CHAPTER I
INTRODUCTION

Chapter 1 of this research presents topics such as: background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation, and definition of key terms. Each section is described as follows.

1.1 Background of study

Since the government released the management of education in 2001, many local governments decided to teach English as a "Local content" at the level of primary school and kindergarten. That is the initiative of the local government to support and facilitate children of learning English as a foreign language in Indonesia (Jalal & Musthafa, 2001). As the result of increasing number of English for Young Learner (EYL) students in Indonesia, then the non-formal EYL classes are opened for primary school level students. One of the universities that have opened the EYL class for elementary students is English Department of University of Muhammadiyah Malang. It is expected to provide the candidates of English teacher having good ability to teach EYL professionally.

The purpose of EYL program is to introduce participants to the theory and practice of teaching in the EYL classroom. In EYL teaching-learning process, young learners should have fun with English. The participants should engage with the enjoyable activities that are designed specifically for young learners, such as songs, chants, drama, storytelling and outdoor activity. Therefore, the EYL teachers must be
able to apply strategies of teaching language within a meaningful context and share effective techniques for making language input comprehensible and encouraging student’s participation.

To make it work, the teachers must know the characteristics of students who have developed through certain stages during the learning process (Joan littlefield cook 2005: 11). It is explained as follows: The first, Sensory-Motor Stage (from 0 - 2 years) in which children seem to learn through physical interaction with the world around them. Second, pre-operational stage (from 2 - 7 years) when children need concrete situations to process ideas. Third, concrete operational stage (from 7 - 11 years) in which children begin to conceptualize and do some abstract problem solving, though they still learn best by doing, and fourth, formal operational stage (from 11-15) in which children are able to use abstract thinking.

In addition, teachers should pay attention to some aspects that should be done during the process of learning and teaching, and one of them is in delivering material. Therefore, the teachers should evaluate and select the textbooks that they will use. According to Byrd (in Celce and Murcia 2001: 415), the evaluation and selection of a worksheet is a complex process carried out in various ways. The teachers should know what type of worksheet they want to give to the students.

Worksheet and teaching learning processes are two terms which has strong correlation. The worksheet of textbook has strategic function for gaining the goal of education. According to Ur (1996: 192) worksheet is a page or some pages of tasks, distributed to each student to do either in class or at home, intended to be written on,
and usually taken in by the teacher to be checked. Teacher-made tests can be seen as a specific kind of worksheet. In this case, the worksheet is conclusion of important point of textbooks and exercises.

Using worksheet has become “culture” in Indonesian education. Many subjects taught from elementary level to senior high level use worksheet. Thus, most of teachers assess students’ development in teaching learning process by using it also including how well students finish the exercises. Therefore, the accuracy within the assessment is not good because of the limitation of information student get. That is why, worksheet is commonly used. The teachers have to think twice to do like those in assessment process if they really want their students to have better development in their achievement.

In the previous study, Arifin (2008) tried to find out four elements of students’ worksheet of Second Year of Junior High School arranged by MGMP Team In Trenggalek. They were vocabulary, structure, exercise, and illustration elements. Therefore, in this study the researcher doesn’t analyze all of the aspect which are included on students’ worksheet. In this study, the researcher focuses on the type and the English components of students’ worksheet in the EYL context.

This present study is the kind of umbrella research which is conducted by two reseachers in English Department of UMM. Both of the researchers tried to analyze the students’ worksheet, but one focuses on the first grade teachers and the second researcher focuses on the second grade teachers’ of EYL course at UMM.
Using worksheet has been the important element in teaching-learning process. Most of the teachers use worksheets to assess the students’ achievement. However, the teachers have to know the students’ level, because each education level is different. In contrast, almost all EYL teachers are less considering of the importance of using worksheet to assess their students’ achievement. EYL course is one of the elective courses at UMM. In addition, EYL course facilitates the students of English Department, to have practice teaching to create the professional teachers.

Based on the reason above, in this present study the researcher analyzes the types and the English components of student’s worksheet used by pre service teacher in the second grade students of EYL course at English department of UMM academic year 2012-2013.

This study is expected to be meaningful in providing the good worksheet for second grade students of EYL that can attract and motivate the students to be active in the class. Besides, this research can be used as the source of information for the next researcher to continue or develop this research.

1.2 Statement of the Problems

Based on the background of study above, the writer formulates the problems as follows:

1. What are the types of students’ worksheet used by pre-service teacher in the 2nd grade students of EYL course at English department of UMM?

2. What are the English components of students’ worksheet used by pre-service teacher in the 2nd grade students of EYL course at English department of UMM?
1.3 Purpose of the Study

Based on the statement problem above, the purpose of the study are:

1. To find the types of student’s worksheet used by pre-service teacher in the 2nd grade students of EYL course at English department of UMM.

2. To find the English components of student’s worksheet used by pre-service teacher in the 2nd grade students of EYL course at English department of UMM.

1.4 Significance of the Study

The result of this study is expected to give contribution for English Teachers in teaching EYL. It means that the result of this study is expected to provide the English teachers with the forms of good worksheets material that can attract and motivate the students in order to be active in the class. In the one hand, it is also hoped that students can receive the material given by the teacher well. In addition, this study is expected to improve and enlarge the researcher’s understanding in teaching EYL by giving worksheet. By reading this research, the students are expected to get new insight to EYL course in which this can be used as a reference to increase the quality of EYL teaching.

1.5 Scope and Limitation

The scope of this study is investigating the worksheet used by pre-service teacher in teaching the second grade students of EYL course conducted by English Department of UMM.
The limitations of this study are focused on the types and English components of student’s worksheet used by pre-service teacher in teaching the second grade students of EYL course conducted by English Department of UMM academic year 2012-2013.

1.6 Definition of Key Terms

To get the definite definition of key terms used in the study, the following definition is given.

1. Pre-service teacher

College students who are teaching under the supervision of a certified teacher in order to qualify for a degree in education (http://www.thefreedictionary.com).

In this study, the pre service teacher are the students of English Department of University of Muhammadiyah Malang who took EYL II course in October – December 2012.

2. EYL course

Innovative and exciting course to encourage students to speak as much English as possible, and ensure that language learning is a fun experience (www.britishcouncil.in/learn-English/courses-children).

The aim of this courses is to improve knowledge of all aspects of the English language, including speaking and listening skills, reading and grammar. The course is designed to consolidate and extend the English learning at school.
3. Young Learners

Children at early ages are those about 5 years old to 12 years old, they are called young learner. (Rixon in Sabillah: 2007). In this study, young learner is the 2\textsuperscript{nd} grade elementary school students.

4. Worksheet

Worksheet is a page or some pages of tasks, distributed to each student to do either in class or at home, intended to be written on, and usually taken in by the teacher to be checked. In this case, the worksheet is the conclusion of important point of textbooks and exercises. (Ur, 1996)

5. The Type of Worksheet

The type of worksheet is something that suit their characteristics when we want to teach student. As well as the task or worksheet, the teachers have to consider about the students like before giving some exercise. There many kinds of worksheet which is suitable for teaching learners. The task for children involve drawing, coloring, cutting and sticking (art and craft), game, stories, ‘let’s pretend’ and matching. (Reilly et. al 2009)

6. The English Component

The English Component is component when arrange worksheet, so automatically students’ understanding of language will increase well. English component consist of four things, namely vocabulary, pronunciation, structure and spelling.