CHAPTER I

INTRODUCTION

This chapter presents an introduction that consists of research background, research problems, research objectives, scope and limitation, research significance, and definition of key term.

1.1 RESEARCH BACKGROUND

Young learners are different with adult learners in terms of abilities and characteristics. They are more excited with something fun and cheerful, such as watching videos and pictures, singing a song, and storytelling to get their attention during the learning process. According to Cameron (2001), children are often more enthusiastic and lively as learners. They are also happy to do activity in pair. Meanwhile, according to Suyanto (2009), English for young learners (EYL) are the students who learn English. Young learner students are primary school students whose ages are about 6-12 years old. He also states that they are divided into two groups; younger group (6-8 years old) and older group (9-12 years old). Nevertheless, according to Brown (2007), teaching EYL is obviously different from adult learners since young learners are generally not aware that they are acquiring a language. Therefore, they do not pay attention much to language rules and systems.

University of Muhammadiyah Malang has EYL program for English Language Education Department (ELED). It is corporates with some elementary schools student in Malang. In the program, ELED students who play a role as a
teacher is called as a student teacher. They teach English to 1\textsuperscript{st} grade elementary students every Thursday for a month. The concepts used are opening and closing classroom password but the material or theme used is based on the school. Student teachers are trained not only to teach speaking skill of English but also to make their students fun and enjoyed the learning process through singing, dancing, and playing.

UMM through EYL program had cooperation with SD Muhammadiyah 3Assalam in developing English learning at that school. EYL UMM and SD Muhammadiyah 3 Assalam approved this cooperation as the concept of EYL program about authentic and direct learning is in line with the concept of learning English in this school.

Based on the Digital Library (digilib) of UMM, there have been some studies about the classroom language used by pre-service teachers in teaching for 1\textsuperscript{st} grade students by Amin (2013); for 2\textsuperscript{nd} grade students by Jabar (2013); for 3\textsuperscript{rd} grade students by Rahman (2013); for 4\textsuperscript{th} grade students by Amalia (2013); and for the 5\textsuperscript{th} students by Nurrahman (2013) they conducted this study in EYL course of English Language Education Department at UMM. They found that classroom language was very important to increase children’s second language acquisition. They focused on the kinds of classroom instructions and the student-teacher’s reason in teaching by using classroom language. Meanwhile, in Rifkatuzzahro (2015) also studied about this kind of research theme which took place in Little Camel Preschool in Mojokerto. However, she focused more on the classroom
language which were classified in every phase of learning activity used by preschool teacher not the student teacher.

Based on some explanations and previous studies related to this research, the researcher attempts to explore more to the limited number of related research, about EYL course who taught by the student teacher outside the institution of EYL course at UMM.

1.2 RESEARCH PROBLEMS

Based on the research background, statement of the problems can be identified as follows:

1. What are the classroom language used by EYL student-teacher in teaching the 1st grade students of SD Muhammadiyah 3 Assalam Malang?
2. What are the student-teacher’s reasons in applying the classroom language?

1.3 RESEARCH OBJECTIVES

1. To identify the classroom language used by EYL student-teacher in teaching the 1st grade students of SD Muhammadiyah 3 Assalam Malang.
2. To describe the student-teacher’s reasons in applying the classroom language.

1.4 SCOPE AND LIMITATION

To avoid the research become broader, the scope of this study focused on the classroom instructions used by student-teacher in teaching the 1st grade students in EYL course conducted by English Department at SD Muhammadiyah 3 Assalam Malang. The study is limited only to the students from ELED participated as student teacher in the program.
1.5 RESEARCH SIGNIFICANCE

This researcher is expected to give contribution to the students, the studentteacher, and the further researchers. For the students, the researcher expects that they can understand the material and the instruction given by the teacher. It is also to motivate them to be confident in using English. For the student teacher, it is expected to give them more knowledge about classroom language that can be implemented in teaching young learners. Also, they can improve their competence to be a good future teacher for young learners by knowing the form of classroom language that can attract the students. Further, for the future researcher, it is expected to give several background knowledge related to teaching classroom language. Therefore, this study is expected to increase and enlarge the researchers for understanding in teaching EYL.

1.6 DEFINITION OF KEY TERM

1. Classroom language helps to promote acquisition in a variety of ways of the language contextualized with many extra-linguistic clues to help comprehension, and it appeals to the young learners’ previous experience. (Salaberri, 1995).

2. Student teachers are students of the 7th semester who take EYL subject in academic year 2015-2016.

3. Young learners are the students of Elementary School. Their ages range from six up to twelve years old.

4. English for Young Learner is a course conducted by English Language Education Department in University of Muhammadiyah Malang.