

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching English for children has become important in recent years. In Indonesia, many elementary schools, especially bilingual schools and also international-based schools, have used English as their communication tool in teaching almost all subjects. As the initial period of a formal education process English already introduced to them.

According to Dr. Bambang Kaswanti Purwo (2009: 22), said that period is the golden period or most ideal for the student to learn an other languages than the first language. The reason is, the child's brain is still flexible, so the process of language absorption is smoother. Moreover, the absorption of language in children functions automatically. Simply by self - exposure to a particular language, for example he lives in an environment that speaks another language from his mother tongue, easily the student will be able to master the language. In the other hand, based on Islam point of view, every people is suggested to seriously manage children's potential according to the Holy Qur'an, surah An-nisaa': 9 as follow:

وَلْيَخْشَ الَّذِينَ لَوْ تَرَكَوْا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعَفًا خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ

وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٦﴾

This is because English is one of the most international languages that has widely studied and used in communication between nations. This is appropriate with the role of English as a global language as stated by Crystal (2003: 3) English acts as a global language or the world because English is learned and used as a means of communicating in various countries both as first language, second language, and as foreign language. In Indonesia, English is the first foreign language studied as compulsory subjects from junior high school up to College.

Most students are getting smarter and they really want to learn so they often try to communicate in English. However, it is a worldwide phenomenon. the fact is that many teachers, especially those who teach English, are now placed in teaching in elementary schools even though they have not been trained at this level. And even for trained teachers, many of them still tend to use old / expired methods and techniques in their teaching style. According to de Potter (2000) these types of teachers have their own 'comfort zone' which

means that they are resistant to accepting change. This situation has a bad influence on children, especially in the development of their language.

The minimum requirement that must be met by the English teacher is mastering of the material and teach to students. English teacher should not be drowned in the old disease when teaching routinely and monotonous. Besides being strong in mastering the material, teacher must be enriched with experience about a variety of teaching methods or teaching techniques according to children characteristics who like to play, have great curiosity, are easily influenced by the environment, and like to form peer groups. Therefore, learning in elementary schools is endeavored to create a conducive and pleasant atmosphere.. English teacher who knows a variety of teaching techniques and being able to practice them are very helpful when teach English.

It is also important that English teachers of elementary school are aware of principles of teaching English as suggested by Brown (2007). In addition teachers also use methods, technique and media as a tool in teaching and learning activities, teachers or tutors will do evaluation for measure and determine student ability. Based on the above, this research needs to be conducted for finding how to teach English for Islamic elementary school students seen from the main components of learning which includes conditions of the student, teacher, goals, materials, methods, media, and

evaluation. It is also necessary to know the problem faced by teachers. The reason underlying this research.

The nature of the effective English learning is a process of teaching and learning English which allows students to learn the language with easy, fun, and achievable learning goals has been established. Implementation of effective English learning at Indonesia is very necessary considering English is foreign language for Indonesian.

In Indonesia, teaching English to young learners has been implemented in some schools since 1994 (Supriyanti, 2012). However, the implementation of TEYL is not obligatory. English at elementary school is not a compulsory subject, but a local content subject. English at elementary school as the local content subject is proposed by the policy of Ministry of Education and Culture Number 0487/4/1992, chapter VIII, which states that elementary schools can add the basic subjects in the school curriculum. Also, the policy is followed with the Decree of the Ministry of Education and Culture Number 060/U/1993 dated February 25, 1993 about the opportunity of the English program as a local content in elementary school that can be started in the fourth grade. But nowadays, many other elementary schools teach English at earlier grades (starting from aged six to seven) (Sikki, Rahman, Hamra & Noni, 2013). Hence, it becomes a new trend in which elementary schools offer English instruction since the first grade.

This research analyzed the learning process of teaching english for young learner by english teacher in MI Baladan Amina. MI Baladan Amina is one of Private Islamic elementary school and *Adiwiyata* or Green School concept in Banjarbaru. This school is located at Jalan Kelurahan, district of Liang Anggang, Banjarbaru, South Kalimantan.

In MI Baladan Amina English already taught from 1st Grade, makes this school special is different with other islamic schools around region of banjarbaru which only teach Arabic as a foreign language. In this school english was a subject since academic year 2006/2007.

B. Research Questions

1. How does the Teacher teaches English for Young Learner in MI Baladan Amina academic year 2019/2020?
2. What kind of problem that the teacher faced when teaches English for Young Learner in MI Baladan Amina academic year 2018/2019?

C. Objective of Study

The objectives of this study are:

1. To Describe Teaching process of English for Young Learner in MI Baladan Amina academic year 2019/2020?
2. To Describe kind of problem that the teacher faced when teaches English for Young Learner in MI Baladan Amina academic year 2019/2020?

D. Significance of Study

From the result of this research, this research is expected to be able to give information for the researcher himself and people in educational field dealing with, teaching methods, teaching materials and learning assessments for young learners at elementary school effectively and efficiently.

For other researchers, this research is expected to be one of the references to other researchers and can analyze the use of teaching methods to teach students for teaching English for Young Learners and implement the Tri Dharma Perguruan Tinggi.

E. Definition of Key term

1. Young Learner

Young Learners are defined as students who are studying in Elementary or Senior High School aging 7-15 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using tricks and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign languages learners. In this research the word of Young Learners are defined as English foreign language learners in Madrasah Ibtidaiyah Baladan Amina, aging 7 up to 9 years old.

2. Teaching English For Young Learner

Teaching English to Young Learners is guiding and facilitating Young Learners in aging 9-15 years old, for their activities in learning, knowing, understanding, and comprehending ideas, attitudes values, skills, and information of English using technique and strategies which will be used in changing and redefining their thought forward their daily surrounding situation as a foreign languages learners.

In this term, Teaching English For Young Learner defined as an interactive process, primarily involving classroom talk which takes place between teachers and students in Madrasah Ibtidaiyah Baladan Amina.

3. Madrasah Ibtidaiyah Baladan Amina

Madrasah Ibtidaiyah Baladan Amina is private Islamic Elementary School located on Jalan Kelurahan, district of Liang Anggang, Banjarbaru, South Kalimantan. In this school the foreign language lessons already taught to students including English which already as a lesson from 1st Grade.