

CHAPTER I

INTRODUCTION

This chapter discuss about the background of the research, statement of research and development problem, objective of the research and development, the specification of product, significance of the research and development, assumption and limitation of the research and definition of the key terms.

A. Background of the Research

The most important things of communication is a language. As an international language, English is a very important and has many interrelationships with various aspects of life owned by human being. Communication is the main function of Language (Nurhayati, 2016) According to World Stats (2017), English is the most widely used language in the global world today. Internet World Stats presented the 1,052,764,386 English speaking people used internet, correspond to 25.3% of all the users. It made English as the top language used in the Web on 31st December 2017. Statista (2018) state at English occupied the third most spoken language in the worldwide after Chinese and Spanish. According to Brewster (2002) also give more examples that in Italy, primary foreign language learners were found to be more aware of structure of their L1 than others who had not studied a foreign language and had developed greater 'language awareness'.

From those examples the writer concludes that the benefit of giving English as a foreign language for kindergarten children would give them the long term opportunity of learning language which could help them understanding language in the further education. Therefore, it is important to introduce it to our generation from very young age By mastering English from an early age, considering that it is an international language, our younger generation is not far behind and is still able to take control in this era of globalization.

According to Olpińska-Szkielko (2015: 63), children age of 3 to 5 years is called as the sensitive period or golden moment for children to study a language. It is because they still depend on language acquisition, so that the process of acquiring new language could be more successful than at later age. It is similar to the belief that “younger is better” (Pransiska, 2016:251) .According to Shichita (2000), as cited in Chuang, 2011), children between 3 and 6 years old are at the peak age to be taught foreign languages. The problem is how to teach children the language because it is challenging. As Dolzhykova (2014, p.11) stated in his thesis, “Children as young as 3-6 cannot usually read or write and that is an obvious challenge for the English teachers, Since they are still learning their linguistic capacity, teaching a foreign language to young learners with other students is very different. Also, One of the factors to remember when teaching English to young learners is the quality of the

students. Choosing suitable materials for teaching English to young learners, on the other hand, is not an easy task.

Many parents believe that by studying English from the early stage, their children could get a better future. They believe that by introducing English to their children as early as possible, it could bring their children to have a better life. Therefore, they are attractive to introduce it to their children in early age. They pretend to find kindergarten schools that frequently used English language in teaching-learning process or provide English language as one of a compulsory lesson. The significance of English language is also proved by its existence in almost of every today kindergarten school. Moreover, there are also many English language courses nowadays. This fact shows if English language for very young learners is being required in this century.

In Indonesian government chooses English as the first foreign language to be taught in schools. It is taught from elementary school till university level. The primary aim of teaching English in the early years of schooling is to motivate young learners to be ready and have self-confident in learning English at higher levels of education. It could be beneficial if the teachers can facilitate learning and enable learners to bring to language learning their curiosity and eagerness to make sense of the world, as a result, the teachers may help the learners are able to overcome their problem even the most demanding tasks with enthusiasm and couldingness Prayatn (2019).

The teaching of English to children In Indonesia has become especially important in recent years. English as foreign language is an essential means of communication. The language is used in interactions with parents, teachers and others as vehicle through which understanding and learning take place. For that reason, there are many pre-schools and kindergartens begin to introduce this subject to the children. Children in pre-school have different characteristic in thinking and learning from other (Nurhayati, 2016).

Currently, there are many kindergartens in Indonesia which provide English as one of their extracurricular subjects. Many teachers, parents, and the stakeholders in Indonesia believe that learning foreign language at the early age is beneficial. Many parents start to take their children in international school, an Indonesian school which provides English as its daily language, with expectation that their children could get better education than in conventional schools.

A successful English learning can also be achieved by paying attention to some factors such as; (1) qualified teachers, (2) adequate and appropriate learning source and facility, and (3) good, simple, and attractive curriculum as what stated in the article by (Khairani), English Education for Early Young Children. It can be seen in the second point that one of the factor of a successful English learning is to have English material to encourage the learners when conducting English learning

Teaching English as a foreign language for children in a kindergarten is different from teaching it to adults. The English teachers need to provide themselves about the knowledge of children's characteristics, physical, emotional, cognitive, and how children learn and think beside the English materials. By mastering the children's characteristics the English teachers who teach a foreign language can design the materials that are appropriate to the children.

Teachers should observe and pre-assess each student to determine which strategy is appropriate to be implemented for teaching and learning process (Hellendrung, 2013). Therefore, the teacher should apply appropriate activities and create an interesting atmosphere so that children could be enthusiastic to the learning and teaching process. In the light of the unique characteristics, since children have their own world it can be concluded that good teachers must make every effort to can give a good learning achievement for their students. Pre-school children, as the young learner or children, have certain characteristics in thinking and learning from other. In those schools children are often more enthusiastic and lively as learners; they want to please the teacher than their peer group. The learning process is needs a certain treatment. Some children develop early, some later. Children have a great curiosity about new things such as English. They could try to search information about something that they want to know.

Consequently, it is necessary to the teacher to know about the children's characteristics as young learners. The teacher must try to find ways to improve the learners to master not only such kind of a new word but also the follow up activities as much as possible and notice their needs in order to make the learning and teaching process effectively done. According to Crosse (2007: 26) young children learn through being active in both a physical and intellectual sense. They need to be involved and responsible for their learning so that all their energy and enthusiasm is harnessed and channeled into the activity.

Besides, in teaching English language for very young learners, the teachers must use some special ways or strategies. It is because the learners just begin to learn in the classroom. They need time to adapt with learning environment. Hence, the teaching strategies are expected to make the learners enjoy the class, according to Setyarini (2011, as cited in Dolzhykova, 2014), teaching English to young children and teaching English to teenagers or adults are different because young children have different characteristics in terms of their cognitive level, interests, needs, and environment.

Brown (2001:88) stated "Short attention spans do come into play when children have to deal with material that to them is boring, useless, or too difficult". As a result, the children's motivation and participation in learning could decrease. Here, interesting and appropriate activities become a crucial factor in deciding in teaching children on classroom

practice. Children have a great capacity to enjoy themselves. When children are enjoying themselves, they are usually absorbed by the activity and want to continue with it. Children are not always aware that they are learning English. They like to play much, so the teachers have to use “learn while playing” motto.

One of the easy ways is by teaching English language for the young learners at kindergarten school. There, they could be taught the basic level of English. It is worthwhile since they naturally had high curiosity and passion to delve world around them. As Piaget's theory about children cognitive development, very young learners are in the preoperational stage of intelligence. They learn by using concrete materials like objects, pictures, stories, and videos (Uysal & Yavuz, 2015). Thus, learning a new language in a precise environment where they can learn through playing like in the kindergarten school is compatible

On the other hand, whether all types of strategies appropriate to be applied at kindergarten stage or not all strategies are proper to be applied at kindergarten classroom. There must be another practical strategy to be applied in English language classroom at kindergarten stage. As stated by Uysal and Yavuz (2015), teachers must provide kind of classroom activities that simply attract students' attention such as, physical activities: walking, running, jumping, dancing, climbing; and it is also possible to use fine-motor activities: drawing, coloring, painting, cutting,

and pasting. It is very different if we compare to English class activities used for teaching adult.

It is similar to Saputri's mini thesis (2015) which also discussed teacher's strategies in teaching English. The difference is she focused on teaching strategies that teacher used at moving class (*lintas minat*) in Senior High School level, which is a curricular program provided to accommodate the expansion of interests, talents and/or abilities of learners beyond their specialization program (The Ministry of Education & Culture Republic of Indonesia, 2014) while this research could focus on English language teaching strategies that are applied for very young learners.

It is designed to be used by teacher trainee who are preparing teaching English for young learners, or who are considering doing so. Thus, the English language teachers have to use appropriate strategies based on learners' age since they could influence the success of teaching-learning process. In other word, a good teacher should ensure that his or her teaching methods are suited to the level of the development stages reached by the children at their ages and thus avoid many behavior problems that occur when children become bored and unable to follow what is being taught.

The fact that English in kindergarten is not given is a part of the regulation taken by Indonesian Ministry of Education and Culture for education 2013 curriculum which put English as a lesson that could be

taught firstly in Junior High School. English subjects need to be implemented early on, though the 2013 Curriculum stated that English is only local content for Kindergarten and Primary school. Their school must prepare all the students to need, from professional teachers, facilities, and infrastructures of teaching, no exception of English lessons in early childhood education programs school.

Based on that, there are some problems faced by Kindergarten teachers or early childhood education teachers are most of them are not graduated from English Education Department, but they are graduated from Early Childhood Education Program (PG. PAUD) and some of the teachers are graduated from other majors such as S1 Math, Biology, Bahasa Indonesia and basic education. Therefore, they do not have enough knowledge about teaching English to young learners (TEYL) in their Kindergarten School. In line with this, attention is paid to world developments education must be improved. Teachers must be able to play themselves as a facilitator for students, especially in the utilization of various sources Study. That way students could receive learning material with the media which is more effective and efficient

Hence, the writer could convey the guidance and techniques of Teaching English to Young Learners (TEYL) in Early Childhood Education Ad Dhuha Kindergarten School Jember, it is expected that teachers who follow TEYL guidance and teaching techniques well and ready to master a variety of TEYL teaching techniques even though they

do not have a background of English education, so that later on they can practice TEYL teaching techniques in the class and their children could be happy during the following English lesson.

In the English Curriculum (CBC and SBC), it is stated that the competency standard of Pre-school it not find. Those the reasons for writers to make a guidebook for teachers, to guide teachers in teaching English to students of Pre-school. Because of that, it is assumed that knowing English language teaching strategies is needed by students at English language education department, which could become a future teacher. This aims to develop guideline of teaching English learning at Pre-school.

B. Statement of Research Problem

1. What stages are done to design teachers' guidance book to teach English vocabulary in PAUD Darul Ulum Rejotangan?
2. How does the researcher make design the teachers guidance book to teach English vocabulary in PAUD Darul Ulum Rejotangan?

C. The Objective of the Research

1. To describe stages design teachers' guidance book to teach English vocabulary in PAUD Darul Ulum Rejotangan.
2. To describe the researcher make design the teacher guidance book to teach English vocabulary in PAUD Darul Ulum Rejotangan.

D. Significance of The Research

This research is expected to provide some contributions and benefits for kindergarten English teachers, English education students, and readers as well as the next researcher as follow:

1. English Teacher

For English teachers, this research can help English teachers know what strategies are suitable for teaching English vocabulary for young learners.

2. For the readers

For readers, we hope that this research can be useful for teaching English vocabulary for young learners.

3. For the next researcher

For future researchers, we hope that this research can help provide further study data on teaching English vocabulary for young learners.

E. Scope and Limitation of the Research

This research is focusing on the design teachers' guidance book to teach English in PAUD Darul Ulum Rejotangan. The researcher only focused on how to make a guidance books for teaching English vocabulary for young learners.

F. Definition of Key Terms

There are some key terms used to understand the context of this research. The key terms are defined as follows:

1. Teacher's guidance books

Teacher's guidance refers to direct the direction and instruction from the teacher to help students understand, navigate, and complete tasks in the classroom.

2. Vocabulary

Vocabulary can be defined as language words, including single items and phrases or collections of several words with specific meanings.

3. Students of pre-school

This is the transition phase from home to school, so they need special treatment to make them ready to learn in the school. Teaching-learning in kindergarten must cover the daily activities that repeated regularly to make the children have a good habit of their life

4. Teaching English for Young Learners

The process of teaching English to pre-school children is different from the process of teaching in higher level because children have different style in learning foreign language than adults