CHAPTER I
INTRODUCTION

This research contains of some sections such as; background of the study, statement of problem, purpose of study, significance of study, scope and limitation, and definition of key terms. Each section is presented as follows.

1.1 The Background of study

The teaching of English in the kindergarten and elementary school has become popular in recent years. The inclusion of this foreign language is, hopefully, based on certain factors which should be well considered. Teaching of English in the primary level would have some advantages because young children tend to learn a language easily, especially as far as oral skill is concerned. The decree No. 060/U/1993 (in Kasbollah, 2004) stated that, “English can be introduced to the fourth grade students of elementary school”. It means that English is allowed to be taught in elementary school.

Teaching English in the Elementary school is carried out as a legitimate subject with the position as a local subject. The Decree of Ministry of Education and Culture RI/No.0487/1992 (in Sabilah, 2004) has stated that “An Elementary school can include extra lessons in it is curriculum as long as they are not in contradiction with the objectives of national education”.

The National Curriculum Center does not develop any syllabus for this English Instruction because the local content syllabus is supposed to be developed by the provincial curriculum board. To support this program, the provincial office of Ministry of culture and education in East Java a legalized a local syllabus of English
It is stated that by the end of Elementary schooling, the students are expected to master simple English of 500 vocabulary items. In Indonesia, there are some provinces which have developed EYL curriculum, for example Central Java and Western Java.

Curriculum contains of planning, syllabus, approaches, and assessment. Planning is a part of the steps in the pattern of teaching called preparing a setting for learning (Clark, 1986). To succeed the lesson or course, teacher must be able to make ideal lesson plan because it is one of the teachers’ administrative documents that must be given a serious attention. Teachers create a lesson plan to communicate their instructional activities regarding their specific subject matter. Callahan (1988) stated that a lesson plan is visible sign of preparation on the part of the teacher. Moreover, it shows that pre-thinking and planning have taken place, and that the teachers have a road map to guide them through the lesson whatever the distractions. Therefore, a lesson plan is one of the important things that should be developed by the teachers.

Lesson plan helps the teachers to create a good situation in the class, and purposeful teaching learning activity. By using lesson plan the teacher can manage the time well and avoid gap in teaching. No one can teach well for long without planning well. Besides that, the successful of teaching and learning process cannot be separated from the use of media used by the teacher and learners in the implementation.

Media directed at the very young are only latest of a trend to both program for and attract very young children to audio-visual media. Data from two Kaiser family foundation surveys of the parents of children 6 months to 6 years over the past 4
years provide evidence that electronic media are an increasingly important part of the lives of the very young (Kaiser family foundation, 2006). It shows that using media for young learners is very important in teaching learning process.

Brown (1983) states that the function of media are saving the time, stimulating interest, encouraging students’ participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making a classroom dynamic, relevant, and attractive. Media are able to make the students memorize some prior experiences and events more easily. Gutchow (1981) in Sugiharto (1994) states that instructional media are instrument of motivation and they can also stimulate interest in language program.

English Department is one of the Departments at the University of Muhammadiyah Malang. In English Department curriculum, there are three elective courses that must be chosen by the students. They are Business English, Translation, and English for Young Learner (EYL). EYL is prepared for students who are interested in teaching children. It learns about the theories of teaching to young learners and how to practice those theories well. Before practicing those theories, the students have to prepare appropriate teaching methods, develop the suitable techniques, and arrange teaching strategies. Then, all of them are covered in lesson plan. Lesson plan makes the students easy in teaching practice.

Practice teaching is the time for practice teachers to find out the strategies, tactics, and teaching styles. Teaching practice is a very important learning experience because the practice teachers can apply the theories gained in college class to be real situation. In the practice teaching, they may face problems. One of them is a problem
of relevance of lesson plan and its implementation, a problem of relevance of lesson plan and method, etc.

In previous research, Ramadhani (2005) studied about the implementation of lesson plan at SMA MUHAMMADIYAH 1 PASURUAN. She observed the teachers who implemented the lesson plan which was written on students’ worksheet (LKS). Her research showed that the teachers did not implement all instructions in LKS. It can be seen that from the seven elements of LKS, only two of them were matched with the lesson plan and five of them did not match. Time allocation, goal, method, sources, evaluation were elements that did not match with the lesson plan. In addition, her research also found that the material and the activities were matched with the lesson plan that was written in students’ worksheet. There were four factors as the reasons that the teachers did not implement the lesson plan, i.e school facilities, students’ ability, school regulation, and class condition.

Based on the above findings, a study about the relevance between lesson plan and media in teaching practice is necessary to do because EYL practice teacher makes own lesson plan and uses media to teach young learners. The use of media makes the students more interested in studying English. This research will help the practice teacher to avoid irrelevance of lesson plan and media in teaching process. The relevance of the lesson plan and media affects teaching-learning process and students’ achievement. Therefore, the writer wants to know how the relevance between lesson plan and media is and the problems faced by practice teachers in implementing the media based on lesson plan in teaching English to young learners at UMM. Hopefully, this study can solve the problems.
1.2 Statement of the Problems

There are two main problems:
1. How is the relevance between lesson plan and media used by the practice teachers in teaching English to young learners at UMM?
2. What are the problems faced by the practice teachers in implementing the media based on the lesson plan in teaching English to young learners at UMM?

1.3 Purpose of the Study

1. To know the relevance between lesson plan and media used by practice teachers in teaching English to young learners at UMM.
2. To find the problems faced by practice teachers in implementing the media based on lesson plan in teaching English to young learners at UMM.

1.4 Significance of Study

This study is expected to give the contribution to the next practice teachers who will teach at the EYL course. This study hopefully can improve their creativity and competence to be good teachers for young learners.

Moreover, elementary school teachers can use those media in teaching English to young learners. By knowing the problem and the causes of irrelevance of lesson plan and media in teaching, the practice teacher will know what to do in preparing media that is in relevance to the lesson plan.
1.5 Scope and Limitation

This study focused on the relevance of lesson plan and media in EYL class. The study is limited on the EYL practice teachers. Moreover, this study is also limited only on the practice teachers’ in the third graders.

1.6 Definition of Key Term

The following definitions of the key terms are intended to avoid ambiguity or misinterpretation. These terms are:

1. Lesson plan is an extremely useful tool that serves as a combination guide resource, and historical document reflecting the teaching philosophy student’s population, textbook, and most importantly the goals of the students (Parson et al, 2001).

2. Media is one of the tools which are used to transfer information to the students in order to attract student’s motivation in teaching learning process (Sadiman: 2006).

3. Teaching practice is a part of learning how to be teacher. Teaching practice provides opportunity for teachers’ candidate to get teacher’s experience.

4. English for Young Learners’ Course is English course that is held at the English Department of UMM in which is taught by the practice teachers who take EYL II subject.

5. Young Learners are the children from the first year or formal schooling (five or six years old) to eleven or twelve of age (Philips, 1993).