CHAPTER I

INTRODUCTION

I.1   BACKGROUND OF THE STUDY

English has already become very important in the global communication era. We could improve our life in many aspects by being able to communicate in English fluently. It has also become a medium to survive in global competition which will be tighter in the coming years.

Since English is very important in communicating with other people, it must be introduced and taught from the early age. The most ideal age for a child to learn a foreign language is between 6 and 12 years old. This is very reasonable considering in that particular period, the children's mind is like a sponge that could absorb the language easily.

In this term paper, the present writer would like to observe 8-year-old third grade primary school students. In the particular age, children's desire to play becomes their working spirit. Moreover, their abilities to interact with the environment and the responsibility in doing their jobs are more developed. However, children of that age get bored easily so they tend to lose their spirit of learning. The teachers should know well about the children's development at that age and have the knowledge of what they should learn and how to teach them.

In general, the knowledge of English teachers in Indonesia about English teaching techniques is still limited, which means the teaching-learning process is

not being communicative and effective enough. English language teaching should be done by using the activity-based learning, which requires activeness from the teacher and the students. Regarding those matters, the present writer would like to give information about Student-Centred Activity-Based Learning (SCABL) in teaching English and also its supporting factors.

I.2 IDENTIFICATION OF THE PROBLEM

1. What are the advantages of using SCABL in teaching English to third–graders?
2. What are the important factors to apply SCABL in teaching English?

I.3 OBJECTIVES AND THE BENEFITS OF THE STUDY

I.3.1. OBJECTIVES OF THE STUDY

1. To find the advantages of using SCABL in teaching English to third–graders.
2. To find the important factors to apply SCABL in teaching English.

I.3.2. BENEFITS OF THE STUDY

This research will give the readers information about what is SCABL in teaching English and also its supporting factors which affect the teaching-learning process. The present writer believes that this research will be very useful for the students in D-III English programme at

Maranatha Christian University, especially for those who take Teaching English to Young Learners, the English teachers who teach third graders, and also the readers in general.

I.4   LIMITATION OF THE STUDY

The present writer focuses on the application of SCABL in teaching English, the advantages of using SCABL and also its related factors which support the teaching-learning process for the third grade primary school students at SDK Yahya, Bandung.

I.5   CONCISE HISTORY OF SDK YAHYA

Yayasan Pendidikan Kristen Yahya (YPK Yahya) was officially established on February 15th, 1962 with Gerard Looho, SH as the chairman. It is located at Jl. Riau 71A, and it forms a complex of school area with total width of 1814 m². SDK Yahya takes place in two buildings, the first one is Banda Building which is used for grades 1-3, and the other one is Progo Building which is used for grades 4-6. SDK Yahya has complete facilities such as: 22 classrooms, lockers in each classroom, sports field, library, computer laboratory, art and craft room, also a clinic.

At the moment, SDK Yahya's Headmistress is Mrs. Daisy Gunawan, and she is helped by 3 divisions: Curriculum coordinator, Development coordinator

and Administration. There are 39 teachers including 2 English teachers: Mrs. Widiani teaches grades 1-3 and Mrs. Ade teaches grades 4-6.

I.6   LAYOUT OF THE TERM PAPER

This term paper starts with the Abstract, a concise summary of the entire paper in Indonesian. This Abstract is followed by the Preface, in which the present writer acknowledges the work and contribution of other parties. After that is the Table of Contents, followed by its five chapters:

Chapter I   is the introduction to the analysis

Chapter II   contains the library research

Chapter III   deals with holds the performance of the research

Chapter IV   contains the results and discussion of the research

Chapter V   contains the conclusion, the present writer's comments and suggestions.

In the final part, the present writer presents successively the Bibliography and the Appendices.