

CHAPTER I

INTRODUCTION

A. Background of Study

Education is learning process, knowledge, skills, and habits of a group of people passed down from one generation to the next generation through teaching, training, and research. Education often carried out under the guidance of someone who is commonly called as a teacher, but it is also possible with autodidact. In general the meaning of education is as human efforts to grow and develop the potential of bringing both physical and spiritual in accordance with the values that exist in society and culture (Fuad Ihsan, 2005:1). Therefore, education is important in learning process for children, teenagers, and even adults.

The concept of education recognizes the existence of three education paths, namely family education, school education and education in the community. In Constitution number 20 of 2003 concerning the National Education System, it is stated that an education unit is an educational service group that provides education in formal, non-formal, and informal channels at every level and type of education.

Formal education is an educational path that is structured and tiered consisting of basic education, secondary education and higher education. Non-formal education is a pathway of education outside of formal education that can be implemented in a structured and tiered manner, while informal education is a pathway for family and environmental education (Sutarto, 2007: 1-2).

Non-formal education is one of the alternative solutions offered to overcome the problems faced by some people. One of the non-formal education is English courses that aims to help people improve their competence or communication skills in English. As a means of international communication, English must be mastered actively and passively, spoken and written because in this modern era then, information and technology is full of using English. Facing these challenges, the community must prepare themselves to become potential human resources, especially in the field of communication, namely by using English.

Community needs for the importance of the English language encourage people to meet their needs in sharpening skills (abilities) in English. Likewise, English course institutions compete with each other and offer programs to help the community in offering English course services.

AB Course is a network of language schools that provide training services and English courses. It provides a variety of English courses for different age groups ranging from children, teenagers, to adults. This may be the same as an English course in general which aims to develop students' abilities, skills and deepen knowledge of English.

There are four skills in English, consisting of *listening, speaking, reading, and writing*. To support the success of the general goals of language learning, the four aspects must be mastered (Tarigan, 2008: 1). One of the important aspects to learn is reading skills. Reading skills have a very important role in human life because many human activities cannot be separated from these reading skills. Because reading is also a part of learning English, as explained by Allah Al Mighty in Al Qur'an surah Al Alaq verses 1 to 5:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ , اقْرَأْ وَرَبُّكَ الْأَكْرَمُ , الَّذِي عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ
خَلَقَ

This verse explains that the importance of reading, the command to read here is intended to read book sheets so that people learn and seek knowledge and avoid ignorance. Reading a lot is able to bring positive changes to human life.

Reading activities are a core process in the acquisition of knowledge in education. This is in accordance with Farr's opinion, he said "reading is the heart of education" (In Dalman, 2013: 5). It means that with people reading often, their education will advance and they will have broad insights.

In learning English, students also learn the four skills mentioned above. Both teachers and students have their own strategies to help them understand this learning. The strategy referred to here is a way used by the teacher in delivering learning material that aims to make it easier for students to receive and understand learning material which in the end the objectives of learning can be mastered. Likewise students who choose and use strategies in order to help them understand the learning material delivered by the teacher.

Talking about learning strategies, learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. In addition, following J.R. David, Wina Sanjaya (2007) states that learning strategy contains the meaning of planning. It means that the strategy is basically still conceptual about the decisions that will be taken in an implementation of learning (Wina Sanjaya, 2007:126).

The term strategy in education refers to a variety of methods related to the teaching and learning process, both in skill acquisition and educational needs

of students. It means that learning strategies are an important part of education to get good learning in the teaching and learning process. Strategy in teaching and learning process is a plan (containing various activities) that is carefully prepared to achieve learning goals (Anissatul Mufarokah, 2009: 38). In general, strategy has the meaning of an outline of the direction to act in an effort to achieve predetermined goals.

There are several previous studies relating to strategies for learning English as a foreign language. Research on language learning strategies was carried out by Astuti Pratiwi Ramadhani and Esim Gursoy where the two researchers conducted research on English. First, from Astuti Pratiwi Ramadhani (2015) entitled, *Techniques in Teaching Vocabulary to Young Learners at LIA English Course*. In this study, the researcher identified the strategies used by teacher in teaching English vocabulary to young learners in LIA Course. She also mentioned the techniques and methods used as well as the difficulties of the teacher faced in teaching English vocabulary to young learners (Astuti Pratiwi Ramadhani, 2015).

The similarity of this research is to know the strategies used by the teacher in learning English to young learners by using techniques and methods in order to achieve the goals of learning English in the AB course Banjarmasin. The difference in this study is that the purpose of learning activities is to improve student achievement in English, whereas previous research only aims to focus on English vocabulary because the material presented by the teacher is English vocabulary so that students are more familiar with English vocabulary because basically young students who were the subjects of the study were children from 6 to 8 years of age.

Second, from Esim Gursoy (2010) entitled, *Investigating Language Learning Strategies of EFL Children for the development of a Taxonomy*. In this study, the researcher identified language learning strategies of young learners who are elementary school students in grades three, four, and five who learn English as a foreign language. The purpose of this study was to determine the language learning strategies of young learners and adult learners are different, these differences exist in children's cognitive abilities and social and emotional development.

The similarity in this research is in the research subject where young learners who are learning English as a foreign language as the subject of research, and also this research aims to identify and describe on learning strategies of young learners.

In a teaching and learning process, there are always learners who succeed well and learners who are less successful. This is caused by various factors, one of which is the way people learn themselves, because everyone has different learning styles and levels of understanding. In this case, all forms of language teaching can be developed well if we have sufficient knowledge about the learner and about the teaching and learning process itself (Naiman, 1978: 1).

Based on the situation and the explanation that the researcher said above, the researcher is interested in conducting this research related to learning strategies for young learners in AB course Banjarmasin. This research was conducted to find out what the strategies of learning English for young learners at English course that is AB course Banjarmasin. Therefore, this research is entitled, **THE STRATEGIES OF LEARNING ENGLISH FOR YOUNG LEARNERS AT ENGLISH COURSE.**

B. Research Question

This study is conducted to answer the following question:

1. What learning strategies are applied in AB Course Banjarmasin to young learners?
2. What are the factors supporting and inhibiting of learning English at AB course Banjarmasin?

In the research problem, it is explained that the limitations of the research problem is only on the various kinds of English learning strategies that are applied to young learners as well as the factors supporting and inhibiting of learning English at AB course Banjarmasin.

C. Objectives of Study

This researcher has the following objectives as follows:

1. To know what strategies are often used to young learners of learning English at AB course Banjarmasin.
2. To find out the supporting and inhibiting factors in implementing of learning English at AB course Banjarmasin.

D. Significance of Study

This research is expected to be able to give information for the researcher and people in education field dealing with teaching materials.

Based on these objectives, this research is expected to provide practical and theoretical benefits:

1. Practically benefits
 - a. This research is expected to be beneficial for English course in

organizing course programs to run effectively and efficiently, and can also be input in future program development.

- b. This research can be used as a reference and information material to the public in choosing and determining English course.
- c. The results of this study are expected to provide information for readers and for future researchers.

2. Theoretical Benefits

- a. This research can be an input for students that learning English is not only at school but they can also learn it in English courses which will help develop their language skills and abilities.
- b. This research is expected to be a consideration in an effort to improve and develop English learning programs at AB Course Banjarmasin.

E. Definition of Key Term

Based on the focus and formulation of the research problem, the description of the terms in this study is as follows:

1. Learning strategy

Learning strategy is the limitations of learning method (Kumaravadivelu, 2003: 65). It is known, teaching or learning method is a component of education.

2. English Course

English courses are competency development activities related to attitudes, knowledge and language skills. English course is also a

place to cultivate or hone the skills of those who participate in the course with a suitable learning system, it aims to assist participants in developing and improving their achievement in the field of English.

3. Young learner

Young learners are students from 6 to 12 years old who are learning English as a foreign language.