

CHAPTER I

INTRODUCTION

This chapter elaborates the background of the study, statements of the problems, the objectives of the study, the significances of the study, the scope and limitation of the study and definition of key terms.

1.1. Background of the Study

English is considered as foreign language in Indonesia. At previous years, English has been taught in secondary school. Actually , starting to study English at this period is too late for children. Brown (2000) in Suwarsih, states that the brain elasticity before puberty enables children to learn a foreign language and after puberty it will be difficult for them to succeed in foreign language learning. It is also widely believed that starting the study of English as a Foreign Language before the critical period in 12 or 13 years old will facilitate better proficiency. So, The Ministry of Education has been continuously attempt to widen the scope of teaching english in school by introducing English as local content in elementary school which hopefully will heighten Indonesians' English proficiency.

Basically, an early start only will not guaranty that it can reach the satisfying output. It also should be supported by qualified teacher, the use of suitable curriculum and sylabus, provision of facilitative the learning conditions, and the implementation of appropriate techniques and activities used.

Teaching and learning English process for young learners should be emphasized on four basic skills. Those are : listening, speaking, reading and writing skill. Those are the basic skill that should be mastered to make the

learners can communicate well by using English. It is suitable with the objective of teaching English in primary school is to provide a good basis for communicative competence so that the learners will find it easier when they continue study at the next level. But in its implementation, some of teachers who teach English do not have any good communicative competence in applying the appropriate techniques and activities used especially for young learners. They are disposed to teach how to learn the language not how to use the language.

Therefore, it is required teachers who have good communicative competence to teach English especially for young learners so that the objective of teaching English at primary school to make the learners will find easier when they continue study at the next level can be accomplished.

Apart from those language skills, grammar is considered as the important one also. Grammar is the basic of any language and cannot be ignored in language teaching and learning process. Even though some people have opinion that grammar is not important for young learners. Actually, starting to teach and practice basic fundamentals of grammar at elementary school is important thing because it will be helpful for students in conceptualizing things by understanding the elements of how express them when they communicate with others. Ellis (2006) suggest that teaching grammar early is valuable because it provides a basis for the real learning that follow. Grammar was mere mechanics, which children could be taught as and when it was relevant, or which they could just be left to pick up for themselves.

Based on Novarianto (2009) one of the obstacle which students face in learning English is grammar lesson, because it is difficult and boring. It is because

some of language teachers teach grammar by using abstract concept and theories. They are disposed to explain grammar just focus on the rules and typically give some examples where it is expected that student will memorize all these.

Whereas, there are some special considerations regarding with teaching grammar for young learners. Young learners have some characteristics in learning anything. They do not understand with abstract concepts and theory, they learn best by playing, singing, and using language in real situation and for fun, not by explanation.

Based on those problem, the implementation of task in teaching grammar is essential for teaching and learning grammar process in the way to change the learners imagery related with studying grammar. By providing task , it can give opportunity to the learners to practice language in situations which encourage them to communicate their needs, ideas and opinions. So it makes the learners can use grammar effectively in real world. Basically, many experts have classified task into different study. Willis (1996) offers a somewhat pedagogical classification of task based on an analysis of the kinds of task commonly found in text book material. The types reflected the kinds of operations learners are required to carry out in performing task. There are six types of task, those are: *Listing* (e.g., brainstorming, fact-finding), *ordering and sorting* (e.g., sequencing items, classifying items) *comparing* (e.g., finding similarities,) *problem solving* (e.g., requiring executors' intellectuall and reasoning power), *sharing personal experiences* (e.g., talking about oneself, sharing one's experiences with others), and *creative tasks* (e.g., projects involving pairs or groups of learners in free creative work). Based on Prabhu (1982), he distinguishes three general types of

task based on the kinds of cognitive activity involved. Those are : *Informational gap Activity, Reasoning gap Activity, and Opening gap activity*. Another classify of task is based on Pica, Kagany, and Falodru (1993). He classifies the task according to the type of interaction that occurs in task accomplishment. The classification are : *Jigsaw task, Information gap task, Problem solving task, Decision making task, Opinion exchangetask*.

Actually, the idea of getting learners to acquire English through tasks was developed in India by N.S.Prabhu in the 1980s. Prabhu made a strong Communicative Approach Project in Banglore, south India . He put forward many kinds of tasks, and designed the learning contents into all kinds of communicative tasks. He thinks learners may learn more effectively when their minds are focused on tasks, rather than on the language they are using.

But, the fact in indonesia, some researches on the teaching of English in some primary schools in Malang found that teachers mostly employed such simple techniques as question and answer, memorizing, and providing explanation even though 64% of the teachers were of the opinion that students hated listening to the teachers monotonous explanation (Dardiri, 1994). Astika (1996) who did similar research in some primary schools in Central Java and Yogyakarta Special Territory revealed that during the English lesson, 54.25% of the class hour was used by teachers for explaining the lesson, asking questions, giving instruction, and drilling. Students only used 14,9 % of the class hour for practicing the language while the remaining 30% of the class hour was spent for other activities categorized as "Silence and Confusion". Students used the 14,9% of the class hour for drilling (9.28%), answering questions (4.85%), and expressing their ideas

(0.77%). From those researches, we can see that the teachers spend more time in explaining the lesson and use the rest time by giving the learners some questions and drilling. Those make the young learners get lack opportunity in performing their language use of English.

Based on the elaboration above, it shows that the most of the research on conducting English lesson for young learners in Indonesia lack of task implementation. Being inspired by those researches, the writer conduct this study, which aims to investigate the implementation of task in teaching grammar for young learners especially in Gresik primary schools at SD Muhammadiyah GKB and SDN Tambak Beras.

1.2. Statement of Problem

Based on the background of the study, the writer intends to investigate the basic problems about how is the implementation of task in teaching grammar which covers:

1. What kinds of task which implemented by teacher in teaching grammar for young learners ?
2. What problems do the teachers experience in implementing task in teaching grammar for young learners ?
3. What solutions are given by the teacher to overcome the problems ?

1.3. Objective of Study

The main objective of the present study is to investigate the kinds of task which implemented by the teacher in teaching grammar for young learners at SD Muhammadiyah GKB and SD Tambak Beras, the problems which experienced by the teacher in implementing task in teaching grammar for young learners at SD

Muhammadiyah GKB and SD Tambak Beras, and the solutions which are given by the teachers to overcome the problems.

1.4. Significance of Study

1.4.1. Theoretical Significance

In recent years, there is research in Taiwan related to implementation task based approaches into elementary school EFL classes. This study implemented listing, ordering and sorting, comparing, problem solving, sharing personal experiences, and creative tasks to a fourth grade EFL class (Willis, 1996). Results showed that there were five features of Task-Based Instruction, including: (a) the learning of task-based instruction was learner-centered; (b) tasks could help learners learn by working together; (c) tasks could activate learners' prior knowledge and learning strategies; (d) tasks could be adjusted for learners with different levels; (e) tasks could be a way of alternative assessment.

In this study, the writer will find out what kinds of task which implemented by teacher in teaching grammar for young learners, what problems which encountered by EFL teachers are and how to solve those problems.

1.4.2. Practical Significance

The result of this study can contribute some benefits to school and teachers. Here are the benefits:

For school this research is hoped to be usefull to give contribution in teaching and learning process of English focused in teachers improvement in implementing task in teaching grammar for young learners.

For the teacher, this study will be their reflection in implementing task in teaching grammar for young learners.

1.5. Scope and Limitation of The Study

The scope of this research is on how is the implementation of task in teaching grammar at Gresik primary schools especially at fifth grade students and the limitation is on the kinds of task which implemented by the teacher in teaching grammar for young learners.

1.6. Definition of Key Terms

1) Implementation

Implementation is defined as practicing of any design of activity.

2) Task

Task is defined as an activity to be done by the students consisting some process of thought which allowed the teacher to control and organize the process.

3) Grammar

Grammar is defined as the study of how to combine words and their component parts to form sentences.

4) Young Learners

Young learners is defined as children between five and twelve years old.

5) Problems

A situations which needs attention and needs to be solved by the teacher in practicing the design of any tasks in teaching grammar for young learners.