CHAPTER I

INTRODUCTION

This chapter presents the nature of the research. It starts with background for the research in which reasons for choosing the topic and significance of the research are included, especially in regard to social impacts of the research. This chapter also includes research questions and aims of the research. Besides, some concepts containing research design employed in the research are presented in relation to data analysis. Finally, this chapter is completed with organization of paper as the general description of the intertextual research paper.

1.1 Background

Elementary level is the first stage where students get their basic knowledge about any subjects. The basic knowledge itself should be built by great environments and tools. Elementary schools are set up to enable students in receiving manual training and basic instruction. They provide a curriculum with the emphasis on reading, writing and arithmetics in conducting teaching-learning process. Mostly, in Elementary school, a teacher supervises a large class for all subjects, except specific materials such as Sports and English.

Teachers are one of important tools in Educational system. They will be the leaders in a classroom and facilitator in arranging classroom

instruction. As a person who plays an important role, teachers should be able to deliver the message of learning process clearly.

In Elementary School, English becomes one of important subjects since to face a global era, students need to learn, at least one, foreign language. However, finding appropriate person to become an English teacher is not an easy case since only few people who prefer English teachers to other occupation. Therefore, the basic knowledge in English is often delivered by those who do not have English educational background. This case is inappropriate with government's regulation number 20/2003 and 19/2005 about education which states that *sarjana* degree is a minimum requirement for teachers' educational background. Besides, teachers' educational backgrounds should be appropriate with their position at school. In the real situation, the English educational background seems to become less important. Most elementary schools apply minimum requirement in finding English teacher candidates. In this case, English teachers might have any educational backgrounds.

Suparno (2007) states there are several reasons why *sarjana* degree as a minimum requirement of becoming teachers in elementary level is difficult to be realized. The reasons are: (1) in the real situation, there are many teachers who have not got *sarjana* or, even diploma degree, (2) the requirement of taking *sarjana* degree needs a longer time for them, (3) it is hard to find elementary teachers in suburban area, when the requirement of being a teacher is too high, who will be elementary teachers in suburban area?

(4) Although some times are given for those who want to finish their *sarjana* degree, not every single of them can finish the study academically, the biggest reason is the cost which is not cheap, and (5) there are many people with diploma degree in education (D2 PGSD) who are waiting for their legitimacy to become a teacher (to be *Pegawai Negeri Sipil* – PNS).

After all, the big question marks are given. What do people actually need? Can anyone be an English teacher? Then what is English Educational Program for?

The pre-questioners had been spread to English Education programs students from different degrees (2007-2004). Randomly, there are twenty students who fulfilled the questioner about their willingness in becoming English teacher for Elementary level. The result shows that 40% of them do not want to become English teacher in Elementary level. The main reason is big responsibility in supervising many classes with low salary.

Whereas, based on the President Regulation Number 58 2006 about the Subsidy of Educational Labors, there is no significant differences amount of salaries between teachers in elementary level and teachers in another level. Same as the salary, the differences only based on the group, or in Indonesia we called it as *golongan*, since there are three types of groups which are II, III, and IV. Each group has its own characteristics and different period of being Educational Labors.

There are several factors which can be the indicators of a good teacher. Jeremy Harmer (1998, p.6) states that there are some of qualities which good teachers should possess, such as the ability to give interesting classes, the desire to empathize students, and knowing all students' name.

In observing teaching performance, Brown (2001, p. 432) shows a checklist form which is made as the guideline in the observation. By dividing the aspects in the checklist form, it is shown that presentation skill is divided into two main aspects, which are oral English presentation skills and teaching strategies. These aspects are important to be mastered by teachers since a good performance of teaching process will help students in the learning. Unfortunately, these aspects are seems addressed to English education major only. Teachers who come from the other major should learn these aspects in autodidact way.

However, in the real situation Nenden Sri Lengkanawati (2005) analyzed that there was under average score of several English teachers who are gathered together in *Musyawarah Guru Mata Pelajaran* (MGMP) *Bahasa Inggris*. The research which were participated by 38 English teachers in West Java showed that the arithmetical correct mean from listening comprehension was 32%, structure and written expression was 65 %, and reading comprehension was 58,73%. This research presents that appropriate educational background does not guarantee English teachers' quality.

Based on all the statements above, it is important to explore lesson presentation skills of elementary school English teachers with different

educational backgrounds to find out the relevance of educational backgrounds with teacher's presentation skills in teaching and learning process.

1.2 The Scope of the Research

The scope of this research is limited to get the information about the lesson presentation skills of several English teachers who have different educational backgrounds in SD Negeri Gumuruh Utara Bandung. The lesson presentation skills will be divided into two aspects, which are oral English presentation skills and teaching strategies. Besides, this research also tries to find the basic requirement of English teachers in Elementary level.

1.3 Research Questions

This research is based on the following questions,

1. How are oral English presentation skills of English teachers with different educational backgrounds in SD Negeri Gumuruh Utara Bandung?

2. What teaching strategies do they use in SD Negeri Gumuruh Utara Bandung?

3. What do the participants say about basic requirements of English teachers in Elementary Level in the context of Indonesian education setting?

1.4 The Aims of the Research

This research is aimed at the following,

1. To find out how oral English presentation skills of English teachers with different educational backgrounds in SD Negeri Gumuruh Utara Bandung.

2. To investigate the teaching strategies which are used by English teachers in SD Negeri Gumuruh Utara Bandung.

3. To examine what the participants say about the basic requirements of English teachers in elementary level in the context of Indonesian education setting.

1.5 The Significance of the Research

Elementary level is a stage when basic knowledge is given for the first time. As English becomes one of important subjects in elementary level, English teachers are required to have good competence level in English. The purpose of this research is to analyze the lesson presentation skills of elementary school English teachers with different educational backgrounds. This issue is selected since there is different kind of English teachers' educational backgrounds in Bandung, especially in elementary level.

As the research deals with the reality, it is expected that the research can give a clear description about the lesson presentation skills of Elementary School English teachers and the impact of teachers' educational backgrounds

to their lesson presentation skills in the classroom. Finally, this research is also expected to increase the quality of English teaching and learning process in the future.

1.6 Participants

This research will focus on SD Negeri Gumuruh Utara Bandung as the population of the research since this school has four different branches with different English teachers. Hence, this research involves four English teachers of SD Negeri Gumuruh Utara Bandung which represent different educational backgrounds.

Besides the English teachers, the headmasters of the observed Elementary School will also be the participants of this research. There are three headmasters which is one of them covers two branches. The procedure of the teachers' recruitment in this school will be confirmed.

The last group of participant is several students from English Education Program of UPI who are required to fulfill the first questioner. The questionnaire result is intended to provide the basic information of the real situation about students' perception of English teachers in Elementary level. They are twenty students of different degrees (2003-2007) who were chosen randomly to answer the given questions in the questionnaire.

1.7. Research Methodology

This research uses qualitative approach. This approach is used because this research is working with the phenomena. Besides, this research is expected to know more than just "to what extent" or "how well" teaching and learning process is done. In this case, this research will try to gain more complete picture of what is going on in the observed classroom.

Besides, the present research is using descriptive method. This research will be focused on the four English teachers who have different educational backgrounds to find out how and what they present in the classroom. Then, Alder (1987) states that the data in descriptive method can be presented in the form of words, images, impressions, gestures, or tones which represent real events or reality as it is seen symbolically or sociologically. Therefore, this research uses qualitative approach with descriptive method.

This research will be based on the following procedures:

1.7.1 Data Collection

Stainback (1988) states there are no guidelines in qualitative research in determining how much data and data analysis are necessary to support the idea. However, this research uses some instruments to support the main idea of the research. The instruments include:

a. Interview

The interview will be delivered to the headmasters and English teachers. The main topic that will be asked to the headmaster is about the regulation of the recruitment of English teachers. Meanwhile, the oral English presentation skill and also teaching strategies will be asked to the English teachers.

b. Observation

The observation will be conducted four times for each teacher. This research uses the teacher observation form from H. Douglas Brown (2001). The main criteria of the observation sheet are preparation, presentation, methods, personal characteristics, and teacher/students interaction.

c. Written Documents

There are two kinds of written documents which are used in this research. The written documents are questionnaires and additional written documents, such as syllabus, semester planning table, year planning table, and the fifth grade English textbooks.

The questionnaires will be given to some English education students to find out students' perception about English teachers in Elementary level. Besides, the questionnaires will also be given to the four English teachers to find out their basic knowledge about teaching strategies, especially in young learners term. Then, other

written documents will be the supporting instruments in building the facts which are found in this research.

In collecting data, this research uses triangulation technique, which compares the one instrument with the others. Stainback (1988) as cited by Sugiyono (2008) says that the purpose of triangulation is to increase this research understanding of what ever is being investigated, not to determine the truth about some social phenomenon.

1.7.2 Data Analysis

Miles and Huberman (1984) as cited by Sugiyono (2008, p. 337) states that there are three main activities in analyzing the data. They are:

a. Data Reduction

Since there will be additional data which are not necessary for this research, data reduction is needed to make this research keep on its border. Omitting the unnecessary data will keep this research focus on its aims.

b. Data Display

The data will be displayed not only in sentences, but also in charts and tables. The data display itself will be the necessary information from the interview, observation, and also the questioners.

c. Conclusion Drawing or Verification

From the data display, including sentences, figure, and tables, the conclusion which answer the research questions will be formulated. The verification from the conclusion will also be delivered to make the result of this research is accepted.

1.8 Clarification of Key Terms

The title of this research is "Exploring Presentation Skills of Elementary School English Teachers with Different Educational Backgrounds (A Qualitative Research toward Fifth-Grade English Teachers in SD Negeri Gumuruh Utara Bandung, West Java)". To keep away from the possibility of misinterpretation of the key terms in the title above, this writing clarifies and specifies the key terms as follow:

a. **Presentation Skills** is defined as basic skills which are important to be mastered. Based on H. Douglas Brown's checklist in observing teaching process (2001), there are two basic skills in presenting the materials; they are oral English presentation skills and teaching strategies.

b. **Educational Backgrounds** is the basic knowledge of someone. Usually, people get their Educational Backgrounds in the University based on their chosen departments.

1.9 Organization of the Paper

The paper is organized into five chapters. Each chapter is subdivided into subtopics that elaborated the given issue as follows:

a. The first chapter is introduction. It contains background, the scope of the research, research questions, the aim of the research, the significance of the research, participants, research methodology, clarification of terms, and organization of the paper.

b. The second chapter is theoretical foundation. The theoretical reviews provide some theories related to the characteristics of good language teachers, oral English presentation skills, teaching strategies, young learners' characteristics, and previous research.

c. The third chapter is the research methodology. It includes the research design, participants, data collection, and data analysis.

d. The fourth chapter is findings and discussions. It reports the findings and discussions of this research related to the composition of the research questions.

e. The fifth chapter is conclusions and suggestions. It contains the interpretation toward the result of this research in a form of conclusion to answer the research questions and to provide suggestion in accordance with the research.