CHAPTER I
INTRODUCTION

In this chapter, the researcher will discuss the background of the study, statement of the problems, purposes of the study, significant of the study, scope and limitation, and definition of the key terms. All of the items will be explained below:

1.1 Background of the Study

The decision that government will abolish English from curriculum has been spreading in Indonesia. Ministry of education and culture stated that the abolishment of English from curriculum in elementary school will be valid in 2013-2014 (Tempo: 2012). Since the government announces it on public, many people react on the issue. There are pros and contras on the impact of the abolishment of English from curriculum in elementary school. But, the government permit the school to include English as Extra lesson. Some people such as enterpreneurs also can open special course to teach English for young learners. Although government will abolish English from curriculum in Elementary school, English for young learners may still be learn in Indonesia.

Musliar Kasim (Deputy of Ministry of Education and Culture) explained that English would be ineffective to be learned because the competency of English teachers in Indonesia is ineligible to teach for English subject in elementary school (Kompas.com: 13/11/2012). Indeed, teaching children is not easy. Children have some unique characteristics. According to Piaget in Cameron, children are active learners and thinkers (2001). “Children see the foreign language ‘from the inside’ and
try to find meaning in how the language is used in action, in interaction, and with intention, rather than ‘from the outside’ as a system and form” (Cameron: 2001). One of young learners’ characteristics is that they are very active. We often meet the students in a class like to move around. They will move to another place, because they like to feel busy. In addition, children like learning by doing. Furthermore, Scott and Yteberg (1990:5) stated that children like playing. They like to be active in the learning process. A teacher, hopefully, can accommodate the students’ characteristics to create activities that allowed student to be active in the class.

It is important to play some activities that can help the student to learn English actively. First, provides activities with visual, realia and movement. Young learners are very much linked to their surroundings and are more interested in the physical and the tangible. Having children involved in creating the visual that are related to the lesson engages students in the learning process by introducing them to the context as well as to relevant vocabulary items. Next, establish the routine activities in English and use first language as resource when necessary. In short, the activities which played in the class should use the language in action, in interaction, and with intention. Several activities that can be used in teaching English for young learners are games, songs, storytelling, crafts, and recently some teachers use discovery learning.

Discovery learning is learning theory that holds great potential for improving instruction and student learning outcomes where simple memorization of definitions or brief introduction to a specific set of resources is not sufficient to reach the instruction goal at hand (Bicknell-Holmes and Hoffman 2000, p.313). Another theory
stated that discovery learning is learning by exploring and discovering (Riyanto 2009, p. 138). The main point of this theory is ‘learning by doing’. It is usually used in math or science instructions. The activities of discovery learning encourage students to deduce general principle from practical example and experience. In summary, the concept of discovery learning activities is elicit, engage, experience and explore.

Discovery learning activities is interesting to be used in teaching English for Young Learners (EYL). It makes learning language through science more effective and enjoyable. Through discovery learning activities, the students play with experiment. It gives enjoyment and an element of fun because the children learn English from their surrounding objects. Of course, children are easier to memorize the word from real object to enrich their vocabulary in English. In fact, discovery learning activities are used because children have sense of curiosity. They interest in finding out how something can be made to work or try to make something of their own way.

Based on the phenomenon above, the discovery learning activities is useful to help students to increase their achievement in English. Therefore, the researcher intends to do a research on discovery learning activities of “Science is Fun” program of Kompas TV to teach EYL. “Science is Fun” program of Kompas TV is chosen by the researcher because the program shows many discovery learning activities which can be adopted to teach EYL. The reason of choosing this research is the researcher believes that discovery learning activities of “Science is Fun” program of Kompas TV is useful to support the successful of learning and teaching process, especially to
young learners who are learning English. Besides, the researcher hoped that this research will prevent the abolishment of English in Elementary school.

1.2 Statement of the Problems

Based on the background of study above, the researcher wants to describe the problem as follows:

1. What are the discovery learning activities which are found in “Science is Fun” program of Kompas TV?
2. How is the discovery learning activities which are found in “Science is Fun” program of Kompas TV adopted to teach EYL?

1.3 The Purposes of the Study

Related to statement of the problems stated previously, the purpose of this study is:

1. To find out the discovery learning activity that is found in “Science is Fun” program of Kompas TV.
2. To describe the way of the discovery learning activity that is found in “Science is Fun” program of Kompas TV to be adopted to teach EYL.
1.4 The Significance of the Study

The results of this study are expected to give something meaningful for teaching learning process. Practically, the writer hopes that this research would give contribution to the teacher in teaching learning process. This research can be used to guide the teachers better in teaching English to young learners, especially as they are using discovery learning activities in class.

Theoretically, it is hoped that this research will give more knowledge and information regarding with discovery learning activities. The results of this study can give inspiration for next researchers to do a research about discovery learning activities not only for young learners but also for junior or senior high school students as well. Besides, this study is also expected to enlarge researcher’s understanding in using discovery learning and inform other researchers about it.

1.5 Scope and Limitation

This study focuses on the discovery learning activities of “Science is Fun” Program of Kompas TV. The researcher limits on 5 episodes of “Science is Fun” program of Kompas TV performed from 2.30 to 3.00 p.m. on Monday to Friday, May 27th – 31st 2013.
1.6  **Definition of Key Terms**

1. Young learner means children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Sarah Phillips, Young Learners, 1993)

2. Science is Fun is a program of Kompas TV for children contains experiments of science.

3. Discovery Learning as activities to encourage integration of new knowledge into the learner’s existing knowledge base; exploring and problem solving to create, integrate and generalize knowledge (Bicknell-Holmes and Hoffman: 2000)

4. EYL (English for Young Learners) is one of the English teaching programs that are meant to fill the special needs of young learners (Kasbolah: 2007)