

## CHAPTER I

### INTRODUCTION

#### A. Background of study

Language is part of communication in this life. All human in this world have different type of language to communicate in their societies. They use it for dealing transaction, transferring information, and sharing experience. As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level.

The most problem of teacher is the ability of teacher in applying appropriate approaches, methods, strategies or techniques in teaching learning process. So, there are many students who are not interested in learning English. Therefore, the English teacher suggested in order to be able to master method or technique, according to Nababan (1991. p, 4) state that a qualified teacher is the teacher who is able to suit best method or techniques to the material that is being taught.

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسْرُوا وَلَا تُعَسِّرُوا وَبَسِّرُوا وَ

لَا تُنْفِرُوا (اخرجه البخاري في كتاب العلم)

The hadist states that teaching and learning process should be fun and easy so that the students are not depressed psychologically and are not bored with the atmosphere and environment in the classroom. The methods or techniques are used by teacher should be appropriate with the situation and condition.

Teaching English to young learners especially for elementary school students will be different from teaching high school students. The activities of teaching English for young learners in Elementary schools should be based on the teaching of English that is fun. The implementation of teaching English for young learners at elementary school should be carefully prepared so it does not affect the children negatively. The teaching should not be boring or frightened but be interesting and fun. Teaching English to young learners are different from teaching English to adult learners. The young learners are generally not aware that they are acquiring a language. Therefore, they do not pay attention much on language and system.

Young learners are unique because they have some characteristics that differ from the adult learners. Therefore, teachers should consider the unique characteristics of young learners when teaching them. According to Philips (1993. p, 3) young learners respond to language according to what it does or what they can do with it, rather than treating it as an abstract system. To learn English, children learn differently from adult, according to Harmer (2007. p, 82) children learn with many ways, they are (1) children respond to meaning even if they do not understand individual words, (2) children often

learn indirectly rather than directly, (3) children's understanding comes not just from explanation, but also from what they see, hear and crucially, have a chance to touch and interact with, (4) children find abstract concept such as grammar rules difficult to grasp, (5) children generally display an enthusiasm for learning and curiosity about the world around them, (6) children have a need for individual attention and approval from the teacher, (7) children are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom, (8) children have limited attention span, unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so.

Children are also still learning about their environment. Younger children may ask questions all time and may talk about what they are doing. The teacher him or herself should be aware of the learners' characteristics and take them into account in his or her teaching. The teacher is the only one who can see how far up the ladder his or her individual pupils are.

According to Kasihani (1999, p. 4), some characteristics of young learners are as follows they learn by doing, they can talk about what they have done or heard, they can argue for something, they understand situation more quickly, they have a very short attention and concentration span, they are often happy, play and work alone, they are able to work with adult, they learn English by using it and children learn

best when they are motivated by being involved in activities which are relevant to them.

Based on explanation above, the researcher is interested in choosing the teacher's techniques in teaching English for young learners because teaching English to young learners is not easy. Therefore, the best teaching techniques are really required to gain the good result from teaching to young learners. Teachers must be smart in choosing and selecting the attractive and effective techniques in order to make students be able to understand about the lesson because teacher is the key of students' success in mastering the language, especially as elementary school teacher. They have a great opportunity to facilitate the students' best learning if they understand their characteristics.

The study about teacher's technique analysis has already done by some researchers: One of them is Rahmaniati (2015) who conducted a research about "The Techniques of Teaching English for Young Learners in Hartini's Course Banjarmasin". In her research, she found that there are 16 techniques that are used by the teacher in EFL classes, those techniques are: short conversation, writing the starting and finishing the time of teaching and learning process, listening music, listen and repeat, point to each word, memorization, tracing, reading aloud, guessing picture, fill in the letters, fill in the blanks, self-correction, defining words, point the matching picture, translation of literary passage, and reading comprehension questions. The similarities of this research are to know the techniques used in teaching

English and to know how the application of techniques in teaching English. However, this research was different. This research focuses on the teacher's techniques for young learners at SDN SN Kuripan 2 Banjarmasin, whereas previous research focused on the teaching English for young learners in Hartini's course Banjarmasin.

The second research was investigated by Anshari (2013). A student from English Department of IAIN Antasari Banjarmasin. His study is entitled "The Teachers' Techniques in Teaching Young Learners at LBPP Lia Banjarmasin". In the result reveals that the teachers' techniques in teaching young learners at LBPP LIA Banjarmasin are varied within a relatively short span of time. The similarity of previous study with researcher research is investigating in a same problem. That is teacher's techniques. This research was also different. This research focused on the teacher's techniques in teaching English for young learners at SDN SN Kuripan 2 Banjarmasin, whereas the previous research focused on the teacher's difficulties and problems in teaching English and to know the students response to the English lesson at LBPP-LIA Banjarmasin.

Based on the explanation above, the researcher is interested into analyzing the teacher technique in teaching English for young learners because teaching English to young learners is not easy. Therefore, the best teaching techniques are really required to gain the good result from teaching to young learners. Teachers must be smart in choosing and selecting the

attractive and effective techniques in order to make students able to understand the lesson well.

The reason above explains that the researcher wants to conduct her research entitled “Teacher’s Techniques in Teaching English for Young Learners at The Fifth Grade of SDN SN Kuripan 2 Banjarmasin”

## **B. Problem Statement**

The current study has the following statement of problem:

“What are the techniques used by the teacher in teaching English for young learners at the fifth grade of SD SN Kuripan 2 Banjarmasin?”

## **C. Object of Research**

The object of this research is to know the techniques used by the teacher in teaching English for young learners.

## **D. Significance of Study**

### 1. Theoretically

The result of the research is expected to be able to widen skill of teacher in selecting the techniques in teaching. This research also informs the English teacher that there are many techniques can be used and applied in teaching and learning process.

## 2. Practically

- a. For teacher, by doing this research, the researcher hopes that the result of the study can be useful to give more reference to English teacher in selecting the appropriate and better techniques in teaching English for young learners.
- b. For another researcher, the researcher hopes this research can be source or comparison for another researcher that wants to take investigation in the same field and also it can be the inspiration to look for other problems in teacher's technique in teaching English for young learners.

## **E. Definition of Key Term**

### 1. Teacher's Techniques

Technique is one of the components of instruction that used by the teacher in the classrooms about how the teacher transfers the knowledge with specific activity to the students.

### 2. Young Learners

Young learners which are meant here are students whose age 6-12 years old who are learning English as foreign language. They are divided into two groups, younger group (6-8 years old) and older group (9-12 years old). While based on their class, it is called lower and upper class. It consists of 1-3 grade students as the lower class and 4-6 as the upper

class. In this research, the researcher observes the students at the fifth grade which is considered as upper class.