

CHAPTER I

INTRODUCTION

A. Rationale

Education as an effort to build a nation becomes an indicator of quality and value of a country. Because of it, Indonesian education purposes are directed to the development of the high quality human resources. The educational system is changing time by time to increase the quality of education itself.

Education is really important in human life, so the Indonesian government includes functions and national education purposes in *Undang-undang RI Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional BAB II, dasar, fungsi, dan tujuan, pasal 3* as follow:

Pendidikan Nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa dan martabat dalam rangka mencerdaskan kehidupan bangsa bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokratis serta bertanggungjawab.¹

Based on these rules, the main purposes of the national education is to develop the human life skills and potentials, and also to build character of learners them self. In Indonesia there are three subsystem of education; formal, non-formal, and informal education.

¹ Undang-undang RI Nomor 20 Tahun 2003, *Tentang Sistem Pendidikan Nasional* (Bandung: Citra Umbara, 2003) p.7.

Formal education is the education which is implemented in the schools generally. This education subsystem has clear grades, starts from elementary level, intermediate level, and high level education.²

Non formal education is every educational activity outside schools. Usually, this type of education has short term and specific target to be achieved, such as course. Based on *Undang-undang Sisdiknas tahun 2003 pasal 1 ayat 12* “Non formal education is education line outside the formal education that structured and gradually implemented.” Then *ayat 13* said “informal education is the family and environment education”.³

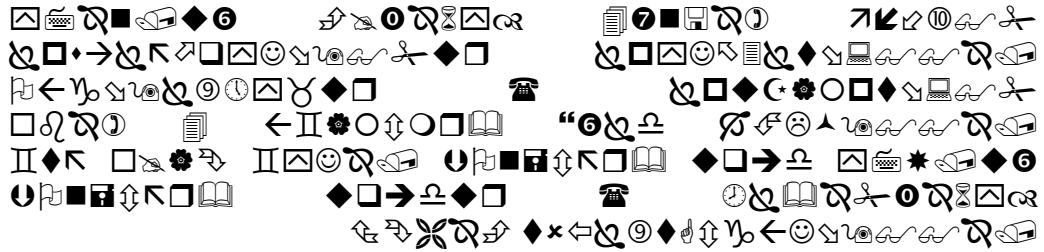
Non formal education aims to provide educational services to communities so people can develop their respective potentials with vocational knowledge and skills and professional attitudes and personalities. Non formal education functions as an alternative to and/or complement of formal education to support life-long education.⁴

² *Pendidikan Formal Nonformal Pendidikan Informal Arti Definisi Pendidikan.* <http://contohmodelterbaru.blogspot.com>. Retrieved on January 17th. 2012

³ *Pendidikan Non Formal dan Peranannya dalam Pendidikan Anak Usia Dini.* <http://edukasi.kompasiana.com>. Retrieved on January 17th. 2012

⁴ *Analysis Of The Current Situation Of Non Formal Education In Indonesia* <http://ddp-ext.worldbank.org/EdStats/IDNdprep06.pdf> retrieved on January 17th. 2012

Allah said:⁵



According to the Holy Qur'an, bringing human to the way of The God by using the wisdom and the best lesson is really important. Moreover, the best lesson should be supported by the best method in promoting it to the people. Then, the relationship between what the Holy Qur'an states and education is the teaching process must have the appropriate method and approach to achieve the goal of education.

Educative interaction is a teaching-learning interaction, that is an interaction process which assembles some substantial values, as a medium among teacher and students in order to achieve the goal.⁶ In the interaction there are two important activities; teacher activity and student activity. The teacher has to understand his or her students in order to choose the appropriate method in teaching. Jhon W.Santrock said

⁵*al- Qur'an*

⁶ Syaiful Bahri Djamarah. *Guru dan Anak Didik Dalam Interaksi Edukatif*.(Jakarta: Rineka Cipta,2000), p.62

Education should be developmentally appropriate. That is, teaching should take place at a level that is neither too difficult and stressful nor too easy and boring for the age of child.⁷

The teacher is a decision maker of the class, so he or she must decide the appropriate techniques in teaching in order to help the students to achieve the goals of the course. If the teacher choose the best techniques in teaching, of course it will be easier for the students to understand the lesson. The teacher makes influential decisions like Arthea J.S. Reed, et.al. assume:

...teachers are decision makers and that they help make school policy decisions that will influence life in the classroom and the school, including student placement, student evaluation and grading, selection of texts and other materials, attendance procedures, subject matter to be taught, curriculum development, teaching methodology, in-service training, evaluation of peers, and selection of school-based administrators.⁸

In another words Jeremy harmer said, a teacher is an organizer which is the most important role that the he or her have to perform.

One of the most important roles that teacher have to perform is that of organizing students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.⁹

The demand of mastering English among young learners in Indonesia is now becoming stronger. This phenomenon has been driven by the awareness of the importance of English as an international language with which English speaker

⁷ Jhon W. Santrock. *Educational Psychology*.(New York:Mc,Graw-Hill,2004) 2nd ed. p.35

⁸ Arthea J.S Reed, Verna E.Bergemann, Mary W.Olson. *In The Classroom, third edition*.(United States: McGraw Hill, 1998), p.16

⁹ Jeremy Harmer. *The Practice of Language Teaching*.(China: Longman, 2001), 3rd ed. p.58

get access to many privileges than non speakers do not.¹⁰ There are many courses provide additional learning beside school, including English courses. This study is conducted under the considerations that language acquisition will be faster and effective in the young ages. In this final project, the writer focused the study on the techniques of the teachers use in teaching English to young learners.

The writer is interested in conducting a research of teaching and learning process outside the school at English course in Banjarmasin, and also about the students' responses to learn English in that place, so the writer would like to conduct research entitled: **THE TEACHERS' TECHNIQUES IN TEACHING YOUNG LEARNERS AT LBPP LIA BANJARMASIN.**

B. Clarification of The Title

To avoid misunderstanding about this title that the writer proposed, then it will be clarified more detail as follow:

- a. Teacher is a person whose job is teaching, especially in a school.¹¹
- b. Technique is a particular way of doing something, especially one in which you have to learn special skills.¹²
- c. Young Learner is the elementary school students in the age or 6-12 years.¹³

¹⁰ Hasti Robiasih, *Evaluation on the Practice of Teaching English for Young Learners in Elementary School at Yogyakarta a Case Study.*(Yogyakarta: University of Sarjanawiyata Tamansiswa) p.123

¹¹ A.S. Hornby. *Oxford Advanced Learners' Dictionary.*(UK: Oxford University Press, 1995) 5th ed p.1225

¹² *Ibid.* p.1226

d. LBPP LIA is the English course place where this research is done.

C. Problems of Research

The problems that will be discussed in this study are:

1. What techniques do the teachers apply in teaching English?
2. How do the students respond to the English lesson?

D. Purposes of Research

The objectives of the study can be stated as follows:

1. To find out the techniques do the teachers apply in teaching English.
2. To find out the students respond to the lesson.

E. Reasons for Choosing the Topic

Children have wonderful potentials in learning, especially in learning a language. In this golden age children have good memory and sharp perception; they can recall sounds fast and correctly, and also master what they have learnt. Lynne Cameron said children can always do more than we think they can; they have huge learning potential, and the foreign language classroom does them a disservice if we do not exploit that potential.¹⁴

Teaching English for young learner become a new trend in some countries, included Indonesia. This situation has been driven by the awareness of the

¹³ Kasihani K.E Suyanto, *English for Young Learners: Melejitkan Potensi Anak Melalui English Class yang fun, asyik, dan menarik.* (Jakarta: Bumi Aksara, 2007) p.15

¹⁴ Lynne Cameron. *Teaching Language to Young Learner.* (UK: Cambridge University Press, 2009) p.xii

importance of English as the international language. There are many English courses serve additional learning activities outside school. The teachers in that course should decide appropriate techniques in teaching in order to help students to achieve the goal or target of English course. They should understand their students and consider many things which can influence the learning process. Based on that explanation, the writer is interested to know what techniques the teachers apply in teaching English to the young learner in the English course.

F. Significances of Research

The results of this study benefit both students and teachers:

1. Teachers

The research findings are expected to be used as a consideration in teaching and learning activities at the classroom.

2. Students

It may motivate students' interest in learning English.

G. Organization of Content

The thesis is divided into five chapters; the following is the overview of the thesis:

Chapter I : Introduction; rationale, clarification of the title, problem of research, purpose of research, reason for choosing the topic, significance of research, and organization of contents.

- Chapter II : Theoretical review; Definition of Teaching Techniques, Teaching methods and techniques, Definition of Young Learners, Young Learners Characteristics, Teaching English for Young Learners
- Chapter III : Method of research; subject and object of research, data and source of data, techniques of data processing, and analysis and research procedure.
- Chapter IV : Report of research result; description about the research, data presentation and data analysis.
- Chapter V : Presents the conclusions and the suggestions given based on the result of the writer's observation