

CHAPTER I

Introduction

This chapter discusses about the background of the study, the problems, the objectives and significance of the study, the scope and limitation, the theoretical framework, the definition of the key terms, and the organization of the study.

1.1 Background of the study

There are many stages of education in Indonesia, but the one that people take it lightly is the kindergarten level. They think that kindergarten is only a playground for children, however they don't realize that kindergarten is an entry point for the children to the formal education. Therefore, it will present a certain challenges. To meet with the challenges, the teachers need to be equipped with certain techniques.

Many English teachers in Indonesia do not have the basic knowledge in teaching English to young learners (TEYL). Although there are some schools of Teacher Training and Education that provide a course on TEYL, the course is not a prerequisite and it is too short. Besides, many people have the opinion that kindergarten teachers do not need special competence and techniques for teaching. Many don't realize that teaching English to young learners is not an easy task. Not only the teacher should use various techniques to make the children interested in learning English, but also they have to give children an impression that English is fun. If the children feel bored or hate to learn English, it will be difficult to grab their interest back.

Therefore, various techniques in teaching English to young learners are important. According to some research, TEYL needs some special techniques, such as using media, songs, storytelling, and games.

By using these techniques, many things can be accomplished. From the teachers' point of view, these techniques can help them to explain the material easily. From the students' point of view, these techniques can help them to understand and develop their interest in studying the material.

1.2 Problem statement

Based on the points presented in the background of the study, the problem that has to be answered is: "What techniques do kindergarten teachers use in teaching English to their students?" In more specific terms, the major question is stated in the following minor problems:

1. "Do the kindergarten English teachers use media?"
2. "Do they teach English using songs?"
3. "Do they teach English using storytelling?"
4. "Do they teach English using games?"
5. "Do they use Activity-based teaching: approaches to topic centered work?"

1.3 Objectives of the study

In line with the problem statements mentioned above, the main objective in this study is to find out the techniques used by kindergarten teachers in teaching English to their students. The specific objectives are:

1. To find out whether the teachers use media in teaching English
2. To find out whether they use songs in teaching English
3. To find out whether they use storytelling in teaching English
4. To find out whether they use games in teaching English
5. To find out whether they use activity-based teaching: approaches to topic centred work.

1.4 The significance of the study

It is expected that the result of this study can:

1. Give an emphasis on the importance of teaching English to young learners using the right techniques.
2. Give some inputs to the teachers in teaching English by using various techniques.

1.5 Scope and limitation

This observational study is limited to the kindergarten teachers of TK X and TK Y at the level of TK B. It is also limited to the teaching of English. The writer chooses TK X and TK Y because both of them are private schools. TK X is defined as a National Plus kindergarten by the government while TK Y as National.

The media that is taken into consideration are pictures and real objects. There is no limitation in the usage of songs, storytelling and games.

1.6 Theoretical framework

This study based on teaching English to young learners, The attitude toward children, Activity-based teaching: approaches to topic-centred work, and Suggested techniques of teaching English to young learners; media, songs, storytelling and games.

1.7 Definition of key terms

1. Young learners

Children are between the ages of 5 to 12 years old (Wendy, et. al., 2003:1)

2. Media

The graphic, photographic, electronic, or mechanical means for arresting, processing, and reconstituting visual or verbal information (Gerlach, 1980)

3. Storytelling

Relate a tale to one or more listeners through voice and gesture (Geisler, 1997: 2)

4. Song

A piece of music with words (Oxford dictionary)

5. Game

A form of usually competitive plays or sport with rules (Oxford dictionary)

1.8 Organization of the study

This thesis consists of five chapters. The first chapter is about the introduction that contains the background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, theoretical

framework and definition of the key terms. The second chapter reviews the literature related to the study. The third chapter is about methodology of the research. The findings and interpretation are written in chapter four and the last chapter is the conclusion of all chapters.

