

CHAPTER I

INTRODUCTION

This chapter provides the general information of the paper. It covers background of study, statement of problems, aims of the study, scope of the study, significance of the study, methodology of the study which consists of research design, data collection and data analysis. Moreover clarification of terms and organization of the paper are presented at the end of this chapter. The keys of comprehending this research are provided in this chapter.

1.1 Background of study

Teaching English to young learners has been spreading in Indonesia since the globalization era to meet the demand of English proficiency as a foreign language for Indonesian people. This statement is supported by Graddol (2006) who states that learners of English language are getting younger years by years. Many parents encourage their children to learn English since an early age to prepare the children in facing the global world. In Indonesia, there is a lack of English language exposure in real-life situations. This fact is one of the reasons why many parents took their young age children to some private English course, therefore their children would obtain more exposure of English. In one private English course in Bandung, for instance, there are approximately 40 students from kindergarten to elementary school levels. However, for English teacher, teaching English as a foreign language is a challenging thing to do, especially when it deals with young learners.

In teaching English to elementary school levels, teachers deal with young learners whose characteristics are different from adult learners. Students in elementary school level (up to the age of about eleven) are still in intellectual stage (Brown, 2011) of what Piaget (as cited in Brown, 2011) called concrete operations. In this stage, children start to apply logical thinking yet cannot generalize their understanding (Pinter, 2006). Regarding to their intellectual stage, characteristic of young learners also become a point of consideration in teaching

English. Harmer (2007) as cited in Sukmahidayanti (2015) states that young learners' understanding comes not just from explanation but also from what they see and hear, and crucially have a chance to touch and interact with. In line with Harmer, Musthafa (2008) states that children learn by way of physical activities (i.e. hands on experiences) in their daily lives, both individually and socially. It means if the teachers only give them explanation, they are likely to pay no attention to the materials.

Another characteristic of young learners that is important to be considered is their attention span. Musthafa (2010) defines attention span as the amount of time in seconds the children are working on task without distraction. Regarding to children's attention span, Harmer (2007) states that young learners "have limited attention span", if they are not given interesting activities, they can lose their attention easily. In line with Harmer, Musthafa (2010) states that young learners have only 15-20 minutes to pay attention to their activities in a row. Whereas, to cover young learners' characteristics, teacher should use various teaching techniques and variation of instructional activities to engage and avoid boredom of the students (Musthafa, 2010). Moreover, Musthafa (2010) states that knowing those characteristics of children is essential requirement for the teacher in creating effective instruction.

Creating an enjoyable context in teaching English to young learners is essential for teachers to maintain the students' attention. Moreover, it is also important to create effective instruction in order to make a meaningful learning and to develop young learners' overall English language proficiency. In creating an enjoyable and effective learning activity for young learners, teachers are supposed to choose suitable instructional media as the teaching aids in delivering the materials. Choosing instructional media is one of the key principles in the effective instruction. According to Reiser & Dick (1996) instructional media refers to the physical means by which instruction is delivered to students. In line with Reiser & Dick (1996), Kim & Heewon (2013) define instructional media as the tools which stimulate students' interests and help to create effective learning. In this context, Reiser & Dick (1996) state that media might be all the traditional

ways to deliver the lesson (teacher, chalkboard, textbooks, and other printed materials) or the new instructional media (CD Room, interactive video, and multimedia system).

Due to the current technology development, the conventional method of teaching English in some educational institutions in Indonesia has been transformed with the collaboration of computer technology to support the teaching practice. Many studies show that some applications of computer- based technology in the foreign language classroom, such as Digital Stories, Computer Games, Moving Pictures and Digital Songs, if appropriately selected and organized can play a significant role in enhancing young learners' learning abilities, especially vocabulary learning (see Phillips,1993; Kruse,1990; Nation,2008; Nation,2010; Laufer et al.,2004).

Specifically, Multimedia technology which is integrated in the computer assisted language learning (CALL) allows the different media (text, graphics, sound, animation, and video) to be accessed on a single machine (Lauc, Matic, Micelic, 2006). This is in line with Mayer (2001) as cited in Gilakjani (2012) who states that multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information.

Multimedia technology is not the substitute for the teacher. Teacher became a “facilitator, a resource person and a counselor rather than the only authority and decision-maker” (Lam & Lawrence, 2002). Looking at those benefits, multimedia technology will be very useful for teachers to teach English to young learners when teachers utilize it optimally. Furthermore, Delmonte & Verdugo (2006) say that deciding how to use and integrate systematically those materials within a more traditional methodology demands an extra effort many full-time teachers cannot afford.

Realizing the advantages of multimedia technology as instructional media in teaching English to young learners, this study was aimed to describe the utilization of multimedia technology in teaching English to young learners at one private English course in Bandung. Moreover, this study tries to discover the students' responses and the teachers' perception toward the use of multimedia technology in teaching English to young learners.

1.2 Statement of the Problems

This study will be conducted to answer problems formulated in the following questions:

1. How do the teachers utilize multimedia technology in teaching English to young learners?
2. What are students' responses toward the use of multimedia technology in English teaching and learning process?
3. What is the teachers' perception toward multimedia technology in teaching English to young learners?

1.3 Aims of the Study

Based on the research questions formulated above, the study is aimed:

1. To explore the utilization of multimedia technology by the teachers in teaching English to young learners.
2. To describe the students' responses toward the use of multimedia in English teaching and learning process.
3. To depict the teachers' perception toward multimedia technology in teaching English to young learners.

1.4 Scope of the Study

This study describes the use of multimedia in teaching English to young learners. It focuses on explaining the utilization of multimedia technology by the teacher in teaching English to young learners. It also discovers the students'

responses and teachers' perception toward multimedia technology used in teaching English to young learners.

1.5 Significance of Study

This study is expected to be significant for several parties. First, it is expected to give portrayal for the teachers regarding the use of multimedia technology. Second, the result of this study is expected to be a beneficial contribution not only for teachers but also for institutions concerned with teaching English to young learners. This study also expected to be a contribution for English teachers to broaden their insight in understanding the concept of multimedia teaching.

1.6 Methodology of The Study

Methodology of the study consists of explanation on the research design, research site and participants, data collection and data analysis. This section elaborates the methodology that is used to achieve the purposes and answer the research questions that have been presented previously. The brief elaboration of the research methodology is depicted in these sub sections.

1.6.1 Research Design

The research design used in this study was a case study. To be more specific, this research was a descriptive case study. Stake (1995) defines descriptive case study as a type of case study which is used to develop data that describe clearly the complexity of an experience. Furthermore, qualitative method was used to portray data which were obtained by three techniques in collecting the data which comprised observation, questionnaire, and interview.

1.6.2 Research Site and Participants

This study was conducted in one private English course in Bandung. The English course selected in this study focuses on teaching English to young

learners using interactive multimedia technology. Furthermore, participants in this study were three English teachers and 40 students. The teachers teach English for students at the same level (i.e. third grade of elementary school). They were observed to answer research question regarding the utilization of multimedia technology in teaching English to young learners. They were also interviewed in order to answer research question regarding their perception on the utilization of multimedia technology. The teacher participants were labeled as T1, T2, and T3. This study also involved 40 young learners as the respondents in answering the questionnaire regarding their responses toward the use of multimedia technology in English teaching and learning.

1.6.3 Data Collection

In gathering the data, this study used three kinds of data collection, which comprise observation, questionnaire, and interview. Classroom observation was employed in gathering the data about the utilization of multimedia technology by the teachers in teaching English to young learners. The classroom observation is conducted for the three teachers as research participants (T1, T2, and T3). In conducting the observation, the researcher used video recording and field note to gain more detailed and accurate information of the situation during the teaching learning activity. The researcher in this study also administered student questionnaires for 40 young learners who study English in the selected private English course. The questionnaire was intended to answer the second research question regarding the students' responses toward the use of multimedia technology in English teaching and learning. Lastly, the researcher used interview to gain information from the teachers about their perception toward multimedia technology in teaching English to young learners.

1.6.4 Data Analysis

The data gained in this study were analyzed in several steps. Creswell (2012) divides the steps into: (1) collecting data, (2) preparing data for analysis,

(3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research report.

1.7 Clarification of Terms

1. Multimedia refers to any computer-mediated software or interactive application that integrates text, color, graphical images, animation, audio sound, and full motion video in a single application (Gilakjani, 2012).
2. Instructional media refers to the physical means by which instruction is delivered to students (Reiser & Dick, 1996).
3. Young learners refer to children of the age 3-12 years old (pre-school up to the primary school years). More specifically, Pinter (2006) differentiates young learners into two groups: (1) Younger learner (before school until grade two of elementary school), and (2) older learner (grade 3 until grade 6 of elementary school).
4. Computer Assisted Language Learning (CALL) refers to an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element (Davies, 2015).

1.8 Organization of the Paper

This research will be organized in five chapters. Each chapter has some subtopics which help to clarify and give an insight into the topic under investigation. The research paper is organized as follows:

Chapter I is introduction. This chapter provides the general information of the paper. It covers background of study, statement of problems, aims of the study, scope of the study, significance of the study, methodology of the study which consists of research design, data collection and data analysis. Moreover, the terms used in this study and paper organization are presented at the end of this chapter.

Chapter II is theoretical foundation. This chapter focuses on some theories and literature which relate to the topic in the study. It will mainly discuss about

teaching English to young learners, the importance of instructional media in English and teaching and learning activity, multimedia technology as instructional media, and teachers perception toward multimedia technology. The topics are elaborated into several subtopics. The previous studies which are related to this research will also be presented in this chapter.

Chapter III is research methodology. This chapter explains about methodology that is used in this study. Research methodology consists of research design, research site and participants, data collection, procedure of the research, and data analysis.

Chapter IV is findings and discussions. This chapter presents the result of study and discusses about the findings of the study based on the collective data.

Chapter V. Conclusion and Suggestion

This chapter contains conclusion which describes the results of the study and also provides suggestions as a contribution for further learning and research.

1.9 Concluding Remark

This chapter has covered the general information of the paper which comprises background of study, statement of the problems, aims of the study, scope of the study, significance of the study, methodology of the study, clarification of terms, and organization of the paper. The next chapter will cover the theoretical background of the study.