CHAPTER 1
INTRODUCTION

1.1 Background of the study

The emergence of the term *English as a global language* is frequently and familiarly heard in our life. Global language can be defined as a language that attains a genuinely worldwide status when it builds up a special role that is recognized in every country (Crystal, 2003). The implication of English as a global language is widely spread around the world, either used as first, second, or foreign language. Indonesia is one of many countries which uses English as a foreign language. Foreign language implication is used in a country where English is not commonly spoken.

As the result of the foreign language’s implication, teaching English as a foreign language is challenging thing. The teacher should introduce the new language to the students whose the first language is not English. The students should learn four aspects in mastering English, such as listening, speaking, reading, and writing. Those four aspects assist the students to master English well. Therefore, in teaching English as a foreign language, the teacher should engage the students in all kinds of English activities. It can facilitate the students to learn English well.

In relation with teaching English as a foreign language, English is applied as one of obligatory subjects in each level of education. However, after the implication of K-13 in Indonesia, English becomes extracurricular subject in Elementary school; whereas not all school applying this government’s rule. Apart
from this regulation, English is taught to the young learners whose level is similar to elementary school students. English subject becomes an essential part of young learners education. As asserted by Cameron (2001) Critical Period Hypothesis is the term given to the children who can learn a second language foremost effectively before puberty. It happens because the children’s brain is still able to utilize the mechanisms that assist mother tongue acquisition. Hence, it is immensely great if young learners learn English in early age.

The teacher should consider many things during preparation in teaching to young learners. One of which is classroom management. It can assist the teacher to overcome the challenging period in teaching English to young learners. Classroom management is one of several things that are needed in teaching English, it is important to be applied in teaching and learning process. Good material, lesson planning, teaching media and other supporting factors in teaching English will be applied perfectly if there is a good classroom management. The one who has an authority to hold the classroom management is the teacher. The teacher always acts as a controller, standing at the front of the class, managing everything that happens and being the center of attention (Harmer, 2007).

Managing class of young learners usually related with some activities such as managing the students’ condition, catching students’ attention, arranging the desk, and generally the way which makes the students engage in teaching and learning process. Halimi et al (2010) mentioned six things which are included in managing class of young learners, such as deciding a good desk arrangement, grouping students for learning tasks, correcting errors properly, giving clear instructions, eliciting information from students, and managing student behavior;
all of which help the teacher have well-organized, effective classroom management. Students become an object in which classroom management is applied. Therefore, classroom management is the way to make the classroom environment conducive.

In order to apply the classroom management’s strategy, the teacher might face some difficulties. The difficulties can be caused by several factors such as the students, the teacher, the facility and many other factors. In teaching English to young learners especially, the teacher will face challenging period in managing the class. Young learners have different needs, interests, and abilities from adult learner (Halimi, 2010). Generally, when teachers teach adult learners, they might sit in the seating area that had been provided, and also pay attention on the teacher well. It will be different when teachers teach young learners; they might face some students making noise, doing a bad behavior, playing around and many others mistakes that make the classroom environment is not conducive.

The previous study was done by Nurwanto (2007), which was about the non-linguistic problem that was faced by teacher in teaching EYL. The non-linguistic problems were from the sides of the teacher, students, time allocation and facilities. The solutions of non-linguistic problems done by the teachers were: the teachers separate the noisy students, from: advising them, giving some games and songs, reading stories and giving more attention individually. The teacher’s solution was using interesting techniques in teaching English to young learners. It was done to make the students not getting bored.
Another previous study was about an analysis on classroom management in teaching English at tenth grade of SMA Muhammadiyah 1 Malang had done by Wahyuni (2013). The result of the study showed that the teacher applied some teacher skills of classroom management in managing the class, such as: holding students accountable, withitness, overlapping, smoothness and momentum, and group alerting. Besides, the teacher also found student’s misbehavior as a problem in managing the class. Furthermore, to solve those problems, the teacher used three strategies, they were; minor intervention, moderate intervention, and using other resources.

Based on the two previous studies that were discussed about the non-linguistic problem in teaching English to young learners and an analysis on classroom management in teaching English, the researcher is attracted to conduct a study about classroom management difficulties, because the previous studies concerned about the classroom management. However, the differences with this study are on the classroom management difficulties and the subject.

This study focuses on classroom management difficulties and the subjects are the teachers of English for young learners (EYL) that teach the first grade students. It is held in 3 months of each year. The teachers are divided into first until sixth grade of elementary school. The classes are only held every Sunday at University of Muhammadiyah Malang.

The students at the first grade usually attain the age of six or seven years old; they are very young for sure. In the teaching and learning process, they need a great attention and guidance from the teachers. It is the changing period from
kindergarten to elementary school. By that reason, the researcher is attracted to conduct a study about classroom management difficulties. The researcher wants to investigate the classroom management difficulties that are faced by the teachers in teaching EYL and the ways to overcome the difficulties, since the students’ attention is the crucial part in transferring knowledge. Therefore, if there are many problems in classroom management it will disturb the teaching and learning process.

1.2 The Statement of the Problem

1. What are the teachers’ difficulties in managing class of EYL students in EYL Teaching Practice at English Department of UMM?

2. How do the teachers overcome problems in managing class of EYL students in EYL Teaching Practice at English Department of UMM?

1.3 The Purpose of the Study

1. To find the teachers’ difficulties in managing class of EYL students in EYL Teaching Practice at English Department of UMM.

2. To investigate how the teachers overcome the problems in managing class of EYL students in EYL Teaching Practice at English Department of UMM.

1.4 The Significance of the Study

This study is considered significant in some aspects:

1. The results of this study are expected to show some basic skills for the students of English Department in applying the classroom management to young learners.
2. To give feedback to English teachers who teach young learners or who will teach it, so the students have better skill in classroom management.

3. The result of this study can be used for guiding the teacher for young learners who wants to make their classroom management better.

4. The result of this study will give a good contribution of teaching-learning English to the readers especially the student of English Department of University of Muhammadiyah Malang.

1.5 The Scope and Limitation

In this study, the researcher focuses on the difficulties in managing class of teaching practice of EYL, conducted by English Department of UMM. Meanwhile this study is limited to classroom management problems in teaching first grade students of EYL.

The researcher chooses the first grade students of EYL because the first grade students are changing period from kindergarten to elementary school, and also they are very young. In the teaching and learning process, they need a great attention and guidance from the teachers. By the reason, the students’ attention is the crucial part in transferring knowledge. The teachers can catch students’ attention by applying good classroom management.

1.6 The Definition of Key Term

To avoid mistake and misunderstanding, the researcher describing the definition of key terms, they are:

1. EYL is an elective course offered by English Department in University of Muhammadiyah Malang to seventh semester students in order to do practical teaching.
2. Young Learners mean children in formal schooling, usually at first until sixth grade of elementary school.

3. Classroom management includes deciding on a good desk arrangement, grouping students for learning tasks, correcting errors properly, giving clear instructions, eliciting information from students, and managing student behavior, all of which help the teacher have well-organized, effective classroom (Halimi et al, 2010).