

## **CHAPTER I**

### **INTRODUCTION**

#### **I.1 Background of the Study**

Teaching English in elementary school has become one of the most challenging professions in Indonesia nowadays since the development of English language is increasing in many aspects, such as politic, business, economic, education, and other aspects of our society. English teachers are supposed to make their students, especially students of elementary school to be able to elaborate communication competence either oral or written for language accompanying action in the school. They are expected to help the students are able to communicate and address English language in the certain levels of literacy in the future.

In this case, Wells (1987) explains that the certain levels of literacy cover performative, functional, informational, and epistemic level. In the performative level, students are able to read, write, listen and speak with the symbols used in a language. For the functional level, students are able to use the language in daily life such as reading the newspaper or instruction. In the informational level students are able to access knowledge with the language learning ability. While in the epistemic level, students are able to reveal their understanding or their arguments in the target language.

To help achieve those literacy levels, the teacher is also expected to motivate their students to learn English language because the use of English language is increasing besides, English language now is an international language. Here, classroom is the primary environment for the elementary students who learn English language.

Actually, there are some aspects that can influence students' motivation to learn English in classroom. They come from internal and external side. Internal motivation comes from the students themselves. The attitudes, mastery, and self-concept of the students toward the second language can raise their motivation and spirit to be eager to study the language. Those factors can also build their confidence to learn the language in the classroom. Meanwhile, environment and people around them become the external side that can affect them (Brown, 2000:165)

Appropriate environment, especially in the classroom, can increase the motivation to learn a language. It is determined by how teacher is able to get engaged to the students and create pleasant and supportive classroom atmosphere. Hence, the learning process will be stimulating and enjoyable for students. It means that the motivation of students to learn English can emerge from the attitude of people around them. In this case, the teacher as the closest person during the process of learning English in school has a big role to guide them. Hence, the teacher has an important role to succeed the process of learning in classroom. Their duties in a classroom include guiding and facilitating learning,

allowing the learner to learn and also setting the condition for learning process (Dornyei, 2001:29).

The teacher has responsibility to encourage students' motivation in the process of learning the second language in classroom. They are supposed to stimulate the students to get involved during the classroom interaction, convey their opinions, answer the questions or do the task. Furthermore, the teacher is also expected to build the students' self-esteem and recognize on students' needs in their learning process (Harmer, 2002:39)

A study by Kaback (2007) in USA shows, in the past, the role of the teachers were the keeper of knowledge who was considered all-knowing, who would deign to deposit some of this knowledge the minds of they students. They have not only important roles but also an influence to the students' understanding because the concept of knowledge especially English language that the students will get depends on the instruction given by the teachers. In the other word, how the teacher treats the students or how the teacher delivers an idea has influences to the students' understanding.

Jeremy Harmer in his book *The Practice of English Language Teaching* states while the teaching process occurs, the role of the teacher may change from one activity to another or from one stage of an activity to another. If the teachers are fluent at making changes, their effectiveness as teacher is greatly enhanced (Harmer, 2002).

Teaching English to young learners at elementary school is different from teaching high school students and adults. Elementary school students are young

learners with their own characteristic, biological, cognitive, affective, personality, and social characteristics (kasbolah, 2001 : 8). The teacher should be able to provide roles that can make the students relaxed while English learning process occurs.

From the explanations above, we know that the roles that the teacher plays while English language teaching process occurs is important and they have big influences to the students understanding. Here, the writer wants to observe what roles that the teacher can perform while the English language learning process occurs in Kaliasin I elementary school.

## **I.2 Statement of the Problem**

From the resume above, the writer concludes that the role of the teacher is important because the concepts that the student will get to build something wider than the concept itself starts from the material the teacher gives and the way she teaches, especially English Language.

The writer formulates the statement of the problems as follows :

1. What types of roles does the teacher perform while she is teaching English language to the fifth grade students in the English classroom in SDN Kaliasin I?
2. What are the reasons of the teacher for the use of each role?

## **1.3 Objective of the Study**

The objective of the study is to identify the types of roles that the teacher performs while she teaches English language to the students. This study also designed to find out the reasons of the teacher for the use of each role. Besides, the

writer attempts to know about the impact of the chosen roles to the students learning experience.

#### 1.4 Significance of the Study

This study is expected to give some contributions to the development of teaching English in elementary schools. The results of this study could be useful as information for teachers who want to use many variations of roles while they teach English language to the students of elementary school. It is also expected that the finding may give useful information for linguistic observers who are interested in studying and analyzing the language-teaching process in classroom.

#### 1.5 Definition of Key Terms

The definition of key terms is used and applied in this study to avoid misinterpretation, which is probably found. The definitions are as follow:

**Teacher's role** : refers to role that the teacher performs to delivers the materials while the learning process occurs in the classroom

**Elementary level:** is a beginning level of formal education to which children who are up to nine or ten years age attend ((Harmer, 2001:38)

**English Teaching process:** refers to the ways used by the teacher in order to help the students in learning of English in the classroom as reflected through the strategies that the teacher uses in teaching of English in the classroom including the activities during the classroom, for example how the teacher explains the topic to

the students and how the teacher develops the topic from the sources such as textbook (Wiyono, 2006:6)

**English as Foreign Language:** refers to English in one's own culture with few immediate opportunities to use the language within the environment of that culture, for example a Japanese learning English in Japan.

# CHAPTER 2

# LITERATURE REVIEW