CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of the key term. Each section is presented as follows.

1.1 Background of the study

English language is an international language and used as medium of communication and a medium of transferring knowledge. More and more people learn English in their early age. English becomes international language in the world and popular subject among teachers as well as students in the primary schools. Some primary schools have given English as a local content subject even in rural areas because English has very important role. Considering the importance of English, the Indonesian government instructs English to be introduced and taught as one of the elementary school subjects.

Teaching English in Indonesia has been started at the very beginning level, such as in the elementary school and even in the kindergarten. English for Young Leaners (EYL) is a basic program to young children in kindergarten or playgroup to introduce some basic theories of English to the students. English has important role in developing one’s capability to communicate with others in today’s world.
The purpose of English language learning and teaching to increase the students’ knowledge of science and technology for national development and also for international communication. In other words, English language is used as a tool of communication.

According to Suyanto (2008:3), teaching language to young learners is focused on the ability of spoken and written communication. English teaching to young learners is focused on shaping the children as the future users of English in the world which require a high level of spoken and written communication.

The aim of learning a foreign language in primary school is to stimulate and introduce the young learners that there are the other language besides their mother language, English is used as a second language. In this earlier level, English was delivered to the young learners with kinds of activity which are relevant to them in developing their interest in learning foreign language. For example, learning English vocabulary and simple sentence with combine studying and doing fun activities such as singing, playing, and story telling. According to Cahyono (2010:154), teaching vocabulary aims at enabling the learners to understand the concept of unfamiliar words, to gain a greater number of words, and to use words successfully for communicative purpose.

Learning English is important. Previously, English was given in senior high school, but today English is started to be given in preschool. According to the
Goverments’ Rule No.27, 1990 Chapter 1, Preschool Education is an education to help the growth and development of the child’s mental and physical out of the family’s environment before entering the basic education. English for kindergarten will give the basic knowledge before entering basic education.

Kindergarten as one of preschool education provides the early education for young learners to prepare them enrolling basic education. Kindergarten is held as the effort to develop all of the children’s characteristic to balance between family’s and school’s education.

Teaching English in kindergarten emphasizes vocabulary. This is reasonable since vocabulary is an important aspect of foreign language learning. Vocabulary is a basic element of communication. Vocabulary also very important for children’s language acquisition process as the beginners. In the next level students are able to master four English skills.

Teaching English vocabulary is an activity to give an instruction to develop student’s ability in recognizing and understanding new words that are unknown before. Vocabulary is one of the fundamental factors to master four of English skills. Related to teaching English for Young Learners and some factors which contributed unsatisfactory condition, teacher need to employ some techniques in teaching English vocabulary.
Based on the explanation above, the teacher should be able to apply the techniques of teaching English vocabulary that are suitable and understandable for young learners. The researcher is interested in finding the teacher’s techniques and the problems in applying the techniques in teaching English vocabulary at TK A class in SPS Cahaya Bunda Landungsari Dau Malang.

1.2 Statement of the Problems

Considering to the background of the study, the problems are formulated as follows:

1. What are the techniques applied by the teacher in teaching English vocabulary at TK A class in SPS Cahaya Bunda Landungsari Dau Malang?
2. What are the problems faced by the teacher in teaching English vocabulary at TK A class in SPS Cahaya Bunda Landungsari Dau Malang?
3. How to solve the problems faced by the teacher in teaching English vocabulary at TK A class in SPS Cahaya Bunda Landungsari Dau Malang?

1.3 Purposes of the Study

Based on the statement of the problems, the purposes of the study are presented as follows:
1. To know the techniques applied by the teacher in teaching English vocabulary at TK A class in SPS Cahaya Bunda Landungsari Dau Malang.

2. To know the problems faced by the teacher in teaching English vocabulary at TK A class in SPS Cahaya Bunda Landungsari Dau Malang.

3. To describe the teacher’s way in solves the problems in applying the techniques in teaching English vocabulary at TK A class in SPS Cahaya Bunda Landungsari Dau Malang.

1.4 Significance of the Study

This study hopefully gives significant contribution for the followings:

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

For the teachers, this study will provide valuable inputs, such as; by knowing teacher’s techniques in teaching vocabulary, teacher will develop her teaching skills, especially in teaching vocabulary. In addition, after knowing the teacher’s techniques in teaching vocabulary, teacher can select appropriate material, method, and even approach to teach English vocabulary.
For the readers, the result of this study is expected to encourage and give the input the readers in understanding the teaching of English for Young Learner, especially, teaching English vocabulary as the basic for mastering four English skills.

1.5 Scope and Limitation

This study is focused in teaching English vocabulary by the teacher in the kindergarten and limited to the teacher’s techniques in teaching English vocabulary at TK A class in SPS Cahaya Bunda Landungsari Dau Malang.

1.6 Definition of the Key Terms

The definitions of the key terms will explain about English for Young Learners, teaching technique, vocabulary, and kindergarten.

A. **English for Young Learners** is a program that gives English to the young learners or children. This program gives the basic English knowledge and will be the first step for students to improve their ability for mastering English subject (Suyanto, 2007).

B. **Technique** is the specific activity implemented in the classroom that is consistent with a method. **Teaching Technique** is steps or procedures of giving instructions or presenting materials done by a teacher to the students in the teaching and learning process (Brown, 2001:14).
C. **Vocabulary** is a core component of language proficiency and it provides much of the basic 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. Vocabulary is important in language learning and need to much attention because it is basic for communication (Heriyawati, 2010:153).

D. **Kindergarten** is a preschool education for the children at age four to six before they entering basic education. It is a form of education for young learners or childrens which serves as transition from home to the commencement of more formal schooling (Governments’ Rule No 27/1990).