

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the general description of the research. It provides background of the study, research question, purposed of the study, significance of the study, the limitation of the study and the definition of key terms.

#### **1.1 Background of the Study**

Teaching English has developed dramatically in the recent years because globalization impact and everyone should understand English as their International language. The developmental of English education can also be seen in Indonesia, in which English starts to be taught earlier to young learner. In the past, English language was given just to students in junior and senior high school, but now English subject is given from the first grade until sixth grade of elementary students. In Elementary School, English language is still taught as a local content. Teaching English in this level is to introduce and socialize English language and build English concept.

According to Hafield (1985) in Fauziati (2010, p.92) Elementary school students are children who is still like playing so, the teachers is expected to be imaginative and creative in developing their teaching strategy to make the English lesson more exiting. Elementary students are English young learners that should be facilitated well in their learning (English) by using good strategy. It means that

teaching strategy is very useful in bridging the students to understand and comprehend the material. Teachers of young learners should know who children are, it should be born in mind that young learners are not adults miniature.

Teaching young learners, especially Elementary school students are not as easy as we think. They have different characteristics with adult or teenager, young learners more enthusiastic and active rather than them. In teaching young learners, teacher should be careful because young learners still developing their mind, cognitive and linguistic. As stated by Cameron (2001) Young learners of English as foreign language have unique characteristics, we will find the differences that arise from the linguistics, physiological, and social development of the learners.

In teaching English, teacher has to be aware that young learners need more attention. Furthermore, teacher should find an interesting activity to attract them in order to acquire their English lesson easily. It means that teacher should have some strategies to make them interest in English. In the process of teaching, teacher can explain the material longer to adult or teenager than young learners, it because of their different characteristics. Teacher has to be able to organize and choose the suitable strategies in teaching young learners.

Teaching young learners is different from teaching adults learners. Teachers of young learners need to be knowledgeable about the variation of the developmental characteristics of young learners so that they can give the appropriate classroom instructions which are in accordance with the young learners' characters. Harmer

(2007) states young learner learns from everything around them and their understanding comes through their senses. Young learner learns by examples and the most important role for a teacher is to be their living example.

Young learners have distinct characteristics that affect the way children learn. Since English is considered as foreign language in Indonesia, the language use limited to the classroom context Brown (2001). It is important for teachers to be fluent in the language, simple classroom instructions, communication during the lesson ideally conducted in the target language. In the learning process, teachers always give students instruction to ask students to do some tasks. Teacher instructions are also identified as a challenging part of teachers' work. Unclear or confusing instruction can prevent students to do their task correctly.

The students' especially young learners have limited language ability, so in this case classroom instructions can make them a little bit difficult or confused to understand if the instructions given are unclear. Instructions may refer to teaching or education performed by a teacher, instructional can be defines as the creation of instructional materials, modules or lessons. The instructional process consists of determining the needs of the learners, defining the end goals and objectives of instructions, designing and planning assessments task, and designing teaching and learning activities to ensure the quality of instructions.

The issue of teacher's classroom instructions is getting popular since English starts to be taught to young learners in Indonesia. How teachers give instructions to

their students seems simple, but it is considered as one of the most important aspects in learning process and there must be some kind of the contact between the teacher and learners. Teacher should make their instructions clear so the students can follow the steps of the task involved. English teachers need appropriate classroom instructions for teaching young learners. The successful students in learning English stems from English teacher competence in designing classroom instructions and in implementing an appropriate strategy in teaching English.

Cameron (2001) states children should learn language through meaningful exposure and practice rather than through explicit instructions that only focus on isolated parts of language. Teachers can use gesture and mimic when giving instructions so that the students can see what teachers want them to do. From Cameron statement, we know that children need meaningful instructions like using some gestures when asking them to do some task rather than just giving them explicit instructions. Meaningful instructions can help them to get the concept easier and makes them concentrate on the material. Using gesture provides an extra tool to help young learner students understand in what way the teachers want them to do something. Teachers can develop their own gestures, but they should be consistent with it.

Classroom instructions for young learners have been conducted by several researchers around the world, such as Denise, M (2002) and Carol, A Isaac & Linda, S Behar (2006). Denise, M investigates on the influence of preserve instruction in health education methods on the health content taught by elementary teachers in

India. While Carol, A Isaac & Linda, S Behar, analyze classroom instruction and the loss of instructional time: a case study. Many research of classroom instructions done in the western context, only a few researches related to classroom instructions in Indonesian context and also done by Indonesian. Therefore, the researcher is interested to do this research entitled: **“English Classroom Instructions for Young Learners at One of Elementary School in Jambi”**.

## **1.2 Research Question**

Based on the background of the research above, the research problem is formulated as follows;

1. What types of classroom instructions do teacher use to encourage students' understanding in learning English for Elementary students?
2. How do the teachers give classroom instructions to English young learners in Elementary School?

## **1.3 Objective of the Study**

There were objectives of this research. First, to investigate the types of classroom instructions used by teachers in the learning process. Second, to describe how teachers giving the classroom instructions to encourage students understanding in learning English.

## **1.4 Limitation of the Study**

This research has some limitations. The research focuses on English teachers' type of classroom instructions and how they giving the classroom instructions. This

research will be conducted at one of Elementary school in Jambi in the academic year of 2019/2020, odd semester. The second and third graders are chosen to be the subject of this research.

### **1.5 Significance of the Study**

This study aims at giving practical significances. This research provides the understanding to the teachers about type of classroom instructions in learning process. It expected that the findings of this research could give a possible solution for English teacher of trough giving classroom instructions that can be used in teaching English. In addition, this study will benefit teachers in the context of effective teaching and learning by prepare effective classroom instructions. Furthermore, this study will give information for the future researcher or prospective English teachers as one of the model about classroom instructions that they may use to encourage students' understanding in learning English.

### **1.6 Definition of Key Terms**

By knowing the key terms, it makes this research is easier to be understood by other researcher and readers. There are two key terms that are related to this research such as: instruction and young learners.

#### **a. Classroom Instructions**

Classroom instructions was defined as the purposeful direction of the learning process and is one of the major teacher class activities (along with planning and

management). In this case the researcher will only focus on the process of delivering subject matter delivered by the teacher during the teaching and learning process.

**b. Young Learners**

According to Rixon (1999, as cited in Yolageldili & Arikan, 2011) Young learners are children between the ages of about 5 years old to 12 years old. In this case, the researchers will focus on students' age between eight until nine years old who is still have a big problem when understanding the material or the lesson.