

CHAPTER I

INTRODUCTION

This chapter shows the introduction of this research. It covers the background of the study, identification of the problem, and the aims of the study, the last present is the significance of the study.

1.1 Background of the Study

Nowadays teaching English has developed rapidly in the world of education due to the impact of globalization and everyone must know and understand English as an International Language. According to Liyaningsih (2017) the development of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learners. In the past, the English language was given just to students in junior and senior high school, but now English subject is given from the first grade until the sixth grade of elementary students. This means that English is considered important in education in Indonesia because the English language has begun to be taught starting from Class 1 of elementary school or even in kindergartens.

Teaching English to young learners may not be easy and it is very different when teaching adults because adults can understand faster and have broader insights. However, young learner has some characteristic in learning such as they have limited

knowledge and have short attention. According to Hafield (1985) in Fauziati (2010) young learners are still children who like playing with others and playing is their priority. So, the teachers should be imaginative and creative in developing the learning activities and make strategies to attract the attention of the students and make them think that learning is fun.

There have been studies on teaching strategies that were conducted by scholars. Based on the research entitled "Effective Teaching Strategies to Encourage Learning Behavior" (Awang, Ahmad, Wahab, & Mamat, 2013). There are five teaching strategies there were identified and observed in this study; encouragement, praising, guidance, positive reinforcement and the last is ignorance. The result also suggests that the display of positive actions toward disruptive behavior as well as some problems to the students which resulted in the lack of praising from the teacher to the students that can increase some problematic behavior in the classroom.

The second research is "Methods of Teaching English to Young Learners" (Witek, 2011). This research also has many experiments in the use of teaching techniques as a strategy in teaching English to young learners during class activities, such as games, flashcards, songs, chants, puppets, worksheets, DVD-s, drama, and books. Based on the results young learners like and enjoy songs, games and second position followed by flashcards and methods that students like and enjoy are the most effective strategies.

The third research is “Primary school teachers’ teaching strategies for the development of students’ text comprehension” (Käsper, Uibu & Mikk, 2019). In this research the teacher divided the students into two stages: the first stage for young students (grade 1 - 3) and the second stage for older students (grade 4 - 6) in elementary school. The results show that comparing the preferences of teaching strategies with these two stages produces a significant difference. Teachers who teach in the first stage prefer to teach by supporting teaching and learning activities to be active, while teachers who teach in the second stage prefer to teach according to the books such as grammar rules and teach to understand texts.

The fourth research is "Teaching Strategies Used by Early Childhood Teachers of Haryana and Chandigarh (U.T)" (Singh, Chikkara, & Balda, 2007). There are several strategies that teachers used are exploratory activities, guided discovery, problem-solving, discussion, cooperative learning, demonstrations, and direct instruction activities. The result is teaching strategies that could be adapted to every domain of the curriculum can be implemented perfectly in the teaching and learning activities if supported by adequate school facilities because there are still many schools there that do not yet have adequate facilities.

The last research studies on teaching strategies for young learners conducted in Indonesia, this research entitled “Teaching Strategies in Teaching English Vocabulary to Young Learner” (Liyaningsih, 2017). There are many teaching

strategies are often used by the teacher in teaching this class. Those strategies are written some vocabulary on a particular theme, match pictures with their names, Jumble Word game, repeat after me and song. The result shows that teachers trying not to be monotonous in teaching because students prefer learning with various types of activities.

Due to the limited studies on teaching strategies for young learners particularly in elementary school in Indonesia, this research makes attempts to fill the gap. This research is intended for elementary school English teachers in the early grades. Based on the description of the background above, the researcher is interested to research teaching strategies to EFL young learners entitled: "Teaching Strategies Employed by English Teacher to Young EFL Learners" (A Descriptive Qualitative Study in Teaching Strategies on Teaching English). This topic is interesting to be discussed because this will be a study that discusses teaching strategies for EFL young learners in general and probably have a broader interpretation. In my opinion, this research will give the teacher, educator and reader insight and a better understanding of teaching strategies for young EFL learners in general.

1.2 Identification of the Problem

Based on the background of the study, here some reasons why the researcher identifies about the teaching strategies to young learners. First, English language is important to facing the globalization era. Second, teaching English for young learner

is very much different from teaching adults. Third, young learner can easily get bored, if the condition of teaching English process is monotonous and not creative. Last, the teacher needs to prepare good teaching strategies and a suitable material in order to gain the target of language teaching to the children.

1.3 Limitation of the Problem

This study will investigate the teaching strategies that English teacher employed in the learning process in a private elementary school in Yogyakarta.

1.4 Formulation of the Problem

- What are the teaching strategies employed by the English teacher in teaching English to young EFL learners in a private elementary school Yogyakarta?

1.5 Objectives of the Research

Related to the issues investigated, the aims of the study are;

- To describe the teaching strategies that English teacher employed for young learners in a private elementary school in Yogyakarta.

1.6 Significance of the Problem

This research will contribute to theoretical, empirical and practical ground. In the theoretical discussion, this study will introduce the readers to the concept of teaching strategies. Furthermore, on empirical discussion, this study will provide empirical evidence on teaching strategies for EFL young learners in one of a private elementary school in Yogyakarta. On the practical ground, the study will be useful because the teacher will know the teaching strategies that suitable to teach EFL young learners. Moreover, the teachers out there can apply the teaching strategies to help their teaching and maximize their teaching ability.

