CHAPTER I

INTRODUCTION

1.1 Background of Study

English is one of the international languages used by many people around the world. It is a means of communication in the international relationship and largely spoken in all aspects of knowledge. Brown (in Sukarno, 2008) states that English is not frequently learn as a tool for understanding and teaching America or British cultural Values. English, however, has become a tool of communication in transportation, commerce, banking, tourism, technology, diplomacy and scientific research.

Teaching English earlier to the children will make them have background knowledge and understanding of English. Hopefully, they are familiar with English as early as possible. It will help them in acquiring the vocabulary when they are in higher level of education. This statement is also supported by Sukarno (2008) who states that rendering an English lesson to young learners is an appropriate decision viewed from the fact that the students in kindergarten or elementary school have a golden age period, the period that children are able to learn anything easily.

In this time, children’s brains are still fresh so that they are able to learn anything, including language. Besides, children’s attitudes to other languages and culture are started and these conditions help them to learn the language without
any difficulties as that of in adults. The ways of children learning the language and the ways of teaching depend on their developmental age. It is impossible to give a duty for students if it does not appropriate by their age, moreover in teaching learning foreign language process for young learners.

Vocabulary is an important issue in content area of language. It has a dominant factor for reading, speaking, writing and listening. Then, it is being the main point in teaching learning language process. According to Al Fara (2013), students can develop their ability in English if they have a lot of vocabulary since a great number of words are needed for the real language use. Furthermore, Lado (in Yuhartini, 2005) mentions that the aspects of English include Phonology, Grammar and Vocabulary. Vocabulary is one of the fundamental factors that make it possible for a person to speak the language in a community. Cahyanto (2003) states if teaching vocabulary aims at enabling the learners to understand the concepts of unfamiliar words, to gain a greater number of words and to use words successfully for communicative purposes.

From these points, it shows that vocabulary is being the important element in language mastery. We cannot communicate without mastering an adequate number of vocabularies. Based on that fact, it is appropriate that English should be learned by every person in this world. When we talk about English, it cannot be separated from vocabulary. It is not easy for teachers to teach the vocabulary to young learners, not only caused by their native language which is Bahasa Indonesia, but also teaching English to young learners need special skills.
In teaching learning English process, the teachers encounter get some problems. The problems faced by teachers in teaching English are Linguistic and Non Linguistic problems. Linguistic problems come from the language itself and cause difficulties for people who study it. Besides, non linguistic problems are the problems that influence the language learning.

Sadtono (1995) argues there are two factors which influence the success of teaching English that are linguistic and non linguistic. The linguistic factors are grammar, vocabulary, language style, dialect, sound system and the language factor background. Other factors are from non linguistic, they are student, teacher, method, material, facility, time, study frequency, native speaker, society, exposure, purpose, and government policy.

Based on research conducted by Cahyanto (2003) about teacher’s problem in teaching vocabulary at SDN Perante 1 Probolinggo, it shows that some problems faced by teachers are: the teacher’s educational background, the textbook, the homework assigned by the students, media of teaching and teaching techniques. Whereas, the causes of the problems were: limited funds and no English graduate who comes to the school to be English teacher, parent’s economic factor, minimum understanding and inaccessible textbook, lack of understanding about media and techniques also the teacher’s educational background.

Teachers who teach English to young leaners need special skills. They should study how to teach English well. Beside having sufficient proficiency, English
kindergarten’s teachers have to be active, creative, helpful, patient, welcome and more creative in selecting media and techniques in teaching learning process.

Very rarely do we have some studies investigating the teaching of English vocabulary in kindergarten level, even the problem in teaching at this level. Most of the studies were conducted in higher level of education like primary schools, high schools and under graduates level. A study was conducted by Yaqin (2010) about the teaching technique used by the teacher in teaching vocabulary at MTs Surya Buana Malang. The research finding revealed that there were seven techniques used by the teacher in teaching vocabularies. They were visual technique, mime and gestured techniques, the use of illustrative situations, synonymy and definition, example of the type, asking others and contextual guesswork techniques. Another study was done by Khadafy (2004) about vocabulary teaching techniques used by lecturer in teaching vocabulary for the first semester students at the English Department, university of Muhammadiyah Malang in year 2003. The result found that the use of media and techniques in teaching vocabulary need some improvements. The lecturer did not use various media for his teaching and the techniques applied in the classroom were considered teacher centered rather than learner centered. Further, Gendosaputri (2003) did other research about teaching vocabulary using flash card for autistic students in Cinta Ananda School Malang. The result found that the students enthusiastically learned and could memorize new vocabulary easily. Most of the research focused on the techniques in teaching vocabulary.
The researcher wants to study about the problems in teaching vocabulary to young learners at Aisyiyah Bustanul Athfal 01 kindergarten Malang because vocabulary is an important aspect to develop the basic English skills. From preliminary classroom observation conducted in this kindergarten, the researcher found some problems faced by teachers in teaching vocabulary. In general, the problems include the noisy students and difficulties in memorizing the vocabulary.

This research was conducted in this place because Aisyiyah Bustanul Athfal 01 kindergarten Malang is the first Kindergarten of Muhammadiyah Malang and was built since 1958, so it needs more attention why the teaching vocabulary at that school is still unsuccessful. In addition, by knowing the problems and the way to solve those problems, the teachers may improve the teaching learning process especially for English vocabulary to young learners in the kindergarten.

1.2 Statement Problems
1. What are the teachers’ problems in teaching vocabulary to young learners at Aisyiyah Bustanul Athfal 01 kindergarten Malang?
2. How do the teachers solve the problems in teaching vocabulary to young learners at Aisyiyah Bustanul Athfal 01 kindergarten Malang?

1.3 Purpose of Study
1. To find out the teacher’s problems in teaching vocabulary to young learners at Aisyiyah Bustanul Athfal 01 kindergarten Malang?
2. To describe the way of teachers solve the problems in teaching vocabulary to young learners at Aisyiyah Bustanul Athfal 01 kindergarten Malang.

1.3 Significance of Study

For the students : The result of this study will help them to increase their knowledge about the English vocabulary and will be more interested in learning English in the classroom.

For the teachers : This study will provide valuable inputs, such as: by knowing teacher’s problem in teaching vocabulary and also the ways to solve those problems, teachers will develop their ability in teaching English especially vocabulary to young learners.

For the readers : The result of this study is expected to encourage and give the input to the readers in understanding the teaching English of young learners, especially in teaching vocabulary as the basis of four skills.

1.4 Scope and limitation

This study is focused on teaching vocabulary to young learners at Aisyiyah Bustanul Athfal 01 kindergarten Malang and limited to the problems in teaching vocabulary to young learners at that school.

1.5 Definition of Key terms
Problems: anything that causes difficulties or needs much attention and thought when the English teachers do the activities in selecting method, approach, technique, media used and selecting vocabulary’s material (Wallace&Charles, in Cahyanto: 2003)

Teaching: a guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning (Brown, 2007)

Vocabulary: a core component of language proficiency and it provides much of the basis for how well learners speak, listen, read and write. Vocabulary as stocks of words in a language that can support the learners to learn the skill of the language (Heriyawati, in Cahyanto: 2003)

Kindergarten: a preschool education for the children at age of four to six before they enter basic education. It is a form of education for young learners or childrens which serves as transmition from home to the commencement of moral schooling (Government’s Rule No 27/1990)

Solution: Way of dealing with a problem or difficult situation (Sulistyorini, 2008)