

# CHAPTER I

## INTRODUCTION

This chapter would present the background of the study, research question, objective of the study, significance of the study, and definition of key terms.

### A. Background of Study

Sunderman (2015) states that pre-service teacher is a student accepted into an accredited university or college teacher preparation program to become a teacher. Pre-service teachers need teaching practicum to enter a classroom pay close attention to their mastery of the range of skills necessary for success (p. 8).

Then, Linda (2019) has argued that the difference young learners and adult learners is a young learners is a student under the age of eighteen years old that is ages of three to twelve years old and then an adult learners is defined as any student over the age of eighteen who apply in English language well. There is a much the young learner category, for example a five years old is a very different type of learner than a fifteen years old. Because of this, the young learner category can be into three broad groups The first category is the very young learners who include toodlers and pre-schoolers under the age of seven years. Next is the pre-pubescent which primary school aged from seven years old until twelve. And the last is teen learners aged thirteen years old and up.

English for young learners as described by (Ikhfi and Nargis, 2017, p. 5) says that to get their language ability that must be given in a way experience approach and integrated ability. The teachers who understand the cognitive and social processes of second-language for English for young learners can help learners navigate the processes of classroom learning activities while also creating fun and be positive. In many cases, teaching English for young learners teachers in English as a foreign language have a limited time to accomplish their teaching goals and meeting the requirements as to use about the text, test, or other specific materials. A low-resource environment can be causing such challenges.

A discussion of teaching English to young learners as said by (Ratnasari, 2016), it was found that teaching for students of elementary school is not the same as teaching adults because they have different characteristics and motivations. They are different from adults, so the way of teaching must be different too. There are some general characteristics of the children in that group (a) they are a competent user of mother language, (b) they can call the difference between fact and fiction, (c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work, (d) they rely on the spoken as well as the physical words to convey an understanding meaning, (e) they can work with others and learn from others, (f) their understanding comes through eyes, hand and ears, (g) they have very short attention and concentration. Besides that, Aufa (2018) has argued that teaching

English for young learners should be given a correct understanding if you want to be successful, it needs skills and dedicated teaching. To teach young learners, English teachers need to have a good insight into how students think and solve problems, that is how young learners learn a language. This will serve as the foundation for the implementation of teaching English to young learners.

And then the teachers must know the kinds of language learning resources for young learners as described by Sukarno (2008) argues that in the teaching-learning process as follows: (a) learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which children usually do in their daily lives, (b) learning resources for children must be appropriate for children's aptitude, will, world, and so forth. Therefore, ideal English teachers to young learners are those who are familiar with English songs and games in English. In addition, they can order those materials into becoming interesting ones, (c) there must be a clear distinction between technique and resource. Songs, stories, poems, and games are resources.

Nowadays, COVID-19 has now colonized the country of Indonesia, where the spread of the disease is very fast even that there is always a new cases of phenomenon the virus each day. The incident affected to everyone in this world so that the operational for school and office must be limited. The governments take a roles for handling learning activity during COVID-19 with online learning activities. Online learning activities is a learning systems that you do not

learning face to face, but you just using platform that can help you for learning-teaching process.

Then, there are challenges faced by online learning activities as said by Dabbagh (as cited in Hasanah et al., 2020, p. 3) have found the learners characteristics in online learning activities as follows: (a) the learners must be study hard for the learning process because the material must be understanding for them self, (b) undertands for using the technology, (c) interpersonal communication skills, (d) understands and use the interaction and collaboration between the teacher and another students, (e) self-sufficient learning skills.

In the Al-Qur'an it is explained that for every difficulty there will be convenience as in Surah Al-Insyirah verse 5-6 :

إِنَّا أَنشَأْنَاهُ فِي آسَافٍ مُّسْتَوِيَةٍ  
وَإِنَّا أَنشَأْنَاهُ فِي آسَافٍ مُّسْتَوِيَةٍ  
وَإِنَّا أَنشَأْنَاهُ فِي آسَافٍ مُّسْتَوِيَةٍ  
وَإِنَّا أَنشَأْنَاهُ فِي آسَافٍ مُّسْتَوِيَةٍ

Allah SWT said “*So verily, with the hardship, there is a relief. Verily, with the hardship, there is relief*” that is mean if every difficulties once you get past that it is easy.

So, the purpose of this study is that the researcher wants to know pre-service teacher of Madrasah Ibtidaiyah teacher education who are doing teaching practice 2 in Madrasah Ibtidaiyah and they have a problem when teaching English to young learners eventhough it is different from they major. Then, pre-service teacher have a difficulties when teaching English to young learners because pre-service teacher now just teaching used by online learning activities that make them difficult for explain the lesson for students.

There is some previous study related to the research. Alda Yulia (2019) argues that revealed several major problems faced by Indonesian pre-service teacher in teaching English to Thai primary learners during their teaching practicum were language differences, classroom management, lack of confidence, lack of teaching experience, individual learners differences and culture differences.

Another study from the research conducted by Adem et al. (2011) argued to investigate the pre-service primary school teachers' problem solving skills and their preferences of problem solving strategies in the word problems.

Therefore pre-service teacher of Madrasah Ibtidaiyah teacher education if want to teaching must be prepared first because doing teaching use online learning activities and doing teaching in the class is a very different motive.

So, the researcher discussion about this problems by the tittle "Pre-Service Teacher of Madrasah Ibtidaiyah Teacher Education Problems in Teaching English for Young Learner" the researcher have a scientific reason for choosing this research because English language is the important things for young learner even though it is only provided with the basic things in English, the purpose is to support students' ability communicate well and then to be able to develop their knowledge to a higher level.

## **B. Research Question**

By conducting this research, the writer wants to investigate a problem which is followed as follow :

1. What are the problems faced by the pre-service teacher of Madrasah Ibtidaiyah teacher education when teaching English to a young learner?
2. What is the solution provided to be able to solve the problems for pre-service teacher of Madrasah Ibtidaiyah teacher education?

## **C. Objective of Study**

The purpose of this research are :

1. To study and find out the problem faced by pre-service teacher of Madrasah Ibtidaiyah teacher education who have difficulties in teaching English for the young learner.
2. To find out the best solution in teaching English for the young learner that can be applied for Madrasah Ibtidaiyah teacher education.

## **D. Significance of Study**

This research intends that the research would give a contribution as follows :

1. As information of find out the problem faced by pre-service teacher of Madrasah Ibtidaiyah teacher education when teaching English to young learner.

2. As give the solution for pre-service teacher in teaching English to young learner.
3. As a reference for other researchers can develop the research to make it better.

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

To avoid misinterpretation and misunderstanding to this research, the researcher feels necessary to explain some terms dealing with this title as follows :

1. Pre-service teacher : The student at Antasari State Islamic University who are doing teaching practice 2 in Madrasah Ibtidaiyah.
2. Teachers' problem : The problems faced by pre-service teacher when teaching English in Madrasah Ibtidaiyah are lack of English vocabulary and less used learning strategies.
3. Madrasah Ibtidaiyah : The child who is in school from the age of 6 until 11 years old which their classes are adjusted to the age of first grade until six grade.
4. English for young learners : English for young learners is the English material for teaching to young learners from the age of 6 until 11 years.

