

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English has become an essential subject in almost all countries in the world. The urgency to include English in the education curriculum is due to the fact that English is the most commonly spoken language in the world. English has become a language that global community refers to as international language. It connects people from different countries and cultural backgrounds. In order to be able to communicate and to interact well in such community, the people of non-native English speaking countries, including Indonesia, are demanded to have good understanding, competence and skills in English. In order to fulfill such demands, English is taught in formal education in Indonesia.

The optimal result and outcome of English teaching will be acquired if it is taught to the students since the early age. According to Zhao et al. (2004), a number of experts are in favor with a term called “critical period” in which language learners gained second language acquisition at its most optimal time. As cited in Zhao et al. (2004), Pinker (1994) states that “acquisition of normal language is guaranteed for children up to the age of six, is steadily compromised from then until shortly after puberty and is rare thereafter”. Zhao et al. (2004) also state that the critical period is ranged from the age of 5-15 years old, in which language acquisition is more proficient than later age. The learners whose ages are ranged from five to twelve fall under the category of young learners.

The teaching of English for young learners in Indonesia has only been taking place for less than twenty years. During that period, there have been many problems and obstacles occurring. One of such problems is the problem regarding human resources, especially regarding the English teachers.

In addition to the above notion, another problem arises in English teaching. In the latest education curriculum in Indonesia, known as *Kurikulum 2013*, As in *Salinan Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Nomor 67 Tahun 2013*, which governs the basic curriculum structure for primary school in Indonesia, English subject is not listed as a compulsory subject in primary school education. Primary schools in Indonesia, however, have their own autonomous authority in whether taking English as a local content subject or not depending on the local potential.

The ways how children learn are not the same as those of the adults. Musthafa (2010) considers five ways of how children learn. First, children learn from direct experiences. Secondly, children learn from hands-on physical activities. Thirdly, children's thinking is embedded in here-and-now context of situation. Besides, children learn from whole to parts (holistically) using scripts. Lastly, children have short attention span. Children can hold attention only for around 15 to 20 minutes. Thus, classroom activities should be made varied and the time allocated for each activity should accommodate children attention span so that the children will not get bored. Teachers should be able to utilize an innovative media of teaching which can stimulate student-centeredness so that the students are able to learn the lesson with a more explorative way and boredom

among the students can be minimized which is in line with the fundamental view on the way how young learners learn stated previously.

Building on the above problems, an observational qualitative research involving an innovative teaching method to teach primary school students is proposed in this research which include how the teacher plan and implements the procedure of teaching. The lesson plan in question is the lesson plan that includes games and fun activity in order to attract the student interest in learning English. Besides as an answer for the limited English teaching sources and media for teachers, the utilization innovative lesson plan that includes games in teaching English is proposed to help teachers to find out and to utilize an innovative way to stimulate student-oriented teaching-learning process which will help the students learn more optimally.

Creating an interesting environment for the students is one of the many factors that teacher should consider before teaching a classroom. Innovative teaching methods can be used to vary teacher's teaching style. There are so many teaching strategies that have been developed and applied by teachers around the world. Thus, it can be inserted to the teacher's lesson plan to make the lesson more interesting.

Southern Methodist University in Dallas, Texas defines a lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the class time. They also add that the teacher should design appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for 40 minutes lesson allows the teacher to enter the classroom with more confidence and maximizes the

chance of having a meaningful learning experience with the students. A successful lesson plan includes and integrates three key components which are, learning objectives; learning activities; and also assessment to check the student understanding. A productive lesson plan is the one with activities that makes the students learn while not sitting down on their seats only, but the one with activities that make students move and have fun while they actually still learning.

Lee (2012) states that, “game in general meets the four conditions in language learning presented by Willis (1996), namely exposure, language use, motivation and instruction”. Game is one of thing teacher does in innovative teaching strategies. Thus, the use of game in language teaching-learning process is expected to be able to enhance its outcome. This notion is supported by Azar (2012) who states that games have been shown to bring advantages and effectiveness especially in vocabulary learning. Games provide relaxation and enjoyment for the students so that they can explore the lesson without any fear and hesitation. Games involve friendly competition and they keep learners interested and focus on the classroom activity. Games, especially vocabulary games, bring real world context into the classroom and enhance students' use of English in a flexible, communicative way. Thus, the students will get exposed to a more concrete and real context and concept of language learning through the utilization of games.

There have been many studies and researches which investigated the effect of the utilization of innovative teaching methods such as games in teaching-learning process on students' academic performance. The studies conducted by Valipour and Aidinlou (2014), Rohmah (2014), Widasaputra (2013), and Hariyadi

(2010) have all proven that the use of games affect significantly on the students' academic performance.

Despite the significant effect of the use of games in the teaching-learning process on students' academic performance is proven by the aforementioned researches, there are, however some researches which were not in favor with such notion. Rohani and Pourgharib's research on the effect of games on learning vocabulary in 2013 showed that there was no significant difference found between the group of students taught using games and the one that was taught using textbook in terms of vocabulary gain. Hamiyet Sayan's research in 2015 showed that there was no significant difference between the group that learned basic mathematical skills with the aid of math computer games and the one that learned basic mathematical skills alone without the playing game.

1.2 Identification of Problem

Learning English as foreign language for Indonesian students is a hard thing. The students have no based on the language and get little exposure toward the language. Especially for young learner their mind has yet able to process such foreign information. The lack of media provided by the government makes the process of teaching and learning limited and it does not help at all if the students only learn from the book.

1.3 Statement of Problem

Based on the above research background, the research problem is formulated as follow.

1.3.1 How does the English teacher implement innovative teaching method to teach young learners at North Bali Bilingual School?

1.3.2 How are the achievements of the students after the innovative methods implemented for teaching English as a foreign language?

1.4 Purpose of The Study

Based on the aforementioned problem, the purpose of this research is formulated as follow.

1.4.1 To know the process of the implementation of innovative teaching methods to teach young learners at North Bali Bilingual School.

1.4.2 To know the achievement of students after the innovative teaching methods are implemented for teaching English as foreign language.

1.5 Significance of The Study

1.5.1 Theoretical Significance

- a. This study is expected to be a supporting source of reference or for further researches.
- b. This study is expected to be able to increase the investigation concerning English learning researches, especially in teaching English for young learners.
- c. This study is expected to be able to develop learning practices in English subject.

1.5.2 Practical Significance

a. For teachers

- i. This study is expected to be able to give new insight and knowledge for teachers about the utilization of innovative teaching strategies in the English classroom.
- ii. This study is expected to be able to improve teachers' skills and competence in teaching, especially in teaching English for young learners.
- iii. This study is expected to be able to improve professionalism in a creative, innovative and fun learning process.

b. For students

- i. This study is expected to be able to make the students more motivated in learning through fun activities and games.
- ii. This study is expected to be able to increase activities during the learning process.
- iii. This study is expected to be able to improve students' understanding and to develop their potential in learning English.

c. For schools

This study is expected to be a reference in making policy regarding the improvement of learning process conducted by the teachers so that the objectives of the education at school can be optimally met.

d. For researchers

This study is expected to be able to be used as a source of reference for further researches.

1.6 Scope of the Study

The scope of this study is limited to the investigation of implementation of the innovative teaching strategies that affect the students' English achievement. This study analyzed the components of the innovative teaching strategies. Moreover, it overlooked the implementation of the innovative teaching strategies in the classroom for English learning. Thus, resulted in the achievement of the students' English learning in the classroom.

1.7 Definition of Key Terms

The following key terms used in this study are defined in order to avoid misunderstanding on the part of the readers.

1.7.1 Conceptual Definition

a. Young Learners

According to Rixon (1999, as cited in Yuliana, 2003, p.62), young learners are children between the ages of about 5 years old to 12 years old. Yuliana (2003, p.62) also cites Lynne's definition of young learners as those under 14 years old.

b. Lesson Plan

Melissa Kelly (2019) defines a lesson plan is the teacher's road map of what students need to learn and how it will be done effectively during the class time. She also adds that the teacher should design

appropriate learning activities and develop strategies to obtain feedback on student learning. Having a carefully constructed lesson plan for 40 minutes lesson allows the teacher to enter the classroom with more confidence and maximizes the chance of having a meaningful learning experience with the students. A successful lesson plan includes and integrates three key components which are, learning objectives; learning activities; and also assessment to check the student understanding. A productive lesson plan is the one with activities that makes the students learn while not sitting down on their seats only, but the one with activities that make students move and have fun while they actually still learning.

c. Innovative teaching method

Pete Foley (2016), a consultant in Behavioral Science, defines innovative as a great idea, executed brilliantly, and communicated in a way that is both intuitive and fully celebrates the magic of the initial concept. Fun activities are the important elements in English learning program. They insert activities that include rules and at the same time fun activities. Haldfield (1999) states that some author suggest that language games should be placed at the center of the foreign language teaching program rather than being accepted as a peripheral part of the program, since, besides being fun, additionally they include goals and controlled by rules.

Richards and Rogers (2001) states that method is the level where the theory is implemented, the material is taught including how to organize material and assess them.

d. English Learning Achievement

According to Chien (1987, as cited in Feng et al., 2013, p.52), learning achievement is the acquisition of knowledge or skills developed by subject matter which is indicated by test scores or numerical values which are assigned by teachers.

1.7.2 Operational Definition

a. Young Learners

Young learners in this research are defined as children between the ages before 14 years old who studied English at North Bali Bilingual School Singaraja

b. Lesson Plan

A lesson plan is defined in this research as the teacher's road map of what students under investigation need to learn and how it is done effectively during the class time, which include appropriate learning objectives; learning activities; and also assessment to check the student understanding learning activities, and the amount of time needed for conducting the strategies.

c. Innovative teaching method

Innovative teaching method can be defined as procedures of how the teachers teach the material in the classroom which include fun

activities and language games placed at the center of the foreign language teaching program in teaching English for young learners at NBBS.

d. English Learning Achievement

Learning achievement is defined as the acquisition of knowledge or skills indicated by test scores or numerical values which are assigned by teachers.

