

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, formulation of research question, purpose of the study, specification of the product, significance of the research and development, limitation of the research and development, and definition of key term.

A. Background of the Study

In this globalization era, learning language has to be more popular around the world, especially in Europe and Asia. One from many reasons that learning language is very popular in both of continents is the spreading of English. English has been used as an official language and also working language in many countries in Europe and Asia. That is why English can be called as the most used language in the world (First, 2019). The spreading of English around the world made most of people in the world has to learn, acquire, and use it in some occasional situations. For instance, delivering a formal speech in an international meeting, reporting an annual international event in breaking news, getting an interview to get a job in international corporation, making friends with people around the world, making a deal in some shipping overseas, and soon. Since English are used frequently in this globalization, Europe and Asia have made an organization or objectives in order to make their citizens learn and acquire English, whether as a second language (ESL) or as a foreign language (EFL).

In Europe, teaching and learning language are under controlled of an organization from European Union (EU) called The European Language Label. The European Language label is a result of a pilot project launched by the European

Commission (EC) in 1998, which has an objective called “Mother Tongue +2” (Label, 2014). Mother Tongue +2 is an objective which requires all of the citizens in EU have to learn and acquire two more languages besides their mother tongue. Which means, all of EU countries (except Britain), have to learn and acquire well their mother tongue, one language which is use in all EU countries (English), and one option language that their schools or institutions choose to be learnt and acquired (Label, 2014). For instance is in Germany, a German has to learn and acquire: (1) their mother tongue, German; (2) EU universal language, English; (3) option language, for example, Holland. These objectives are stated in order to bring and give their citizens an easy way in finding a better job, feeling more to be a world citizen, staying and surviving well aboard through the language teaching and learning at any level of education or training program. So, people in European can find and apply the most appropriate teaching and learning language technique according to their country and its social background.

Meanwhile in Asia, learning language is almost the same with Europe, however in learning language, it is differed into two types of English, English as Second Language (ESL) and English as Foreign Language (EFL). English as Second Language (ESL) is stated in some countries like Malaysia, Singapore, The Philippines, India, etc.; whether English as Foreign Language (EFL) is stated in Indonesia, Thailand, Korea, Japan, etc. In Asia, there is not any specific language organization, however it is different in ASEAN. In ASEAN, according to 2009 ASEAN Charter, it is stated that the ASEAN working language shall in English (Kirkpatrick, 2016). From that, it can be stated that there are some direct or indirect impacts for ASEAN citizens to learn and acquire English, especially for EFL

countries. In Indonesia, for instance, learning and acquiring English is a must for each student in this country whether it is just a compulsory subject in their school. Whether in ESL country, English is a must and they have to use it in their daily life sometimes, so that English is not a compulsory subject in their school. They must learn and acquire it, since English is their medium in instruction and conversation, for example in Singapore. However, learning and acquiring English in Asia or ASEAN not just only because of that reasons. The global market or global economics and also ASEAN economic community (can be called as MEA, whether in Indonesian, it is called as Masyarakat Ekonomi Asean) made most of the citizen have to learn and acquire English well.

How both continents, Europe and Asia, in term of learning and acquiring English, might has made a serious issue, since they applied it in an early young child. An implemented teaching and learning English for early age children is called English for Young Learners (EYL). English for Young Learners (EYL), in English as First Language (EFL), is a teaching method that only for children who started from age three until seventeen in order to improve their ability in communicating using English. However, in English as Second Language (ESL) and English as Foreign Language (EFL), it is a teaching method which teaches early age students in order to introduce or becomes a scaffolding to learn English. However, in English as Second Language countries, their portion in using and acquiring English is much bigger than English as Foreign Language. They also have some targets too in acquiring English, just like in English as First Language. From the statement, it can be concluded that English for Young Learners might become a serious issue. This can be happened because of the age of the children, which means they might be

cannot fulfil the objectives or targets and also the portion of time in studying language, methods, approaches that would be used in the young learners' class has a big gap compared to an adult class (Benigno & Jong, 2016).

However, English for Young Learners (EYL) is allowed to be implemented since we must start learning language from an early age, as Kirkpatrick (2012) said which was cited from Benson. This can be seen from the real-life phenomenon that teaching young learner is very different rather than teaching adult, since children have their own characteristic in learning language (Pinter, 2006). Some research have stated that it is impossible to teach children two languages, however it is possible chance for someone to learn two languages started at birth. This started from a term of "Bilingual Children" which are generally appeared to develop more slowly in linguistics terms. However, as long as they learn, the development of both languages will continue in a balanced way, only if the practicing and developing competences in both languages are happened in the same portion (Pinter, 2006).

There is not any specific age to describe and determining young learners age. However, an early age of children in English for young learners (EYL) has different range of age, it is said that they are less than 11-12 years of age. Then, they will be differed into two groups, younger and older learners. Younger learners are children from five to seven years old. They seem to be impossible to learn and acquire English, which can be seen from age perspective. However, they have some characteristics that it is possible for them to learn any language. Enthusiastic and always positive about learning are the characteristics that can lead them into a statement called "They love something new". From that statement, it can be led to a term "Younger they are, the better will be". This statement is supported by the

Critical Period Hypothesis, which stated that, children who started learning English younger than 11-12 years of age, given valuable learning circumstances are more likely to acquire English to native levels without an accent (Pinter, 2006). As it stated earlier, children are very curious about something new, especially when they are learning language. Besides that, one of superiorities in children that can be used in teaching and learning language is their sensitiveness. Children are more sensitive to the sounds and the rhythm of new languages and enjoy copying new sounds and pattern of intonation. However, they are less anxious and less self-conscious.

In ASEAN, especially in Indonesia, English for Young Learners (EYL) is still unpopular since in this country there is no specific curriculum for it, because English is just for an introduction or a scaffolding for children to know about English. However, many playgroups, kindergartens, and elementary schools in Indonesia, more in private schools, include English in their students' daily routine in the class. This result were known by the researcher when conducted class observation in ABA Pelangi Inclusive School which started from 10th until 12th February 2020 and interviewing the teachers and the headmaster on 5th February 2020 (which can be seen on **the Appendix**). They introduce English to their young learners because in this globalization, many parents in Indonesia want their children to get better education, especially in English, in order to get a better future for their children. This makes some private schools in Indonesia are motivated in including English in their young learners' daily routine and also their curriculum. One of the schools for young learners that implemented English in their student's daily routine is ABA Pelangi Inclusive School in Tulungagung.

Inclusive school is a term of school that integrate education program for children who are in special needs and regular children in one place and one time (Mukhlar & dkk., 2013). Inclusive school was designed since school for disabilities children is not given any significant result in decreasing bad stigma to disabilities. So that, rather than thinking about the needs about disabilities, they thought the adaptations that could be made to ordinary schools. In an inclusive school each of students are taught by their teacher in order to improve their own ability. For instance, young learners who are in special needs are taught related to their needs and also their special skills, so that, they can improve their own ability and getting more include as part of the society. Meanwhile, for regular young learners, they will be taught in order to improve their ability and also grouping and socializing with special needs young learners.

Finland, is one of countries in the world that implemented most of their schools are in inclusive school. They believe that from this school, students will gain social skills, will have similar education, and influences their attitude towards disability people (Chatib & Said, 2012). Inclusive schools in Finland have two curriculum for their practicality. First, the core curriculum that is stated by the government. The core curriculum has function as common guidelines for all schools in Finland to arrange their work. Then the second curriculum is school curriculum. School curriculum is a curriculum that is develop by teachers and other school staff in order to make and plan a good environment in teaching and learning, monitor the students, and also protect students from bullying, violence, and abuse (Halinen & Järvinen, 2008).

Inclusive school in Indonesia is still rarely to find, but mostly they can be found in kindergarten and playgroup level. One of inclusive schools is ABA Pelangi Inclusive School. ABA Pelangi Inclusive School is a playgroup and kindergarten that under Muhammadiyah, one of Islamic organization in Indonesia. ABA Pelangi Inclusive School is located in Jl. Dr. Wahidin Sudiro Husodo Gg. Romowijoyo No.65 Kedungwaru, Tulungagung. It has many students from three years old until seven years old students. It has their individual curriculum for the students and general curriculum for the all class, though it differed into kindergarten and playgroup curriculum, and has appropriated with the general objectives of inclusive schools in Indonesia and also general objectives of Islamic school.

Based on the interview result on 5th February 2020 (which can be seen on **the Appendix**), teachers in ABA Pelangi teach their young learners in grouping mode on Monday until Thursday, and on Friday and Saturday they have to attend marching band club or relaxing activities for regular young learners, and therapy session for special needs young learners. Based on the observation data on 10th until 11th February 2020 (which can be seen on **the Appendix**), the English subject or teaching and learning, their young learners are taught it as students' morning routine every day which gets along with civic education and ke-Aisyahan dan ke-Muhammadiyah.

The students' English morning routine in ABA Pelangi Inclusive School is focused on the vocabulary and pronunciation builder, this also applied in their coursebook also which includes picture and its label, which can be used as vocabulary builder and colouring book. Based on the class activity observation on 12th February 2020 (which can be seen in **the Appendix**), the method that the

teachers used in the class is teaching using song and games. Games, which based on the interview data on 5th February 2020 and observation data on 10th until 12th February 2020 (which can be seen on **the Appendix**), here, is using TPR (Total Physical Response) method, because the students' love activities that are using their physical. The materials that are used in the class are their coursebook and blackboard or sometimes the things that available in the class.

From that, the problems that occur is their students sometimes cannot understand well, especially for their spelling, or their concentration time-span tend to be short in the classroom activity that are not used song and their physics. It can also be concluded that the teachers have to make lots of activities in the class by using lots of variety in materials. So that, they have more variations activities in teaching and learning young learners too.

Materials or media is very important in the class. A collection of materials that are useful in young learners' classroom should be in a lot of varieties, since teachers have to make a lot of teaching situation due to their focus on learning. They have to make their class exciting and the lesson is much easier for their pupils, so it can be concluded that they always have to use the things and objects in the class when conduct a teaching and learning process. For materials that the teachers use, they can make their own materials that have made it by themselves or with their pupils. Coursebook and using a song along with things in the class is the best way. However, some theories stated that some coursebooks are not appropriate with the young learners, since the cultural input and the objectives and materials are not appropriated (Pinter, 2006).

Besides that, young learners love attractive features such as colourful visual, crafts, and projects, and sometimes by using a song, if the activities are not interesting for them, then they tend to get bored. In teaching and learning English for young learners, the teacher needs such of materials that can be used to attract the young learners to join their class. The materials that can be used in the class are puppets, class mascot, paper dolls, English corner, cardboard boxes, picture cards, card games, board games and etc (Scott & Ytreberg, 2004).

However, not all of the media and materials above can be used in Indonesian school, especially for ABA Pelangi Inclusive School. One of the materials that can be considered is picture cards. Picture cards can be drawing or cut-outs from magazines, or photos. It can be sort according to its size, big ones for class work, and smaller ones for individual or group work (Scott & Ytreberg, 2004). It can also be sorted by its theme, like people, place, colour, that is suitable in teaching and improving learners' vocabulary.

Picture cards are always used in teaching our language, Indonesia, since it is very easy to gather and make it. Besides that, it can improve our vocabulary. Teacher, sometimes, makes it by themselves in order to get a lot of materials and topics that might use for their pupils. In making picture cards using Indonesian, teacher sometimes does not put the label, or puts the label behind the picture. For instance, in picture cards "colours", teacher does not put the label on the card, it is just the colour that is presented in full paper on the both sides. Sometimes the other sides have different colour in order to get more vocabulary of colours for their students. For animal picture card, they put the label behind the picture or on the

other sides of the picture. This can help their students in memorizing the animal and its name.

For vocabulary of English picture cards, since it is just a compulsory and scaffolding subject in kindergarten and elementary school, some schools do not have it. Whether they have it, the teacher does not make it by themselves. They have to buy them at bookstore or online stores. It is an easy way, since some kindergarten or elementary teachers have a little knowledge about English. However, the picture cards itself, sometimes, do not have a proper label. It means they do not have the phonetic alphabetic label in it. So, sometimes some teachers give their students wrong pronunciation about the vocabulary that they have learnt.

Besides that, the financial that must be spent to buy a good English picture cards is not small. English picture cards tend to be expensive, especially for the big ones and the imported ones. If they want to make the picture cards by themselves, they must make them with some good pictures that can attract their students to learn English. To make attractive picture cards, they have to edit them, and not all of the teachers can edit a picture into a good picture card. So that, they have to go to an editor to edit their selective pictures into picture cards, and this method spent lots of money too. Besides that, not all of kindergarten teachers know well about English and phonetic alphabetic. They have to learn more about English, especially in linguistics, and it is not easy to learn about linguistics, especially in phonology.

Then, if they buy a set of picture cards, whether they have colourful and cute pictures in their picture cards, the common picture cards do not have some simple explanations about the picture that are presented. Some explanation in here

is talking about general knowledge about the picture, and the explanation must have a proper grammatical structure.

As it stated before, teaching young learner is very different than teaching adult, they love learning something new and interesting for them, but they are not interested in the structures, though they are unconsciousness about undirected structures learning. However, it can be useful for the teacher to gather more knowledge about English, not only about some simple words but the grammatical also. Since there is an issue, that there will be a huge change in our education, especially for English, it is important for them to know more and well about English.

So that, it is important to make some proper picture cards that include a good label, both of word and its phonetic alphabetic, and also some simple explanations about the pictures that consist of a general knowledge or interesting story behind it by using good grammatical structures. Besides that, the picture cards also have colourful and interesting picture that attract the pupils.

In developing and designing English Vocabulary Picture Cards, some previous studies are also included. This previous studies that are stated, are implied the position of this research and development. All of the previous studies have the same position with this research, it is research and development study. However, there are some differences also, that makes this research and development is needed.

First, from the research and development model that is used. In Salisa Mulidiyah (2018) and Erna Iftanti and Nany Soengkono (2019) studies, they use Borg and Gall research and development model and it is modified by the researchers. It is different also with Indah Binti Mahmudah (2018) and Ni Wayan

Surya Mahayanti and Ni Luh Putu Mira Suatari (2012) which used Sugiyono's Model; and Miftahul Khair Nur Ali Mubar (2015) which is used ADDIE model. This research and development is used Revees Model, and this model also modified by the researcher.

Second, the product that were developed and produced after the research and development. The product that is produced is also different, because this product is used for kindergarten children, so, the form of media that were developed is a set of picture cards that is called as English Vocabulary Picture Cards, which are colourful, attractive, laminated, and can be arranged by their themes or topics, which almost the same with Joyful Story Sheets (JoSS) for young learners (Iftanti & Madayani, 2019). As it is stated before, young learners are needed attractive and interesting media, so that, they can memorize and join in the classroom activity well (Maulidiyah, 2018; Iftanti & Madayani, 2019).

Lastly, the school that is chosen by the researcher is also different with the others. Mostly the young learners that were chosen are from elementary school or MI (Maulidiyah, 2018; Iftanti & Madayani, 2019; Mahayanti & Suantari, 2012), or Junior High School or Mts like in Mubar (2015). However, in this study the school that was chosen is kindergarten, ABA Pelangi Inclusive School in Kedungwaru, Tulungagung. As it is stated before, this kindergarten was chosen because, it is one of the inclusive school in Tulungagung, which teach normal students and special need students at the same time and at the same place. So, their teaching and learning and activities in the school are different with the other kindergartens which only teach normal students.

Researcher is interested in developing English picture cards because ABA Pelangi Inclusive School needs a suitable material such as picture cards in teaching vocabulary. That is why, in this study the researcher wants to know and also develop a good vocabulary picture card set called English Vocabulary Picture Cards that appropriate with ABA Pelangi Inclusive School's needs, and entitled this study is "Developing the Vocabulary of English Picture Cards for Young Learners in ABA Pelangi Inclusive School Tulungagung".

B. Formulation of Research Question

Based on the identification and limitation of the problems, the problems are formulated as follows:

1. What are the kindergarten students' needs and teachers' needs for picture cards in student's daily routine?
2. What are the appropriate vocabulary picture cards for kindergarten students and teacher in learning vocabulary?
3. How are the teachers' and students' responses towards the developing of vocabulary picture cards in learning vocabulary?

C. Purpose of the Study

The objectives of the research are:

1. to identify the kindergarten students' needs and teachers' needs for picture cards in student's daily routine.
2. to develop an appropriate vocabulary picture cards for kindergarten students and teacher in learning vocabulary.
3. to know the teachers' and students' responses towards the developing of vocabulary picture cards in learning vocabulary.

D. Specification of the Product

The product that was developed and produced in this Research and development named English Vocabulary Picture Cards. This vocabulary picture cards was designed and developed based on the pupils' lacks, needs, and, wants, and the teachers needs and wants in ABA Pelangi Inclusive School. The form of the product is a printed and laminated product. The specifications of the product can be read in this explanations below.

English Vocabulary Picture Cards is a set of picture cards which are colourful. They are available some colours, such as red, blue, green, yellow, and purple. The pictures and layouts of English Vocabulary Picture Cards are attractive and eye-catching, they use real pictures and cartoons that might attract the pupils' attention. English Vocabulary Picture Cards also have a lot of themes and topics that appropriate with the materials in the class. With the total amount are 20 pieces of the cards and differed into 4 themes, they can be used as a toy too. The four themes that are available are animals, plants, transportations, and occupations. Each of theme consists of five cards, which five cards are the topics that are taught in the class. The topics that are available for each theme are:

1. Animals theme: cat, rabbit, giraffe, tiger, elephant.
2. Plants theme: rose, sunflower, jasmine, orchid, tulips.
3. Transportations theme: bus, car, train, bike, motorcycle.
4. Occupations theme: teacher, doctor, soldier, farmer, policeman.

English Vocabulary Picture Cards do not just provide a picture and its label, they provide descriptive text and its translation text in the back side. The texts are very useful especially for the teachers when teaching English to the pupils. Some

words are in colourful and match with its translation, so the teacher do not have to open the dictionary all the time. English Vocabulary Picture Cards are in A4 paper size. The type of the paper that are used is BC Paper with 120 gr in weight.

English Vocabulary Picture Cards are easy to use and have long durability. The teachers do not have to worry with water exposed or streaks because the paper are laminated. English Vocabulary Picture Cards are easy to save and arrange, it can be put on the snelhecter map or binder or a cardboard carton. Because, they have two holes on its side that can be tied up with ribbon or snelhecter, so it can be arranged to their themes and topics in the storage.

E. Significance of the Research and Development

This research and development study are expected to have some important roles in both theoretical and practical practices.

1. Theoretical

In theoretical term, this research and development might have some important roles and value in:

- a. as a main or alternative source in developing teaching and learning materials for young learners, especially vocabulary picture cards in ABA Pelangi Inclusive School.
- b. as a source and also reference that will be place in IAIN Tulungagung library, so that everybody can use it as their reference in developing teaching materials.

2. Practical

This study gives significant contribution for teachers and headmaster of ABA Pelangi Inclusive School, parents, the regular kindergarten students,

another playgroup and kindergarten, and another researcher. The significances of the study are as follows:

a. Teachers and headmaster of ABA Pelangi Inclusive school

English Vocabulary Picture Cards could help them for gathering more materials so that, it can improve their knowledge in English, their teaching and learning activity in English and also improve their institution. And also, can be used and considered in creating and developing teaching materials in vocabulary of English, that suitable with the students' needs, conditions, and situations.

b. Parents

English Vocabulary Picture Cards could help parents in introducing English to their children and also help them to know about English more. So that, they can help their children while learning English, beside their children have already learnt them in their school.

c. Kindergarten students

English Vocabulary Picture Cards could help them to learn more about vocabulary of English and make them more attracted them to learn English more. Young learners can also work in a team or learning together with their friends and teachers, so that they will get some vocabulary that they have known or maybe new vocabulary and also recognize the pattern of the words. They can also learn about the pronunciation, which these picture cards are used along with sing a song or TPR (Total Physical Response).

d. Another playgroup and kindergarten

English Vocabulary Picture Cards could help another school in mastering their students' vocabulary, not only in ABA Pelangi Inclusive School, but also another school too.

e. Another researcher

For the future researchers; the result of this study could be used as reference if they conduct a similar study related to developing picture cards for young learner. They might be taken the same information for their research or looking for the lack and then modified through conducting further research.

F. Limitation of the Research and Development

The researcher chooses ABA Pelangi Inclusive School as the place of study, because this school applies English in their class and also has its unique in teaching both regular and special needs students.

This study is limited on the vocabulary matter. The researcher chooses picture cards as the materials, because it is easy to use and are known-use for teaching young learner in improving vocabulary in Indonesian, however rarely use in English. They are rarely use in English because, the real English picture cards are very expensive and sometimes only available in small size only, so that some school chooses to use coursebook.

The picture cards are available in four themes, animals themes, plants themes, occupations themes, and transportations themes. Each theme consist of five topics or five picture cards. So that, the total amount of the product is 20 pieces cards. The picture cards are presented in A4 size BC paper 120 gr and laminated.

The use of A4 size, because the activities that always done in the class are grouping or whole classroom activities.

G. Definition of Key Term

1. Young learners

Students that are in early age that learn about English or other language.

They are differed into two terms, the beginner stage, which are the five to seven-year old, and beginners, which are eight to ten-year old. However, sometimes young learners can be said that children which are under 14 years old.

2. Picture Cards

Cards that consist of picture and its label. The picture can be drawings or cut-outs from magazines, photo, or sticker. It is differed into its size and the vocabulary group or theme.

3. Vocabulary

Vocabulary is not deal with just a single word, recent vocabularies draw on understanding of the lexis, The Greek for “word”, which in English refers to “all the words in a language”. However, in here, vocabulary is just present in a single word, because teaching vocabulary for younger learner as first language and foreign language is very different.