

CHAPTER I

INTRODUCTION

This chapter presents the background of study, research questions, objectives, scopes and significances.

1.1 Background of Study

English in Indonesia has been taught since early level of education. English was included in the elementary school in 1993 based on the aspiration to strong foundation of English instruction in alignment with the demands of globalization. It was expected that English instruction at elementary level would contribute to the advancement of students' overall language competence (Rusiana & Nuraeningsih, 2016). Besides that, teaching English to young learners become popular because of English as a lingua franca in recent years, it means English is a common language for communication between two people whose has different languages (Harmer, 2001).

It is important to develop young learners' English skills as early as possible. In teaching young language learners, Pinter (2006) pointed out a number of reasons why children can benefit from learning a foreign language. It can develop children's basic communication abilities in the language. Communication abilities will be worthy if it can be stimulated as early as possible. Nishida (2002) supports that teaching English should be started since young age because young learners are very effective at their age. They will be very easy to understand language lessons because at this stage they are very interested in a new thing.

They will also easily absorb naturally about other cultures through language. Besides that, most children are eager to gain new experiences including learning a new language. They like to be active and have a lot of energy which make preschool perfect time to benefit from physical activities to teach a language (Uysal & Yavuz, 2015).

In teaching English for young learners, there are many reflections that should be taken on how to teach and what to teach. Teaching for students of primary school is not the same as teaching adult because students in primary school have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices (Felder & Brent, 2005). It is teachers who hold significant role in teaching (Habibi & Sofyan, 2015). Teachers therefore can be said as the most important factor in determining the success of teaching learning process. A high-quality teacher would therefore ensure the students' quality. In addition, in teaching English to young learners (TEYL), a teacher should have both professional and pedagogical competence in TEYL; professional competence includes English proficiency, licensure, TEYL trainings, etc, and pedagogical one is about ability to teach young learners. A successful quality teacher is characterized by their professional, personal, pedagogical and social competence (Richard, 2011). Having those four competences is really essential for teacher.

If the teachers cannot teach the children appropriately, the children may not enjoy their learning. Consequently, the teaching learning process may be unsuccessful. It is highly suggested for teacher to create interesting, fun, enjoyable and fun lesson for young learners. It is because young learners have a quite short

attention span and are easy to get bored (Slattery & Willis, 2001). It is similar to what Harmer (2001) argued that unless activities are extremely engaging, they get bored easily, losing interest after ten minutes or so.

In order to conduct the teaching successfully, teachers are acknowledged to understand young learners' characteristics. Cameron (2001) stated that young learners actively construct meaning from their experiences. Harmer (2001) also explained that young learners get their comprehending not only from explanation of the material but also from what they see and hear, learn when they have a chance to touch and interact with (experience it). In other words, learning will come from the real experience from the children's life. As Scott and Ytreberg (2001:302) emphasized that the children understanding comes through hands, eyes, ears, and the physical world is dominant at all times. Children especially enjoy with movement and physical participation, and the more fun the students, they will remember the language learned better. Thus, teacher should make students feel that they are winning and having fun altogether. Teacher also can make teaching learning process exciting and encouraging for the students.

Having good learning material for young learners are important aspects that teacher should concern in teaching English process to young learners. As Scott and Ytreberg (2001) asserted that children in preschool or primary setting generally have a preference of learning by involving phsycial activities. Therefore, teachers should deliver appropriate materials to young learners in order to make the teaching learning process be effective and meaningful. Moreover, the teacher should choose some teaching strategies in teaching English for young learners actively and creatively. They are also expected to be imaginative in

evolving their teaching strategy to make the teaching learning process more exciting for the students. They should also make a consideration based on the learner's characteristics in choosing the teaching strategy. Generally, students in primary school are active, creative, and curious. Moreover, they love playing and learning best when they feel comfortable in the class. Thus, the activity of teaching learning should be suitable with principles of teaching English to young learner.

One component to determine the success of English teaching and learning process is teaching strategy. A good English teacher prepares what is best for the students through certain learning strategy especially strategy that can enhance students' motivation in learning English (Nguyen & Terry, 2017). Besides that, Intarapanich (2013) claims that the use of correct English teaching strategies and in accordance with the characteristics of students is able to support the teaching and learning process so that learning objectives can be achieved. Teaching strategies that generates significant learning and creates motivation, interest and enjoyment in young children is a challenge in contemporary education (Tzuriel and Remer, 2015). So it can be said that the existence of teaching strategy is very important in determining the success of teaching and learning process.

Young learners have different characteristics and learning preference. In coping with these differences, English teacher should select the appropriate teaching strategies for young learner. A study conducted by Lestari, Asrori, and Sulistyawati (2019) found that English teachers in teaching English for young learners tend to use game, listen and read, filling the blank and brainstorming strategies. Maulidar, Gani and Samad (2019) also identified that in teaching

English for young learners, the teachers used a strategy that engages the students' participation such as games and involving visual media.

A good and appropriate teaching strategy should be able to motivate the students in teaching and learning process and help them to achieve the learning goals. Considering strategy of teaching English for young learners and the importance of applying the strategies, this study attempted to investigate the teaching strategies used in TEYL, TEYL and how the teacher implements the strategies.

1.2 Research Problem

The problem in this study can be formulated as follows:

- 1) What are strategies used by English teacher at SD Suta Dharma in teaching English for young learners?
- 2) How does the teacher implement the strategies of teaching English for young learners?

1.3 Objectives of the Study

Based on the research problem above, this research is aimed as follows:

1. To describe the strategies used by English teacher at SD Suta Dharma in teaching English for young learners
2. To describe the implementation of teaching English strategies for young learners at SD Suta Dharma.

1.4 Scope of the Study

This study is scoped on describing the strategies of teaching English for young learners. In addition, this study also investigated the implementation of the strategies and the problems encountered during the teaching and learning process.

1.5. Limitation of the Study

The limitation of the study was limited on the setting and participant of the study. Due to cost and limited access to school, this study was conducted only in one selected school and there was only one English teacher available in the school where the study was conducted.

1.6 Significance of the Study

a) Theoretical Significance

Theoretically, the results of the study are expected to enrich the theories of strategies of teaching English for young learners. The results of the study are also expected to contribute to TEYL pedagogy. Furthermore, the results of the study can be used as a reference of teaching English for young learners.

b) Practical Significance

Based on the research objectives above, the significance of the study can be stated as follows:

1. For the teacher

Teacher can use the results of the study to make varied strategies in teaching English for young learners in Elementary School.

2. For policy maker in primary school

The policy maker in primary school can use the results of this study to make suitable policy regarding teaching English for young learners.