CHAPTER I

INTRODUCTION

This chapter discusses some topics related to the background of the study, the statement of problem, the purpose of the study, the significance of the study, the scope and limitation, and the definition of key term.

1.1 Background of the Study

English becomes a tool for communicating between one to another person around the world. In order to have fluent international interactions, many of children attend to English course to practice and improve their knowledge about Basic English skill and take many advantages of language skill in young learners. There are many advantages of area language skills which are achieved when children learn a foreign language in primary years (Cameron: 2001). It means that skill of foreign language will be developed by learning it in early age.

Curtain and Dahlberg (2004) as cited by Ara (2009) stated that the amount of time spent for learning the language is the main factor for building foreign language proficiency. The language learning also will take long time, need more practice and experience, and will be greater fluency and effectiveness if it begins earlier. Moreover, the early introduction of second language/ foreign language teaching is better than adult. Cameron (2001) said, “Children can learn a second language particularly effectively before puberty because their brains are still able to use mechanism that is assisted by first language acquisition”.

Teaching English as a Foreign Language (TEFL) for young learners is not as easy as teaching English to adults because young learner will be impressed by
real experiences as they interact with their environment. Isbell and Exelby (2001) stated that young children try to understand the world in which they live, the visual images and concrete objects in their environment which this learning takes place. They will interact with their environment which can enrich and expand the quality of children’s experiences and learn how the world works through the unique and concrete experiences. Therefore, the teachers should create real environment and concrete experiences by using resources in the most effective way.

According to Isbell and Exelby (2001), young learners’ environment must be attractive, exciting, and placed where they can work and play by using appropriate resources, material, and tool. The environment which is created by the teachers should support and encourage them because they learn by exploring and investigating. Besides, the most effective classroom activity such as fun activities songs, rhymes and games should be used for children in the language class (Ara: 2009). It means that teaching English for Young Learner (EYL) is not simple. The enjoyable activities such as learning with singing, playing games, storytelling and the implementation of media and tools should be conducted in process of teaching learning EYL. All of them are conducted by the teacher in order to deal the materials to the learners and take the goals of learning English with interesting media in English teaching learning activities.

According to Piaget in Sabillah (2004) using media in teaching elementary school is very important because at this stage, the children learn by handing-on real experiences to understand new concepts and ideas. The media which is conducted by the teacher also can make the message delivered to children clearer
and more real. Although, there are many media which is ready to use, the teachers are suggested to make creative media by themselves (Sabillah: 2004). It means that the teachers should conducted it in teaching learning process because teaching by using media is important in order to make young learners interested. Moreover, the media which is conducted by the teachers should be proper, creative and related to the material in English teaching learning process. The most primary teachers understand that the classroom is not only a place for learning but also a medium for it (Smutny & Fremd: 2010). As a result, the writer chooses the teaching media to support the English teaching learning process in this research.

Media is something which can deliver information and support English teaching learning activity effectively. Smaldino, et.al (2011) stated that media is a mediator or everything which brings all of information from the sources to the learners in order to make communication and study easier. It consist of text, audio, visual, manipulative, and person. Besides, the effective teaching learning activity, the teacher should choose the appropriate media which related to the material in order to deliver it to the young learners. Moreover, young learners will be interested in joining teaching learning process and know about the material by using media which is used by the teacher. According to Moon (2000) as cited by Shin (2005) stated that creating the visuals which related to the material will engage learners in the learning process. It will make the learners to fell interested, invested, and take better care the materials of the lesson.

Media becomes important aspect in teaching learning process. It is not only to make the young learners interested and to know more with the materials but also give them a psychological and motivational effect. Based on the journal
by Khoury (2010), visual media of colored paper (Booklets) gives positive impact to the young learners in certain skill of language learning. She found that media could be an important factor for the quality of writing produced in a more conventional writing task because the whole the young learners said that they like to write on colored paper.

The result of previous research by Kurniawan (2009) in SMP 111 Jakarta showed that students’ achievement average before learning descriptive writing through media “picture” was 62, which classified into enough standard. Meanwhile, after using picture their outcome average in learning descriptive writing was 84 and it can be classified into good standard. From that result it can be conclude that students gave positive response to the media such as pictures which was used in teaching writing. It means that by using media, the teaching will get learners’ response to the materials. As a result, the teacher can deliver the materials to the learners easily by using media which is related to the material in an appropriate skill of language. While in research by Hapsari (2007), the teacher of EYL has to use teaching media to guide students’ mindset in order to have experiences the real concept. The result of the research which is designed as quantitative research showed that the visual media is the effective media for teaching vocabulary to young learners because the students’ vocabulary achievement using visual media was good.

For this reason and different from that case, the writer would like to study about the implementation of media by the teacher in teaching EYL. The teachers are the students whose concentrate in EYL. They will apply and practice their knowledge which is gotten from EYL 1. This study is conducted in EYL course of
5th grade which is conducted by English Department at University of Muhammadiyah Malang. EYL consists of 6 classes. It is from 1st grade until 6th grade which have 10 meetings and different topic in every meeting. At 5th class, they take complete facilities such as creating real students’ experiences and interactive classroom media. Because of considering the importance of media in language teaching learning process to young learners, this study is urgently to be conducted to get a clear description about the implementation media in language teaching learning process.

1.2 Statement of Problems

Based on the background of the study stated above, the problems of this study are formulated in following part:

1. What kinds of media are implemented in teaching English for Young Learners (EYL) of 5th grade?
2. How is the implementation of media in teaching English for Young Learners (EYL) of 5th grade?
3. What are the students’ responses toward the implementation of media in teaching English for Young Learners (EYL) of 5th grade?

1.3 Purpose of Study

In accordance with the problems above, this study is conducted to get the answer of the research question. The purposes of the study are:

1. To know the kinds of media which are implemented in teaching English for Young Learners (EYL) of 5th grade.
2. To know how media are implemented in teaching English for Young Learners (EYL) of 5th grade.

3. To know the students’ responses toward the implementation of media in teaching English for Young Learners (EYL) of 5th grade.

1.4 Significance of Study

The result of this study is expected to give several advantages for the English language teacher. First of all, practically, it is expected to give information for the teacher about kinds of media which is appropriate to use in English teaching learning process to young learners and students’ response toward that media. As a result, the teacher will know what he/she should do to conduct the effective media for teaching English to Young Learners by knowing and understanding the students’ response toward that media. Then, it can also help teachers to plan and organize in English teaching learning activities especially for young learners by using media which is effective, interesting, better than before and not tedious. Theoretically, it can enrich the knowledge about teaching media of students of English Department who take concentration on the English for Young Learners. Finally, the result of this study is expected to give contribution for the next researcher who wants to conduct a similar research with different topic.

1.5 Scope and Limitation

The scope of this study is to analyze the students’ responses toward that media which are implemented by the teachers in teaching EYL. The limitation of
this study is on EYL practice teaching class of 5th graders at University of Muhammadiyah Malang.

1.6 Definition of Key Term

To clarify the terms used in this study for the readers, the writer gives some definitions of key terms. They are investigated in this study as the following:

**Teaching** is an activity which cannot be defined apart from learning. This activity is for guiding, enabling the learners to learn, and setting their condition and environment for learning (Brown: 2000). Teaching in this study is guiding and transferring information of English to young learners.

**Media** are tools that are used by the teacher to transform the materials of lesson to the learners (Arsyad: 2010). In this study, the teaching media are tools which are used by the teacher of English for Young Learners of 5th grade in order to help the teacher to deliver and deal the materials to the students.

**Young Learners** are children between the ages of 7 years old to 12 years old (Shin: 2005). It means the students of elementary level.

**EYL (English for Young Learners)** is an elective program where students of English Department can practice and conduct English course for young learners.

**Students’ Response** is the students’ reaction toward the media which is used by the teacher in English for Young Learners teaching learning process.