

CHAPTER I

INTRODUCTION

1.1 Background of the study

Learn a foreign language at an early age is advantageous for children, and it is never too early to begin. The National Education System Law states that foreign languages can be studied and taught in specific educational units to help students improve their foreign language skills (Fitriah and Kholis Amrullah 2022). The most people believe that children are better at learning a second language than adults (Jamolovna 2019). Exposure, rather than instruction, is extensively believed to be the best strategy for young second-language learners to learn quickly. There are several factors that can influence learning a second language. This includes psychological aspects, social conditions, and other influences. Learners' psychological conditions involve intellectual capacity, memory, and physical ability in the analysis of grammatical, vocabulary, and ability structures. The social context separates the learner based on the setting in which they live. Social interaction, learner experience, and the determining environment all describe the learner's relationship with his physical environment, both naturally and formally in the classroom (Hadna 2018).

Learning English as a foreign language at a early age has many beneficial effects. Research focuses on the importance of beginning language learning at a young age, as this time has significance for linguistic and cognitive development (Yilmaz, Topu, and Takkaç Tulgar 2022). Early childhood is a time when children have open

minds and are prepared to learn a new language, making it a perfect age for children to start language learning. Furthermore, early exposure to language learning can result in more effective educational results and enhanced mastery of languages.

When it comes to learning English as a foreign language, young learners, typically aged 3 to 11, are diverse social beings with their own set of cultural norms (Garton and Tekin 2022). They acquire language through play and social interactions, learning by doing and exploring their environment. (Blázquez and Ana 2018) said that students who learn English as a foreign language develop a wide range of skills. (1) learning English improves your communication skills, cognitive functions, and social and personal skills, all of which benefit both your academic and personal lives. (2) it improves networking skills and allows you to communicate with people from various linguistic communities, thereby promoting social and cultural tolerance. (3) it helps you improve your communication skills by teaching you new concepts, strategies, and language codes, allowing you to communicate more effectively in today's globally connected world. English has played a crucial role in making globalization more effective and accessible (Raja 2023).

In the discussion of globalization, English serves primarily as a universal language for interaction and relationships between people from various countries and cultures. Nowadays, young people must be prepared to adapt to and thrive in a complex, interconnected global society (Qur et al. 2023). (Raja 2023) believes that English is regarded as a universal language, with significant implications for communication, education, and employment opportunities. Improving foreign

language skills is more important than ever, given the need for proficient communication and the ability to participate in global society (Putri, Wachjudin, and Maulana 2023). Young English learners have broader communication skills and can interact more effectively with people from different cultures. In addition (Qur et al. 2023) knowing English improves your chances of success in a globalized world where communication and cultural understanding are valued.

The teaching of English for young learners is different than teaching English for older learners. (Alzahrani 2020) said that young learners, like children, excel at language acquisition when they are taught implicitly, absorbing the language unconsciously, which is aided by strong memorization abilities. (Alzahrani 2020) also said that adult learners have more beneficial effects from explicit teaching, which offers language skills explicitly and allows them to consciously analyze linguistic aspects. Children have varying features and learning abilities. Teaching young learners involves a high level of attention to managing the classroom (Wallin and Cheevakumjorn 2020). Young learners generally have less time for attention and may require more stimulating and interactive activities to stay focused. Additionally, creating an optimal educational setting that encourages student social interaction and language development involves careful management of the classroom's strategies. The implementation classroom management is essential to providing an educational setting that is beneficial for young learners (Wallin and Cheevakumjorn 2020). He believes that teaching English to young students is challenging because they differ from adults. Furthermore, they speak their native language as their primary language, making it

challenging for them to learn English. Young learners have difficulties pronouncing English words, a curriculum cannot be adapted into the lesson plan, and they have limited time (Ridha, Bahrani, and Komariah 2022).

Addressing these challenges, teachers use effective strategies to address young students' issues, such as games, songs, practice, and memorization, to involve students in learning (Surayatika 2022). Teachers possess professional skills, including specific certifications, essential knowledge, and experience in their field, which encompass their knowledge, creativity, skills, talents, and abilities in teaching and learning (Maghfiroh, Robba, and Indriastuti 2022). Teachers should concentrate on improving communication skills and working with other teachers in the school to improve learning (Oktavia et al. 2022). Teachers should also build genuine interactions with their students, challenge misunderstandings, and provide engaging learning tasks to promote meaningful learning (Surayatika 2022). To support students' success in solving problems and improving their ability to learn English as a foreign language, teachers use a various interesting method that have been applied until now. (Surayatika 2022) mention various method to teaching English for young learners. Such as active learning, problem-based learning, clicker use in class, critical thinking, gamification learning, and then collaborative learning.

Collaborative learning is a method for teaching English that places importance on student-centered activities to encourage interaction, shared responsibility, and peer learning. The student-centered approach encourages learners to take responsibility for their learning, taking action for their learning, and take responsibility for faults had

made from different perspectives by encouraging students to think collaboratively (Yulianti and Maghfiroh 2022). Collaborative learning refers to instructional arrangements in which two or more students collaborate to achieve a common learning goal (van Leeuwen and Janssen 2019). Collaborative learning encourages students to ask questions, provide detailed explanations, exchange discussions, develop new ideas and problem solutions, and so on. It is a strategy that has been implemented in teaching English to young learners, as it fosters a supportive and engaging learning environment. As a critical component, collaborative learning has a wide range of potential for students to improve their outcomes in cognitive, psychological, and social domains because it is an effective way to test different perspectives (Ghavifekr 2020).

By incorporating these collaborative learning strategies, teachers can promote collaboration by designing complex learning activities that require teamwork and knowledge sharing, as well as preparing students to be team members by helping them through team-building stages and teaching them essential skills such as leadership and communication (Din, Nur, and Pratiwi 2024). According to some experts, the collaborative learning method has several advantages. (Ammang Latifa 2021) state that the collaborative learning approach has significant value in the learning process. It has a positive impact on students' learning processes, achievement, skills, and even social lives.

Several studies on the use of collaborative learning have been conducted. (Telaumbauna et al. 2023) said that Collaborative strategies can enhance the learning experience by making learning situations more engaging. (Din, Nur, and Pratiwi 2024)

showed that collaboration is a philosophy of interaction and a personal lifestyle where each person takes responsibility for their actions, including learning to respect their peers' abilities and contributions to the project. It suggests a way of dealing with others in all situations where people come together in groups that respect and emphasize each member's abilities and contributions. (Le, Janssen, and Wubbels 2018) said that Teachers encounter challenges in structuring collaborative activities and assessing learning outcomes in collaborative learning. To successfully implement collaborative learning practices, teachers require adequate training and support.

Based on preliminary research, SDMT Ponorogo applied Collaborative learning strategies. Students who are afraid or unconfident to talk in front off the class, to be participate fully in the class. Student become active, confident, and have some achievement because their teacher use collaborative learning strategy when teaching English. This strategy improves students' knowledge of English ideas by allowing them to support one another and discuss solutions together. The learning process benefits both the teacher and the students by increasing their learning experience.

According to the description before, the researcher is excited in explore the implementation on collaborative learning strategy in teaching English for young learners in SDMT Ponorogo.

1.2 Statement of The Problem

1. How collaborative learning is implemented in Teaching English for young learners?
2. What are the challenges and difficulties faced in implementing collaborative learning for young learner?
3. What are the outcomes of implementing collaborative learning, particularly regarding students' social interactions during classroom learning?

1.3 Purpose of The Study

1. To identify the implementation of collaborative learning strategy in teaching English for young learners.
2. To analyze the challenges and difficulties faced in implementing collaborative learning in teaching English to young learners.
3. To find out the outcomes of implementing collaborative learning, particularly regarding students' social interactions during classroom learning.

1.4 Significance of The Study

- 1) For Reseacher
To contribute to the development of more effective learning models in teaching English as a foreign language for young learners, and to provide a strong theoretical basis in the development of collaborative learning models for future research.

2) For English Teacher

This study is anticipated to be valuable in establishing learning programs that are more successful in enhancing students' capacity to learn English as a foreign language for young learners and can improve the ability of cooperation and social interaction between students in the classroom.

3) For Student

This research is useful for students to increase their activeness, enthusiasm and enjoyment in class using collaborative learning.

1.5 Scope and Limitation

The scope of this research are related to the teaching strategy, however the focus of this research is limited to describing the collaborative learning activities conducted by teachers in the classroom as well as the interactions between teachers and students that most often occur during teaching and learning activities at SDMT Ponorogo.

1.6 Definition of The Key Terms

Teaching Strategy: The teaching strategy is the approach that teachers take for a specific lesson and the particular goals for the course of study (Hayati, Afriani, and Akbarjono 2021).

Collaborative learning: Collaborative learning is a pedagogical approach that emphasizes the importance of learning with small group activities in developing students' social abilities,

motivation, and responsibility for their own learning
(Ammang Latifa 2021).

Teaching English to Young learners: Teaching English to Young Learners (TEYL) are primary school children aged 6-12 who are learning English as a second or foreign language (Yuniar Diyanti and Madya 2021).

