

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Today, English has become a basic need in society in Indonesia. Even the parents began to teach English at an early age to their child so that they can adapt to the modern society. This is in accordance with the words of the Prophet about the obligation to study for all Muslims in the hadiths that advocate seeking knowledge from the cradle to the grave.

اطْلُبُوا الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

The hadith above explains that every Muslim sought knowledge from the cradle or at a very early age until the end of his life. Even Allah SWT also said that we are required to get education both religious and scientific or social. This is clearly written in Surah Al-Baqarah verse 31-33:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ {٣١} قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا ۗ إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ {٣٢} قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَاءِ هَؤُلَاءِ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَاءِ هَؤُلَاءِ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبِ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا كُنْتُمْ تَكْتُمُونَ {٣٣}

From Al-Baqarah verse 31-33, in this verse Allah give lessons to prophet Adam about the names of nature, and confirms that Allah is all-knowing. In addition to knowledge about natural names and religion, we are also entitled to obtain scientific and social knowledge. Now in formal schools there are already

various kinds of knowledge, one of which is English. Therefore, teaching English for young learners is very much needed and many schools in Indonesia have implemented this to their program. Actually, teaching a foreign language requires educators to recognize the needs of their students.

The requirements of adult learners differ greatly from those of young English language learners. By identifying their needs, teachers can then adapt various factors in the classroom in order to have the greatest impact on young English language learners learning.

Although there are several benefits of learning English at an early age, there are several theories that can be used in teaching English for young learners so as not to burden the child. In educational psychology there is a known learning theory that can be used as a teaching foundation. The learning model that is quite well-known is the intellectual/cognitive development approach that was sparked by Jean Piaget.

Thus, if young learners study English they are in the preoperational stage and therefore they need lots of illustrations, models, pictures, and other activities. Apparently Piaget did not believe that the use of direct learning was actually as important in the development of natural knowledge, logic, and mathematics (Wood, 2001, p. 5). At present there are many studies that prove and are quite convincing that the actual benefits of verbal learning, social interaction, and culture can improve learning optimally. This is evident in the theory of Zone of Proximal Development (ZPD) developed by Vygotsky.

Two important theories about the development of psychology, namely the theory of Piaget and Vygotsky can provide important information on how we think of children as learners especially foreign languages. According to Piaget, children are learners and active thinkers. They always interact continuously with the world of their environment and solve the problems they face in the environment, so that the learning process takes place actively. This is produced by the child himself, not from the results of imitating other people and obtained from birth. According to Donaldson (1998, p. 32), the implication of Piaget's opinion that children always try to actively seek understanding about the world, ask questions and want to know. Also since childhood, young learner always have goals and objectives; he wants to ask or do something.

The intelligent mind creates from experience “generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions” (Brunner, 1957, p. 234). Thus, children as they grow must acquire a way of representing the “recurrent regularities” in their environment. So, to Brunner, important outcomes of learning include not just the concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to “invent” these things for oneself. Cognitive growth involves an interaction between basic human capabilities and “culturally invented technologies that serve as amplifiers of these capabilities.” These culturally invented technologies include not just obvious things such as computers and television, but also more abstract notions such as the way a culture categorizes phenomena, and language itself. Brunner would likely agree with Vygotsky

that language serves to mediate between environmental stimuli and the individual's response.

Based on the descriptions above, the researcher interested to investigate the implementation of teaching theories of Piaget, Vygotsky, and Bruner in English for young learners, previously, several researchers have done implement those theories on their classroom with the result is the learner' achievement increase significantly. Thus, in this study aims to find out whether in other schools the teachers use the theories or not in their learning and teaching process. Therefore the researcher want to conducting the research entitled *“The Implementation of Piaget, Vygotsky and Brunner Theories in Teaching English for Young Learners”*

## **B. Research Question**

Based on research background above, the researcher formulates one research question to guide this research: How is the implementation of Piaget, Vygotsky, and Bruner theories in teaching English for young learners?

## **C. Objective of Study**

Based on the research question, the objective of this study is: To find out the implementation of Piaget, Vygotsky and Bruner theories in teaching English for young learners.

#### **D. Significance of Study**

The result of the research is expected to give contributions to the teachers and the students both theoretically and practically.

1. Theoretically: This study is expected to develop English language learning in accordance to English teaching theories of young learners.

2. Practically:

a. For the English teachers

By knowing the teaching theories for young learners, the teachers can apply those teaching theories to the students appropriately. They can also be more selective to choose teaching strategies that appropriate for young learners.

b. For the other researchers who conducted the relevant study

It can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research.

c. For schools which being reseach

As the information how the implementaion the theories of Piaget, Vigotsky and Brunner run in the school.

#### **E. Definition of Key Terms**

1. Implementation Theory of Teaching English for Young Learners: implementation of several theories in the teaching and learning process, in this research the researcher focus 3 kinds of theories that used by teacher in teaching English for young learners such as theory Piaget, Vygotsky and Brunner.

2. Piaget: is a Swiss psychologist who put forward a theory about active learners for young learner.
3. Vygotsky: is a Russian psychologist who is known for his contributions to the theory of child development which formulated the Zone of Proximal Development (ZPD) concept. Simply it is about young learner and their social development. In this research the focus will be about people, language, and ZPD.
4. Bruner: is an American psychologist who made significant contributions to cognitive learning theory in educational psychology. In this research the focus will be about scaffolding and routine for teaching young learner.