

CHAPTER I

INTRODUCTION

This chapter introduces the problem of the study. It starts with the background, which describes the overview of teaching vocabulary improvement for kindergarten students through storytelling by using picture books. Then, the reason, purpose, the scope, the significant of study will be described. Besides, this chapter concludes with organization of the paper.

1.1 Background

Teaching English, as a foreign language, has been introduced in Indonesia at all level education, starting from kindergarten level. Teaching method to be applied, therefore, should be adjusted to students' characteristics of each level in teaching children, for example, variety of activities should be used to suit children's interest and needs. One of the teaching methods suitable for early young learners in the classroom is through storytelling. Storytelling is an art which very young learners' teachers can develop and use to increase a child's enjoyment of language (Machado, 1980). The aim of teaching and learning in kindergarten level through storytelling is to make students familiar with English in the most comfortable way to them.

Regarding this demand, educators both formal and informal school have been trying to create a concept of teaching which is appropriate with children's need in learning skills of English, especially for kindergarten level. To be good educators in kindergarten, teachers need to learn children's characteristics at certain level and more creative in managing children plus knowledge of the language (English); language teaching and language process.

Thus, this research is conducted to find a possible way to recognize that children also have an opportunity to enjoy learning English at early stage by

providing creative, suitable, and interesting materials. This meaningful learning can be got from storytelling by using picture books because story is to motivate, challenge children, and also develop children's positive attitudes (Brewster & Ellis, 2003). Moreover, picture books can be applied by all teachers, especially for kindergarten's teachers, but there are some certain ways to be a good storyteller, such as the arrangement of children seating should be U-shape, the position of book towards to children must be clear to see, and the human voice as well (Machado, 1980; Wright, 2009).

By using creative, suitable, and interesting materials (e.g. picture books) in teaching children are beneficial (Harmer, 2002), especially for kindergarten level. Thus, this present research explores whether storytelling by using picture books were designed to teach vocabulary in kindergarten level and also to find out the teacher challenges faced during the teaching process.

1.2 Statement of the Problem

The picture books for children provide a huge number of topics which tend to be closer to daily life topics, for instance imagination and fantasy; identification with characters' humanness; wish and need fulfillment; adventure; excitement; action; self-realization; visual variety; and word pleasure (Brewster & Ellis, 2003, p. 188). Relevant to the main points explained above, the questions in this research are concerned to the teacher's preparations, the teacher's activities before, during and after storytelling and the teacher's challenges faced in teaching vocabulary by using picture books. Then, all previous statements are formulated as follow.

1. How does the teacher implement storytelling to teach Kindergarten students' vocabulary by using picture books?
2. What challenges are faced by the teacher during the teaching-learning process?

1.3 Purpose of the Study

On basis of the introduction above, the investigation is intended to meet the following purpose.

1. To find out how the teacher implements storytelling to teach kindergarten students' vocabulary by using picture books
2. To find out the teacher's challenges faced during teaching-learning process

1.4 Scope of study

This research is limited to find out how the teacher implements storytelling to teach kindergarten students' vocabulary by using picture books. The research was conducted to reveal the data at TK Bianglala for TK-A class, the population would be one class and the sample would be 5 out of 18 students. They were kindergarten students ranging from 4-4,5 years old. Four-year-olds have achieved a maturity and competence in language development that leads them to assume a general of security and confidence, sometimes bordering on cockiness (Essa, 2003). TK-A class at TK Bianglala is usually small class. Moreover, the class also was helped by one assistant to make the teacher easier in managing the class.

1.5 Significant of the Study

The result of this study will contribute to the following aspects:

1. Theoretical basis for English teaching practices in Kindergarten level education. Theoretically, the result of this study can be used to support the previous theory about the use of picture books through storytelling of teaching vocabulary in language class. Furthermore, it will enrich the literature and later will enhance the teaching practice in English for Kindergarten students' context.

2. At a professional level, the result of this study can provide some information on how to teach English vocabulary through storytelling by using picture books in the teaching-learning process. It can also become an enlightening input for the English teachers who are directly involved in classroom practices. This study will be of great value for English teachers, especially for kindergarten teachers, to conduct better teaching practices that will ultimately improve their professionalism.
3. For policy making, the significance of this study can be useful for policy in school. The result of this study can provide some information for improving the school policy, primarily about an alternative how to teach English vocabulary to the kindergarten students.

1.6 Organization of Study

There are subsequent chapters which cover this paper. Chapter one gives a general description of the introduction to the topic of research. Chapter two explores relevant literature with regard to the theories that shape this study, particularly the characteristic of Kindergarten students, the definition and the importance of learning vocabulary, storytelling with picture books, and the procedures of teaching vocabulary through storytelling by using picture. Chapter three describes the design and methodology of this study which covers a description of the research site and the participants, the technique of data collection and analysis. Chapter four focuses on reporting and discussing the data findings from observations and kindergarten students' daily learning records. Thus, this study is concluded in chapter five which draws some conclusion found from the data analysis process. This also provides some information and recommendation relating to the finding in this study.

1.7 Definition Term Used in the Study

- **Kindergarten Students** refer to youngsters from two or three of age until they begin formal schooling (Essa, E. L, 2003, p. 9).
- **Vocabulary** is a list all words in a language with their meaning that is known and used by a person (*Oxford Advance Learner's Dictionary*)
- **Storytelling** provokes a shared response of laughter, sadness, excitement, and anticipation which enjoyable and can help built up confidence and encourage social and emotional development (Brewster & Ellis, 2003, p. 187)
- **Picture storybook** is any picture book where the text and picture work together to tell a story (http://www.ehow.com/facts_5904997_difference-story-books-picture-books_.html)

