

CHAPTER I

INTRODUCTION

A. Background of Study

One of important subject in Indonesian national curriculum is English. English is a compulsory subject in the Indonesian national curriculum for students in junior and senior high school. Although it is not compulsory at the elementary school or Islamic elementary school level, but there are many private schools and local governments require their elementary school or Islamic elementary school students to study English. Now, not only Indonesia, many countries in the world include the compulsory study of English as a foreign language from primary school, and many parents of students are aware that some knowledge of English will help their children to get a better job in the future (Dudeney & Hockly, 2010, p.1).

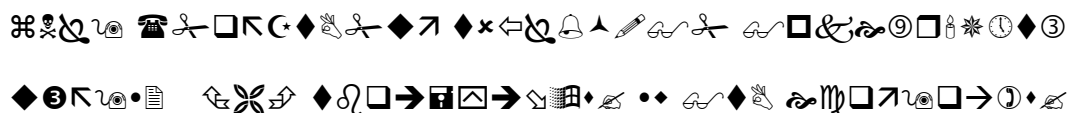
Although English has been taught and used for years in Indonesian schools, whether in formal or informal school, its role is still as “a foreign language” (Lie, 2007, p.1). And the outcomes still has not satisfied. Very few of graduating students are able to communicate well. Besides that, English is not used in society widely, neither in organization nor family, it is not used as a medium of communication in official domains or education system, and is not accorded any special status in the country’s language legislation, but it is still seen as a priority, as “the most important of the foreign languages to be taught in

Indonesia” (Lauder, 2008, p.11). In this case, English is only learned to know, not to practised and applied in daily activities.

Because of the facts above, an English teacher in Indonesia is required to teach it in a satisfactory manner (Patel & Jain, 2008, p.145). In order to improve the quality of Indonesian education, the government has determined the Standard Competencies and Basic Competencies of each subject in Indonesian national curriculum from the elementary school to senior high school level. So, English teacher especially has to master the materials and teach his students based on the Standard Competencies and Basic Competencies in his school level.

According to Djamarah (2010, p.33), One of teacher's criterias is educated and they are demanded to using "the full range of their personality" (Harmer, 1998, p.6), included their knowledges. And as Kyriacou (2009, p.7) stated that one of the most important qualities of good teacher is his intelligence. It means that a teacher should master the materials and could improve the materials based on the curriculum. It is strange if the teacher who teaches something, he does not know what he teaches about. In the other word, a teacher, before he teaches the materials, he must learn the materials.

Learning and mastering the materials are very important for a teacher, because the teacher has “subject leader responsibility” (Waters, 2003, p.7) . As The Almighty Allah has said in Surah Ash Shaf verse 2-3:





That verse tells to us that the teacher has to teach the students. His knowledge can be described as the water. It is useless if he does not keep pouring in to his students. It is an obligation for teacher to transfer his knowledge. Because of that, Harmer (2001, p.76) stated that one of the teacher roles is as “a resource”. In this role, teacher is not only as resource of knowledge but also as resource of information.

Basic knowledge is one of the success keys for teacher in teaching learning process. In Indonesia, especially English teachers, they should master the materials from elementary school. Because it is the basic learning for students to learn English and basic knowledge of English before they study it in junior and senior high school (*Badan Standar Nasional*, 2006, p.136).

Indonesia is as a developing country realizes that English as an International language is needed to be learned by Indonesian people and English teacher has to be a profesional person in his subject because as a teacher, his jobs not only about how to teach well. But, there are so many things that he has to do. As an English teacher which becomes a part of educator and also an important

actor in education has to professional, mastering the materials, creative and innovative especially in English teaching-learning.

Teaching-learning a foreign language is an integrated process that the learners may not ignore one or more aspects. Based on the Standard Competencies and Basic Competencies that stated by *Badan Standar Nasional* (2006, p.136), there are four language basic skills: listening, speaking, reading and writing that should be learned by students and should be mastered by the teacher. It is very important for English teachers to master the materials before they teach the four skills in English. Especially for teachers that will teach in elementary school or the other in the same level. Since it is the basic knowledge for students to know and learn something. Especially, learn English in many primary school in Indonesia.

Talking about the English materials for elementary school or Islamic elementary school, it is considered that teacher's abilities play an important role. One of the abilities is the ability in mastering the materials. The materials are divided into four skill, such as listening, speaking, reading and writing. Some materials for English in elementary school or Islamic elementary school based on the Standard Competencies and Basic Competencies like, introducing, greetings, word spellings, descriptive text with picture, thanks and etc.

When the writer saw the score of even semester of the Faculty of Teaching and Teachers Training, especially PGMI department, there were 20 students who got C+, 17 students who got C, and 6 students who failed in English Material subject for Islamic elementary school (for detail information see

appendix). It means, there is a problem in this case. Whereas, PGMI's students will be a teacher in Islamic elementary school, and one of subjects that they must teach is English. In addition, PGMI's students must master the English material for Islamic elementary school.

The writer is curious about the ability of PGMI's students in mastering English materials for Islamic elementary school because they will be the teacher who teach English basic knowledge for children and there are some of them still have problems in mastering English materials for Islamic elementary school. PGMI Department of IAIN Antasari is chosen because it is going to make a higher accreditation to be A, so the writer has a high desire to know how well the students' mastery in English materials for Islamic elementary school which become a part of compulsory subject for next level and what are the common errors.

So, the writer can give a suggestion about teaching method to make PGMI Department of IAIN Antasari can be better. The writer tried to interview some the sixth semester students of PGMI Department at IAIN Antasari which they must master English materials for Islamic elementary school, because it is one of the subject that will they teach in Islamic elementary school. Most of them still have problem in mastering English material for Islamic elementary school. Whereas, the materials is the English basic knowledge that taught in Islamic elementary school and it is very usefull for their students before they continue to junior high school.

Realizing that the sixth semester students' of PGMI Department almost will graduate and they will become Islamic elementary school teachers. One of subjects that they will teach is English, so they are expected to be a professional teachers. To support that, they must master the English materials. Because of it, the writer interested to find out the sixth semester students' ability in mastering English materials for Islamic elementary school and what the most common error is.

Based on the facts from prior observation the writer interests in this problem and wants conduct a research entitled: **THE MASTERY OF ENGLISH MATERIALS FOR ISLAMIC ELEMENTARY SCHOOL OF THE SIXTH SEMESTER STUDENTS IN PGMI DEPARTMENT OF IAIN ANTASARI ACADEMIC YEAR 2012/2013.**

B. Statement of Problems

Based on the background above, the writer will investigate the following questions:

1. How is the students' mastery of English materials for Islamic elementary school of the sixth semester students in the PGMI Department of IAIN Antasari academic year 2012/2013?
2. What are the most students' common errors in mastering English materials for Islamic elementary school of the sixth semester students in the PGMI Department of IAIN Antasari academic year 2012/2013?

C. Objective of Study

Based on the problems above, the purpose the research can be set as follows:

1. To know the students' mastery of English materials for Islamic elementary school.
2. To know the most students' common errors in mastering English materials for Islamic elementary school.

D. Significance of the Research

The result of this research is expected to contribute to the field as follows:

1. Enriching the writer's knowledge and experience in this specific research.
2. Giving information and knowledge regarding the importance of mastering English materials.
3. Giving valuable contribution for all English teachers in the PGMI Department to improve the teaching and learning English.
4. Considerations for educational administrators as input to increase and improve quality of teaching English.
5. Giving information for designing materials in teaching English.
6. Providing information and consideration for future researchers.
7. Enriching literary source of the IAIN Antasari library.

E. Definition of Key Terms

To avoid misinterpretation regarding the title, it is necessary to explain some terms in the title as follow:

1. Mastery is “the great skill/knowledge” (Bull, 2010, p.271) or “complete knowledge” (Hornby, 1995, p.721). The writer means in this research is the mastery of English material for Islamic elementary school of the sixth students of PGMI Department at IAIN Antasari Banjarmasin academic year 2012/2013.
2. English materials for Islamic elementary school are the materials that the range includes the ability in communication limitedly in school context based on the syllabus of English material subject. This research intended to analyze the students’ mastery of English material for Islamic elementary school of the sixth semester students in the PGMI Department of IAIN Antasari academic year 2012/2013.