

CHAPTER 1

INTRODUCTION

1.1 Background

Young learners have their own characteristic, which is really different from the adult learners. The characteristic covers their ways of thinking, their attitude, their aptitude, etc. They also have their way of learning a language. This, of course, influences the ways of teaching them. A teacher should know and understand their students to give the best quality in teaching English and do not make them to feel bored. If teachers do not know the characteristics of their students, they will have difficulty in teaching and learning process

According to L. Rupšienė and J. Andriukonienė (2002), we usually tend to think that all the children want to learn and gladly attend lessons in the primary school, but it is not true. Attribution of young learners (play group) reluctance to learn is characterized by three features related to pupils' evaluation and fear, to the fatigue as well as the need for alternative activities. Primary school learners' unwillingness to learn at school is related to the evaluation at school and the desire to maintain positive self-evaluation.

According to L. Rupšienė (1996), most children (95.0%) want to go to the first class, but after four years of education their willingness to learn reduces significantly. Even 15.0% of the fourth class learners say they do not feel well at school. However, it is important to create favorable psychological atmosphere that protects children from psychological stress and negative environment in order to develop a free and creative learner's personality, his/her mental strength and

intelligence. When a child begins attending school, it is very important how other people treat him or her, whether he or she is recognized by adults and children. However, it is important for the child to evaluate himself/herself adequately because an inadequate self-evaluation distorts the personality, makes favorable conditions for the formation of negative features and complicates a normal mental development of the child. Evaluating oneself too well, a child may overlook the shortcomings, ignore failures and blame others for mistakes. A mistrustful child is sensitive to criticism and feels upset about failures. It is important that every child in the class felt safe and loved by others, and the promoting their independence and individuality. If a child is viewed negatively by other people, he/she develops anxiety and fear of failure. If a child constantly suffers from school teachers and classmates' negative evaluations, he/she can develop emotional and behavioral disorders and aggressive behavior. Young learners begin to organize themselves into groups and defend their group interests as their own ones. Thus, it awakens a strong motivation to belong and it increases children's aggressiveness, which often manifests as violence towards other children.

1.2 Research problem(s)

In accordance with background above, the research questions can be formulated by the researcher as follows: What are the characteristics of young learners play group?

1.3 The aim(s) of study

The aim of this research is to to find out the characteristics of young learners play group.

1.4 Significance of study

The significance of studies are follows:

1.4.1 Implication

The result of the study will support the theory of Rhalmi (2019: 208-213), uncover and identify the characteristics of young learners play group; Namely: Young Learners Get Bored Quickly, Young Learners Are Meaning-Oriented, Young Learners Like To Discover Things, They Prefer Concrete Activities, They Are More Egocentric, They Are Imaginative, They Imitate.

1.4.2 Application

This study is useful for writers in developing and enriching research knowledge, especially in descriptive the characteristic of young learners play group. This research can also be considered as a plus for those who want to find out about the characteristics of young learners play group.