides them with the supporting facilities that help them learn better such as: a language class and a library classroom, etc. International class program helps the students master foreign language especially English lesson very well. This school is characterized by Islamic religion and called "SD PLUS" because it has an integrated curriculum.

Concerning the phenomena above, the writer is interested in doing a research in that school in order to know the teaching process in that school under the title "A

Study on EFL Instruction Applying in Cambridge Curriculum of Fifth Grade Students of SD Zumrotus Salamah Tawang Sari in Academic Year 2016/2017”.

B. Statement of Research Problem

Based on the background of study, the problem of this study is formulated as follows:

How is the teaching of English using Cambridge Curriculum? It covers:

1. What are the methods used by the teacher in teaching English and the application of teaching English using Cambridge curriculum in SD Zumrotus Salamah Tawang Sari?
2. What are the media used by the teacher in teaching English using Cambridge curriculum in SD Zumrotus Salamah Tawang Sari?
3. What is the instructional material used by the teacher in teaching English using Cambridge curriculum in SD Zumrotus Salamah Tawang Sari?
4. What the evaluation techniques are applied in teaching English using Cambridge curriculum in SD Zumrotus Salamah Tawang Sari?

C. Objectives of the Research

From the problems that stated above, the purpose of this study to describe the study on teaching English by using cambridge curriculum at SD Zumrotus Salamah Tawang Sari Tulungagung, with the focuses are :

1. To describe the methods used by the teacher in teaching English and the application of teaching English using Cambridge curriculum in SD Zumrotus Salamah Tawang Sari.
2. To describe the media used by the teacher in teaching English using Cambridge curriculum in SD Zumrotus Salamah Tawang Sari.
3. To describe the instructional material used by the teacher in teaching English using Cambridge curriculum in SD Zumrotus Salamah Tawang Sari.
4. To describe about the evaluations technique applied in teaching English in SD Zumrotus Salamah Tawang Sari.

D. Significance of the Research

The writer hopes that the finding of this study can give contribution for the teaching English in the school and can enrich the knowledge of English teacher. So, with the information of this study, for the readers who are interested in teaching English can understand and know a good strategy, method and technique of evaluation in teaching English by using cambridge curriculum.

Beside that, the writer also hopes that the result of this study can give contribution for the English teacher, the future researcher, and the researcher herself.

a. English teacher

- The result of this study is to give information how to teach English using Cambridge curriculum
- To enrich the knowledge of English teacher about the strategy, methods, and evaluation in teaching English
- To be a contribution to develop and improve their competence in teaching English

b. Future researcher

The result of this study can be used as a reference in conducting further research in the same field.

c. The researcher herself

This study is useful for the writer to enrich her knowledge about the teaching English using Cambridge curriculum.

E. Scope and Limitation

In order to make the research systematically, the scope of the research should be stated.

1. Scope

The scope of this study is a study on teaching English using Cambridge Primary Curriculum in SD Zumrotus Salamah Tawang Sari.

2. Limitation

The limitation of this study is only focus on methods, media, material and evaluation technique that used in teaching English using Cambridge Primary Curriculum in SD Zumrotus Salamah Tawang Sari.

F. Definition of Key Terms

Definition of key terms are necessary to be given in order to avoid misunderstanding and misinterpreting of the study, so in this study the researcher would like to present some words related with the study, they are:

1. Teaching

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

2. Cambridge Curriculum

Excerpted the *Cambridge Universities Press*, Cambridge curriculum is the world's largest provider of international education programs and

qualifications for 5 to 19 year olds. The curriculum offers an international curriculum for schools and a broad range of qualifications.

3. Methods

Method is what materials and activities should be used, how they should be used and what the role of the teacher should be.

4. Media

Murcia (2001:461) states that “media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex”. So, the media can be a tool that used by the teacher to share his/ her knowledge to the students.

5. Instructional material

Instructional materials is a generic term used to describe the resources teachers use to deliver material.

6. Evaluation

Djiwandono (2008) mentions that evaluation is a systematic gathering of information for the purposes of making decision. The purpose of evaluation is measuring how far the learning goal has been achieved through the implementation of learning activity.