

CHAPTER I

INTRODUCTION

I.1. Background of the Study

English grammar is one of the important aspects for those who learn English especially for young learners. That is why English grammar lesson is provided in almost all elementary schools. However, young learners usually get difficulties in learning English grammar so the teachers have to divide the grammar and teach it step by step as clarified by Mario Rinvoluceri in 1991 that “TEFL relied heavily on a systematic approach in which the foreign language was cut up into structural pieces and fed to the student under certain conditions....” (Frank & Rinvoluceri, 1991:4) Therefore, I feel that in teaching English grammar to young learners, different activities are needed. I propose to state my basic view on activities: “Teachers can see them as supplementary practice of structures in a framework where grammar is determined....” (Frank & Rinvoluceri, 1991:1, 2)

Young learners are usually active so they love to do many activities. To make English grammar more acceptable for young learners, the teachers can use fun activities to create a comfortable atmosphere during the lesson. This

is also supported by Christine Frank, who states, “Finally the activities help to encourage a positive atmosphere in the class where awareness of other students will result in tolerance and trust, which for us is the optimal learning situation.” (Frank & Rinvuluciri, 1991:2)

I am interested in observing fun activities that are used in teaching grammar for 4th grade students because in this stage, the student starts to learn grammar. I choose SDK-1 BPK PENABUR because it is one of the well-known schools in Bandung. Applying fun activities will develop children's enthusiasm and will encourage them to produce sentences correctly. Based on this, I want to show the influence of fun activities in relation to how often they produce correct English sentences during the English class at SDK-1 BPK PENABUR.

I.2. Identification of the Problem

1. What kinds of fun activities are used by the teacher of SDK-1 BPK PENABUR in teaching English grammar to their 4th grade students?
2. To what extent do the activities help the students to produce correct sentences?

I.3. Objectives and Benefits of the Study

I.3.1. Objectives of the Study

1. To find out what fun activities are used by the teacher of SDK-1 BPK PENABUR in teaching English grammar to their 4th grade students.

2. To measure how far fun activities used by the teacher could help the students to produce correct sentences.

I.3.2. Benefits of the Study

1. To obtain the knowledge of the use of fun activities in teaching English grammar to 4th grade Elementary School students.
2. To increase other teachers' and my awareness about the importance of fun activities in teaching English grammar.

I.4. Concise History of SDK-1 BPK PENABUR

SDK-1 BPK PENABUR was established on July 19th 1950 by Eesrte Zending. Therefore, it was initially called Zending School then in 1951 the name was initially changed to become SDK-1 BPK PENABUR. At first it was located at Jl. Jendral Sudirman 246, then it moved to Jl. Kebonjati 188. In 1972 it moved back to Jl. Jendral Sudirman 246.

At the beginning, Jl. Jendral Sudirman 246 was used by three schools: SDK1, SDK2, and SDK3. In 1955, students of SDK3 were united with students in SDK1 and SDK2. Then in 2002, SDK1 and SDK2 were united to become SDK1 BPK PENABUR. At present, the headmistress of SDK-1 BPK PENABUR is Mrs. Kristin. There are six grades in SDK-1 BPK PENABUR with the total number of students being over 900.

I.5. Service of SDK-1 BPK PENABUR

SDK-1 BPK PENABUR has a lot of facilities to support the teaching and learning process. The facilities are comfortable classrooms, an art room, a dance room, a science laboratory, language laboratory and an appreciation room. Each classroom is completed with lockers, LCD and DVD.

SDK-1 BPK PENABUR has a mission of creating a fun learning process to maximize the students' abilities. In addition, they have a vision of preparing a highly qualified individual to compete in global competition.

I.6. Limitation of the Study

In this term paper, I will focus on the use of fun activities in teaching grammar. I limit my discussion on the teaching to 4th grade students at SDK-1 BPK PENABUR. I will discuss fun activities which help students to produce correct English sentences.

To get necessary information for the discussion, I will do the interview to the teacher who teaches English to 4th grade students.

I.7. 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 I acknowledge the work and contribution of other parties. After that, I will give 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 holds the performance of the research

Chapter IV contains the result and discussion of the research

Chapter V contains the conclusion and my comments and suggestions.

In the final part, I present the Bibliography and the Appendices successively.