

CHAPTER I

INTRODUCTION

A. Background of Study

In this world, there are so many languages used by people. The most common language is English because English is global. As a global language of course English has many functions as it can be a key scientific because of a lot of knowledge written in English and also important books both for studying science and social. English is an intermediate language among several nations so it is not surprising that many nations learn English (Wiranto, 2006, p. 1).

English is one of the widest language normally used around the world and also the most recommended to be studied. In Indonesia, English is a language that is usually taught from an early stage which is also known to young students with many techniques, methods, and approaches. According to Purwaningsih (2008) “Young learners are students in elementary schools aged 9-10 years who learn English as a foreign language”. Based on that statement, we can find out that Young Learners are elementary school students.

Currently, English has become a necessity in Indonesian society. Even parents start teaching English early on to their children so they can adapt to modern society. Because English is also considered to have a specific

purpose and will continue to grow to meet the needs of students and can also help students communicate and complete in the global word.

Children's education is very important to always be reviewed. Children as the successor to the nation are also the successors of religion which must always be equipped with knowledge that can be the basis for later adulthood. Children must be given direction wisely without having to patronize, but loving as friends who discuss with each other. As in the Q.S Luqman verse 16 we know, many of the advice he gave him to become a servant of kindness and faith in the Divine.

يَا بُنَيَّ إِنَّهَا إِنْ تَكُ مِثْقَالَ حَبَّةٍ مِنْ خَرْدَلٍ فَتَكُنْ فِي صَخْرَةٍ أَوْ فِي السَّمَوَاتِ أَوْ فِي الْأَرْضِ يَأْتِ بِهَا اللَّهُ إِنَّ اللَّهَ لَطِيفٌ خَبِيرٌ

Based in the above verse, it is explained that Luqman gave lessons to his children as well as advice for life. In addition to the knowledge gained from parents, children are educated in formal schools in order to obtain a variety of knowledge that will be very useful for their lives, one of which is English. Education is also not just by sending in a prestigious school, but also with culture and beliefs so that they can be equipped in the hereafter to be able to serve their parents. How Luqman Hakim cares so much about children's education. This advice should be taught to other children to have a good attitude toward God, parents, and others.

In ELT (Teaching English) for young students, the use of techniques, methods, or approaches is a very important thing that teachers must understand and use in teaching English in the classroom.

Teachers must know the techniques, methods, or approaches that are used in the classroom to enhance students' understanding of the material that is taught by a teacher.

In enhancing student understanding, teachers must also be present to give assignments to students. It further helps the teacher to make students understand English more. The teacher can also give assignments to students to measure the extent of students' understanding of the material.

In the classroom, the teacher can give students tasks that are commonly called assignments. According to Prabhu (1987) as for activities that require students to achieve results from information provided through several thought processes, and which allow teachers to control and regulate the process, are considered as 'assignments'.

In a simple perception, a task is an obligation or work that must be done by someone where in the world of education the task is the work given by the teacher to students in the class. It can take several forms such as interaction, discussion, giving information, personal expression, etc. And this must be completed within a certain time. There are various tasks that can be used to help teachers evaluate students' understanding of learning English.

Task-based learning is divided into 3 parts, the first is information-based activities, the second is the reasoning gap activity and the third is the opinion gap activity. From the three sections in the assignment based

on the researchers found the opinion gap activity is the most suitable for use in learning English because in the opinion gap activity section students' opinions will be given many opportunities to be able to express their opinions, ideas, and thoughts.

In the opinion gap activity students are given the opportunity to express their opinions on the situation or problem given. Each person has a different perspective on problem-solving, in the opinion gap activity each student is asked to express his opinion, with various opinions expressed by the students are expected to achieve the best solution to solve a problem Ali akbari (2014).

Generally, in teaching and learning English for young students in some elementary schools show the activities that will be done by students or teachers. Meanwhile, at SD Alam Muhammadiyah Banjarbaru the teacher introduces English to young students, and there are a number of fun activities that are suited to the needs and abilities of students that the teacher must know and do. So researcher are interested to find out and explore more about what activities are used in learning English at SD Alam Muhammadiyah Banjarbaru because this school has some interesting activities and students who are active and creative.

SD Alam Muhammadiyah Banjarbaru is an open class-based elementary school where it makes students more emphasized close to nature. The school environment is made like living in the midst of nature by building classrooms and student playgrounds that blend with nature.

The class buildings are made of wood and are designed like a cottage house and the student playground made like children playing in the forest because there are many large trees and artificial lakes that can be used for student learning and play activities or can also as learning media.

At SD Alam Muhammadiyah Banjarbaru, English is taught by teachers ranging from grade one to grade six and each class has two classes called A and B. In this school, classrooms are quite interesting because their performances are filled with students' creative work.

Teaching English to young students is very much different from teaching adults in a way that they are often more enthusiastic, active, and adaptable than adults. In general, basic schooling is the first step for children as young students to get to know English. Therefore, the teacher must also be active and creative in choosing teaching methods. Primary school students are children who still like to play, so teachers are expected to be more creative in developing their teaching techniques to make English lessons more interesting Fauziati (2010). The teacher must also consider the characteristics of the learner in choosing teaching methods. As we know that children, especially students in primary school, they are very active and creative. However, they are also easily bored if the conditions of the English language teaching process are monotonous. So teaching-learning activities must be accompanied by

things that students like in accordance with IP principles for teaching english.

According to researchers observations in SD Alam Muhammadiyah Banjarbaru, English teachers teach in a fun a way. The teacher often asks questions to the students and the students answer questions from the teacher. Sometimes the teacher shows the pictures and asks students guess the picture and the teacher use gestures too.

In this research, Researcher only focus on opinion gap activities because the opinion gap in this activity discusses more in detail about student opinions, and students will also be given many opportunities to be able to express their opinions, ideas, and thoughts about certain situations or problems. And this opinion gap activity is also asked for every student's opinion to express his opinion, with various opinions expressed by students, it is expected that they can reach the best solution to solve the problem.

From based on explanation above, the writer uses the opportunity to know the use of opinion-gap activity. To know more closely about it, the writer conducts research under the title "The Using Opinion-Gap Activity In Teaching English At SD Alam Muhammadiyah Banjarbaru".

B. Research Questions

Concerning the topic, the problem of this research can be formulated as follow;

1. How does the teacher implement opinion-gap activity in teaching and learning English at SD Alam Muhammadiyah Banjarbaru?
2. What are challenges face by the teacher in using opinion-gap activity in teaching english?

C. Objectives of the study

Based on the statement of the problem above, the objectives of the research aim is to:

1. To find out the implementation of opinion gap activity in SD Alam Muhammadiyah Banjarbaru
2. To describe challenges the teacher face in using opinion gap activity in teaching english

D. Significances of Study

The result of the study is expected to have the following significances:

1. Motivate the Teacher to use Teaching Activity Gaps in teaching and learning English
2. To provide useful input to develop various methods used to utilize the activity gap in the teaching and learning process.
3. Increase student motivation in understanding and learning English.

E. Definition of Key Terms

To avoid misinterpretation when the readers explore through this research, the following are definitions of some key terms:

1. The Use is used for saying that something is not likely to have a successful result, and so there is no point doing it
2. Opinion gap activity is part of task-based learning, in opinion gap activity students are given the opportunity to express their opinion on the situation or problem given. Opinion gap activity refers to feelings, attitudes and person. Preferences to complete a task, so the task is by giving students a social problem such as the number of unemployed and then the students are asked to provide a solution.
3. SD Alam Muhammadiyah Banjarbaru: SD Alam Muhammadiyah banjarbaru is one of the outdoor class-based elementary schools where it makes students more emphasized close to nature. The students of this school are asked to study and play with the nature. The teacher can improve their creativities of teaching by exploiting the exploiting the school's environment.