

CHAPTER I

INTRODUCTION

This chapter presents background of study, research questions, research objective, significance of study, and definition of key terms.

A. Background of Study

In recent years, English teaching has developed very rapidly, this is due to the impact of globalization and English is an international language so everyone must understand it. English has gained popularity in the world as well as in Indonesia because it has become an international language. Previously, English was only taught to secondary students, but now English is also taught to elementary school students. This is due to the increasing number of English language educators and the increasing development of curriculum and materials to deal with the question of how to teach EFL to young learner.

Teaching English to young learners such as elementary school students is of course different from teaching high school students. Teaching English to young learners is the initial stage in getting to know English. Teaching English to young learners is not just about giving assignments in class. However, for the process of teaching English to be successful, special skills are needed and are different from the skills when teaching intermediate students. As an English teacher, teacher must have creativity in teaching because in the learning process teacher can create a pleasant learning atmosphere, increase students' understanding, pay attention to English material and make English a fun lesson for young learners.

Brown(2001) states that education helps young people by introducing them to new skills, expanding their knowledge, and guiding them through the process of understanding difficult language concepts. Teaching English to young learners is different from teaching English to adults or teenagers. They are very enthusiastic in classes. When learning a new language children are less aware of grammatical errors and have less difficulty speaking and speak like native speakers due to lack of inhibition (Cameron, 2001).

There are eight principles teachers should keep in mind when teaching English to young learners. They are: (1) the learners active role in the learning experience;(2) helping students develop;(3) practice language collaboration;(4) using multidimensional activities organized by topic;(5) they provide pegs comprehensibly;(6) Language and culture;(7) provide clear goals and(8) performance feedback (McCloskey, 2014)

Teachers of young learners should realize that they should not make their child's age the basic for their maturity. The age when children can easily learn anything. The two are known as linguistic skills and language performance (Clark & Clark, 1977). Noted that linguistic competence is defined as the ability of the individual to use a language, while linguistic performance, the actual implementation of that ability is specified in language speech and listening. Therefore a better understanding of younger age suggests that younger students learn better and the extended effect provides more experience at the end of the learning process (Enever & Moon, 2009).

Brown(1987) has also argued that competence refers to the basic knowledge of a system, event, or reality. The ability to achieve something is

not observed, idealized, to perform. According to Prihatin(2021) teaching English to young learners is very different and more difficult. If they are high school students, they will quickly understand and have their own initiative to understand learning material. Different from young learners, at this age they just like to play and need a lot of attention. Therefore, teacher must be more skilled in using teaching strategies to young learners.

Teaching young learners is different from teaching adults. They tend to change their mood every time and find it extremely difficult to sit still (Klein, 1996). The learning technique is how the instructor chooses how to learn. It can help a teacher to teach a student as easy as to get the goal of studying. Based on the several opinions above, teaching strategy is one of the teacher's processes in delivering learning that is easily understood by young learners so that they can achieve success in learning.

There are three sub-strategies to motivate students. One is to show excitement and enthusiasm. Teachers should be warm and enthusiastic full of intimacy. The second is to cultivate curiosity and the last is to generate controversial ideas. Teachers can express conflicting opinions by asking different questions or everyday realities. A reference is defined as a specific concise set of alternatives that give students a clear idea of what will be learned and how the material will be learned. Teachers need to stimulate students interest in learning so that they can concentrate on their lessons. The students leading role should be emphasized (Zhao, 2014).

There are previous studies related to this research aim to find out the teaching strategies used by English teachers in encouraging student

participation in class. The teacher had difficulty implementing the strategy maximally. This research uses a descriptive method. The instruments used to collect data, namely observation, documentation, and interviews. The most significant strategy that teachers often use to encourage young students' participation is: verbal illustration, demonstration, look and say, and questioning (Astuti, 2021)

Each teacher usually has a different strategy in opening lessons, because they have additional knowledge, experience, and teaching styles. The differences of strategies and abilities of teachers in managing the classroom depend on the type of the teacher, the topic of the material, and the instrument that the teacher uses.

Difficulties encountered by teachers in maintaining a disciplined, organized, and conducive learning environment in classrooms with young learners. Challenges include handling large class sizes, managing varied student behaviors, and ensuring all students remain focused and engaged.

The scarcity or insufficiency of age-appropriate, engaging, and high-quality educational resources such as textbooks, visual aids, interactive games, and digital tools. This limitation can hinder the effectiveness of English language instruction and fail to capture the interest of young learners.

According to Songbatumis (2017), the challenges faced in teaching English such as different foreign languages and related to students, teachers and school supplies. As Abrar in Pratiwi et al 2021 state there are seventh problems faced by teacher in teaching English to young learner;(1)limited time, (2)differents characters of students,(3)low attention of

student,(4) bricking students,(5) the position of English in the national curriculum,(6)limited teacher,(7) unsupported facilities.

Based on the explanation above, researcher did observation at the fourth-grade students of SDN Mrican 1 Kediri on Saturday, 13th and 27th Mei 2023. The researcher wants to do the research in SDN Mrican 1 to find out how the English teacher's strategy in teaching english for young learner and the problems faced by teacher.

B. Research Questions

Based on reasons above, the problems to be discussed through this study are:

1. What are the problems faced by the teacher in applying strategies in teaching English for young learner at SDN Mrican 1 Kediri?
2. How do the teacher apply the strategies of teaching English for young learner to overcome the problems at SDN Mrican 1 Kediri?

C. The Objectives of The Study

The objectives of the study are:

1. To find the problems faced by the teacher in applying strategies in teaching English for young learner at SDN Mrican 1 Kediri.
2. To find out how teacher apply the strategies in teaching English for young learner at SDN Mrican 1 Kediri.

D. Significance of Study

The result of this research is expected to give important information for the students and English teachers. The significances are:

1. The students

The result of this research can be useful for the students can be more

enthusiastic in learning based on the strategies that have been applied.

2. The teacher

The teachers will make the right follow-up for applying English teachers' strategies for young learner which are going to be used to make the teaching learning process successful.

3. The other researchers

The researcher hopes this research can inspire the next researchers and become reference for future researchers, and they can conduct further research on teaching strategies to young learners.

E. Scope and Limitation

In this research, the researcher focuses on an analysis the teachers' strategies in teaching english for young learner for the fourth grade at SDN Mrican 1 Kediri.

The limitation of the research only covered 2 weeks, so it did not assess long-term changes and only involved one class, so the results may not be generalizable.

F. Definition of Key Term

These are some key terms used in this research, as stated below:

1. Young Learner

Young learner is typically defined as a child in the early stages of their educational journey, usually between the ages of 5 and 12 years old. These learners are in primary or elementary school and are at a critical stage of cognitive, social, and emotional development.

2. Teaching English for Young Learner

Teaching English to young learners involves instructing children. This process includes helping them develop skills in listening, speaking, reading, and writing in English while making the learning experience engaging, interactive, and enjoyable.

3. Teaching strategy

Teaching strategy is a plan of operation achieving learning goals.

While the strategy is a way to achieving learning goal.

4. Teaching problem

Problems in teaching strategies refer to the challenges and obstacles that educators encounter when planning, implementing, and refining instructional strategy aimed at facilitating student learning.