CHAPTER I
INTRODUCTION

In this chapter the writer describes about background of the study, statement of problems, purposes of the study, significance of the study, scope and limitation, and definition of key of terms.

1.1 Background of Study

Education for children recently has become the government’s priority for Indonesian. For parents, education is the way to enter the new world. Parents usually want to give the best education for their children. It means that, in the formal school children are not only introduced to Bahasa Indonesia and mother tongue, but they are also introduced to English. As a result, teaching English to young children has become a new trend in our education system.

Teaching English in primary school has recently become a booming issue in Indonesia. So far, many primary schools have included English to their school curriculum. The years at primary school are extremely important in children’s intellectual, physical, emotional, and social development. They go through a series of stages, progressively acquiring skills that are thought necessary by the society they live in (Philips, 1993: 3). Teaching English to young learners will require careful preparation and consideration. According to Sabillah, et.al (2008: 33-37) in teaching English to young learners, teachers need to use some methods and strategies in order that the teaching can be successful such as; using simple language, the teaching should be gratifying, not terrifying, and using some tricks. Jacobsen, et.al (1981: 9) say that the teacher then must consider the
implementation of those strategies. In teaching learning process teachers should be able to select a particular strategy to reach the teaching goal. The goals in teaching young learners is to make them understand teacher communication.

Strategy is related to particular methods in communication which are employed by the teachers in the classroom. Communication strategy of young learners is different from communication strategy adult learners. Young learners love repetition, so the teacher can teach children English by doing repetition of the same feature, for example by drilling certain difficult English sounds in songs. It is for this reason that pattern practice or drills can work best for children, which for adult would be terribly boring (Sabillah, 2004).

Research conducted by Hariyanti (2005) about communication strategies to young learners of SD Muhammadiyah IX in Malang, found out that (1) the English teachers used three communication strategies in the classroom interaction. They were comprehension checks, confirmation checks, and repetitions. (2) The dominant communication strategies used by the English teachers in classroom interaction was repetitions. (3) The purposes of the teachers using communication strategies were: to give clear explanations to their students, invite the students’ response, to give motivation to learn the English subject, to achieve the good of teaching English, to improve the students more memory and understanding, to provide the students with more opportunities to process the information given by the teachers and to enhance strong memory by repeating new vocabulary frequently.
Based on the explanation above, in this study, the writer wants to repeat study with other variable; communication strategies used by student-teacher in teaching English to young learners that is not observed yet, especially, at English Department University of Muhammadiyah Malang. In addition, previous research conducted by Hariyanti (2005) had weakness in research instrument to obtain the data about questions in questionnaire. Hariyanti in her research (2005) used observation, interview, and questionnaire, but she did not include the questionnaire in her appendices. Considering this condition, therefore, it is necessary to conduct similar research on teacher’s communication strategies in teaching English to young learners while improving some weaknesses found in the previous research.

1.2 Statement of Problem

Related to the background of the study above, the writer is interested to discuss the problems stated as follows:

1. What communication strategies are used by student-teacher at English Department in teaching to young learners?
2. What are the purposes of student-teacher at English Department using such communication strategies in teaching to young learners?

1.3 Purposes of Study

The main purposes of the study are to provide adequate answer to the questions in the problems of the study, they are as follows.

1. To know about communication strategies used by student-teacher at English Department in teaching to young learners.
2. To know about the purposes of student-teacher at English Department using communication strategies in teaching to young learners.

1.4 Significance of Study

Theoretically, the result of this research will contribute to the next students’ practice teaching who will take EYL subject as their elective course. This study hopefully can give feedbacks and inputs to improve their creativity and competence to be good teachers for young learners by employing the right communication strategy.

Besides, the result of this study is also expected to be useful as preliminary information to find teacher’s communication strategies in teaching English to young learners. It can help the teachers improve the ways how they communicate during the classroom teaching. Moreover, it can be the guidelines for better English teaching to other English teachers.

The result of the study is expected to give theoretical knowledge for teacher of young learners and lecturer. Not have implemented those strategy of communication before.

1.5 Scope and Limitation

In this present study, the scope is English students academic year 2007 that join in EYL elective course. The study is limited only beginner at I grade students in five until seven years old or in EYL III student’s practice teaching class. This study focused on the communication strategies, here are paying attentions into: Comprehension checks, confirmation checks, clarification requests, repetitions and mother tongue.
1.6 Definition of Key Terms

There are some key terms that must be defined to make this study more understandable, there are:

1. **Communication strategies** is the way how to communicate with other people that the used of strategies can help the communicators understand about their ideas.

2. **English for young learners (EYL) III program** is an elective course on which the research is conducted. EYL III can be described as the practice teaching program by EYL students who teach young learners to accomplish their EYL III subject.

3. **Young Learners** are children from the first year (five or six years old) to eleven or twelve years of age.