# CHAPTER 1

# INTRODUCTION

This first chapter reveals the introduction of the research paper. It is devoted to several parts namely background of the study, statement of problems, scope of the study, purposes of the study, research methodology, significance of the study, clarification of terms, and organization of paper.

## 1.1 Background of The Study

Teaching English to children has become a worldwide phenomenon at the recent decades due to the international expansion of English and people's awareness of the importance of English. English lesson has been included in the curriculum of primary school to college. It is not only being taught in formal schools, but also in informal courses. It seems that people have a great interest to register their children to some courses with high fee in order to make them master English. This fact is proven by the existence of many informal English courses in Indonesia. However, there is no guarantee that the existence of English courses is helpful to make their children master English since learning is an active process and involves some participants and factors.

Students' participation plays a very important role in the active learning as proposed by Hutchinson (1986) related to learning-centered approach. Throughout the centuries EYL educational philosophers such as Dewey (1897), Montessori (1930), Erikson (1950), Piaget (1951), Vigotsky (1960) believes that learners must be an active participant. They advocates for active learning through games, practical and sensory experiences to promote complex intellectual constructs and abstract reasoning. In addition, Jean Piaget proposes that young learners form ideas from their direct experiences in life. This is why telling them in teaching is less effective than finding a way to help them think their own way through a problem. Lev Vygostsky also added they can benefit the new concept and ideas from interaction with teachers, classmates and peers (Mooney, 2000). It can be concluded that young learners' participation has a great portion to achieve their successful learning.

Meanwhile, Howard Gardner states about multiple intelligence theory that not all students can learn in the same way in a classroom (Mooney: 2000), so the use of various strategies will bring the material to encourage the students to participate optimally. As a result, It impacts the teacher's role to explore and use various strategies to encourage students participation, in other words to be active. Thus, teachers' strategies in encouraging students' participation would be very important things that must be taken into account.

Gaining learners' participation is not an easy part, especially young learners. There are some challenges in teaching English to young learners compared to adult

learners. The previous study by McKinney shows that Teachers constantly face the challenges to find the most effective strategy that can enhance young learners' activeness and match the diversity among the learners. In addition, Pinter (2006) reveals that those challenges are based on their different characteristic compared to adult learners which are considered as an easy part to deal with. They are very unique, change quickly, and develop new skills and abilities in spurts. Undoubtedly, the role of the classroom teacher is so critical since a teacher is the point of contact between the educational system and the learners (Cruickshank, Jenkins & Metcalf: 2006). The impact of any educational program or innovation on the learners operates through the learners' teacher. Thus, maximizing teacher effectiveness to gain learners' participation is a major goal of education

There are many strategies that can be applied in encouraging learners' participation. The previous study by Steinert and Snell (1999) entitled Interactive Lecturing: Strategies in Increasing Participation in Large Group Presentation which held at Medicine Faculty of McGill University in Canada found that there are some strategies which are considered as successful ways to increase students' participation. They are breaking the class into smaller group, questioning the audience, using audience responses, the use of written material, organizing debates, reaction panels, and guests, using simulations and role plays, using film and videotape, audiovisual aids, using effective presentation skills. Another previous study by Tsou, W. in 2005 found that there are some effective strategies which are regarded as good ways to

improve students oral participation. They are giving verbal motivation, using small group discussion, giving instructions, using videotape as audiovisual media, inviting guests, using role play, asking questions to promote interaction.

Previous study investigated the strategies students participation which focused on young learners are still rarely to find, departing from the point of view and the background above, a simple research has been done entitled "Teacher's Strategies in Encouraging Young Learners' Participation". This paper therefore aims at investigating the strategies performed by teachers to encourage their young learners' participation and how the teachers deal with the problems appeared during the teaching process. The desired aim is achieved by getting a general description of how certain strategies are used and what aspects that must be anticipated.

## 1.2 Statements of The Problem

The issues to be discussed in this paper can be summarized in the following research questions:

1. What strategies did the teachers use in encouraging young learners' participation?

2. What problems did the teachers encounter during the use of the strategies?

3.    What follow up strategies did the teachers do to deal with the encountered problems?

## 1.3  The Aims of The Study

The aims of this research are to investigate the following matters:

1.    The strategies used by teachers in encouraging young learners' participation.

2.    The problems encountered by the teachers during the use of the strategies.

3.    The follow-up strategies used by the teachers to deal with the problems.

## 1.4  The Significance of The Study

This result of this study is expected to provide comprehensive description dealing with the use of certain strategies to encourage young learners' participation, at the same time, to provide information of how to deal with appeared problems during the teaching process. This study is also expected to give a broad description for the observed teachers to evaluate and develop their teaching strategies in order to improve the better educational achievement.

For teachers in general, this study hopefully is able to provide general description related to teachers' strategies in encouraging young learners participation, how to apply them and what aspects that should be anticipated. Then, it can give a good impact for their strategies in the classroom to be more effective in encouraging students' participation.

For English teaching in general, It is also expected that this study can give contribution as a basic information for subsequent research related to teacher strategies in English teaching.

## 1.5 Scope of The Study

This study covers only in the scope of the teachers' strategies to encourage their young learners' participation through responding of speaking or acting in elementary classroom of an ISO standardized English Course in Bandung. In addition, it also explores the problems encountered during the teaching process and how the teachers' deal with them.

## 1.6 Research Methodology

This section discusses four main points. They are research design, site and participant, data collection, and data analysis. Further explanation about research methodology will be presented in the chapter III.

### 1.6.1 Research Design

This study is conducted under a descriptive-qualitative study. The researcher will use two qualitative instruments, namely observation and interview to get the data which in turn will be analyzed clearly. The data will be analyzed descriptively in form of words. The way of how these instruments were used will be discussed in chapter III of this paper. Additionally, the data from these instruments can be seen in appendices of this paper.

### 1.6.2 Site and Participants

This study is conducted in an ISO standardized English Course in Bandung. Participants of this research are two English teachers of young learner classes. The teacher A teaches class A of Elementary class. In the opposite, the teacher B teaches class B of Elementary class. Further explanations about site and participants will be presented in the chapter III.

### 1.6.3 Data Collection

This study employed two kinds of instruments, including observation and interview. Both observation and interview are used to find out the answers of the research questions. It includes identifying teachers' strategies in encouraging young learners' participation based on the learners' participation in terms of learner-content

interaction, learner-instructor interaction, and learner-learner interaction. They also intended to find problems are faced by the teachers in using those strategies. In order to obtain the valid data through this data collection technique, the researcher recorded the interview and wrote notes related to the interviews with the participants.

Further explanations about data collection will be presented in chapter III.

### 1.6.4 Data Analysis

In the process of data analysis, the gained data systematically will be explored. The researcher will check video recordings, transcribe the interview tapes, and analyze and interpret the interview transcript. Then, the researcher will categorize, synthesize them, search for the patterns, discover what was important, and finally, decide what story the researcher will tell and how. Further explanations about data analysis will be presented in the chapter III.

### 1.7 Clarification of Key Terms

The title of this research is "Teachers' Strategies in Encouraging Young Learners' Participation (A Study Case Study in an ISO Standardized English Course in Bandung)". To keep away from the possibility of misinterpretation and ambiguity of the key terms in the title above, it is necessary to clarify and specify the key terms as follows:

### 1.7.1　Teacher's Strategies

According to some definers (Davis: 1997, Brown: 2001, Lincoln: 2006), strategy is some means of organizing their efforts, some ways of conceptualizing the activity they initiate any successful purpose, in this research, specifically in encouraging young learner's participation.

### 1.7.2　Young Learners

Pinter (2006) defines young learner that covers from the age of five to fourteen years old. In line with Pinter (2006), Brown (2001) reveals that young learners are children at range of age four to thirteen. In another hand, Cameron (2001) defines young learners as children between five and twelve years of age. In short, it can be defined that young learners are students between five to fourteen years. However, the term young learners in this research can deal with the definition above. The observed students at Balai Bahasa English Course are between ten to thirteen years old.

### 1.7.3　Learners' Participation

Participation in this research refers Moore's (1989) definition about students' participation. It defines as students' act of taking part in the classroom activities through three types of interaction: learner to content; learners to teacher; and learner to learner.

## 1.8  Organization of The Paper

This paper is presented into five chapters, as follows:

**PRELIMINARIES**

**CHAPTER I : INTRODUCTION**

In this chapter, the paper elaborates the background of study, research questions, purposes of the study, scope of study, significance of study, research methodology, clarification of terms, and organization of paper.

**CHAPTER II: THEORETICAL FOUNDATION**

This chapter explains the theoretical foundation which is relevant to the study covering definition of teaching strategy, characteristic of young learners, learners' participation, the importance of learners' participation, the importance of being an effective teacher, and teacher's strategies in encouraging young learners' participation.

**CHAPTER III: RESEARCH METHODOLOGY**

This chapter elaborates the method used in the study. It will describe the method of study, site and participant, data collection methods, data analysis methods, validity and reliability of the study.

**CHAPTER IV: FINDINGS AND DISCUSSION**

This chapter presents the findings of the study and analyzes those findings in discussion clearly.

**CHAPTER V : CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion and several suggestions of the study based on the analysis in chapter four.

**REFERENCES**

**APPENDICES**