

CHAPTER 1

INTRODUCTION

This chapter presents the introduction of this research paper. This chapter is divided into several parts namely background, research questions, aims of the research, scope of the research, significance of the research, research methodology, clarification of terms, and organization paper.

1.1 Research Background

English has become a primary need because there has been a high demand of English fluency to communicate with other people from various countries. In order to make good communication, people must have enough vocabularies and grammar, which they understand and use. Considering this need, English as a foreign language is taught at the early age, in Indonesia English is generally taught since kindergarten. The English lesson has been included into the National Curriculum as a semester program. Semester program is an extracurricular designed by the school to cover the local needs. The Curriculum used by the school under this study is 2004 Curriculum from National Educational Department.

Having the discussion about the importance of English lesson in Kindergarten in Indonesia, we need to know some aspects of English language such as vocabulary and grammar. They are the aspects of support to be able to

communicate using English. Therefore, vocabulary is an important aspect in English language to communicate with other people.

Vocabulary has an important role to make a good communication. Supporting that, Wallace (1987) claimed that people should learn vocabulary because people who have good knowledge in the system of language (grammar) sometime communicate well. In addition, Tarigan (1986) stated that learning is important since vocabulary can measure the quality of somebody's skill. Thus, learning vocabulary is important in language learning. Cameron (2001:72) proposes that vocabulary is central to the learning of a foreign language at primary level. Therefore, learning vocabulary is better to be taught as early as possible. According to Tarigan (1986:2), children should learn vocabulary as early as possible.

Teaching vocabulary to children is different from teaching vocabulary to teenagers and adults. This is because different age has different needs, competencies, and cognitive skills (Harmer, 2001). Their different characteristics become the main consideration in treating them differently as the teaching subjects. Teacher has an important role to build children's vocabularies. She should know the factors in teaching such as methods, strategies, techniques, and materials, so that the teacher can convey the materials well in accordance with children's characteristics. Evan and Lang (2006) said that a good method was useless in teacher's hand who did not know how to use it and a good teacher could not be effective if she/he used a bad method.

There was a research related to the difficulties of teaching English to young learners. Yustinia is a student majoring English department in Surakarta University (2009: 51) stated on her research that there are several difficulties faced by the teacher in teaching English to young learners. One of the difficulties is teaching vocabulary. The teacher needs a good strategy to teach vocabulary to her children because children have different characteristics with adults.

This study highlights teacher's difficulties in teaching English vocabulary to young learners in the classroom. Related to the statement above, kindergarten English teacher can possibly design suitable teaching strategies to be implemented in their classes. Some experts have formulated some possible strategies that can be considered good and can be implemented in the TEYL class especially in teaching vocabulary. The research is intended to discover the teacher's difficulties of teaching English vocabulary to young learners in a kindergarten in Tasikmalaya, and to investigate the strategies used by the teacher in teaching English vocabulary to young learners.

1.2 Research Questions

There are two research questions addressed in this research:

1. What are the difficulties faced by the teacher and the students in teaching vocabulary in a kindergarten in Tasikmalaya?
2. What are the teacher's strategies in teaching vocabulary in a kindergarten in Tasikmalaya?

1.3 Aim of the Research

This research is aimed at:

1. Finding out difficulties faced by the teacher and the students in teaching vocabulary in a kindergarten in Tasikmalaya.
2. Discovering the teacher's strategies implemented in a kindergarten in Tasikmalaya.

1.4 The Scope of the Study

This research is focusing on identifying the difficulties in teaching English vocabulary appears in kindergarten and the strategies used by the teacher in teaching English vocabulary to young learners. It was concerned with activities, material, class management that can develop student's ability in learning English vocabulary.

1.5 Significance of the Research

This research is expected to provide a portrait of the difficulties of teaching English vocabulary to young learners implemented in a kindergarten and the strategies that used in teaching English vocabulary by the teacher. Practically, it is expected to contribute professional source in teaching profession in Indonesia particularly, and to add more references in general. Furthermore, the research gives beneficial information about the present condition that appears in the teaching & learning activities in a kindergarten classroom. Hopefully, the findings

later help the teacher to be able to select and determine which strategies are helpful with their students' need so that in the future they enhance those strategies in the classroom.

1.6 Research Method

1.6.1 Research Design

This research focuses on presenting an in-depth description of the difficulties in teaching English vocabulary to young learners and the strategies used by the teacher in teaching English vocabulary to young learners. For that reason, the research used qualitative research for it worked with the description of the teacher strategies in teaching English vocabulary to young learners.

Bogdan and Taylor (1975: 13) state that qualitative methodologies refer to research procedures which produce descriptive data: people's own written or spoken word and observable behaviour. In line with this idea, Goubil-Gambrell (1992) argues that the greatest strength of qualitative research is its in-depth depiction of subjects in an actual setting. The researcher determines and reports the way things are. It is supported by Basrowi and Suwandi (2008: 28) who claim that in a descriptive method. The result of the research will be data citations which functions to give description for the data presentation.

1.6.2 Site and Respondents

In this research, the respondent is a teacher of a kindergarten in Tasikmalaya. The research was conducted to analyze the difficulties in teaching English vocabulary to young learners and the strategies used by the teacher in teaching English vocabulary to young learners.

1.6.3 Data collection

Since the research used descriptive method, it required certain appropriate instruments for collecting the data. There were two kinds of instrument used: classroom observations (video recording) and interviews. To expose the difficulties and teacher's strategies in teaching English vocabulary in kindergarten, this research required systematic classroom observations where the researcher became the non-participant observer. In addition, personal interview was conducted to the teacher in order to complete the data collected from the observation and to collect other necessary and more in-depth information. The teacher of kindergarten was interviewed about several questions related to the difficulties in teaching English vocabulary to young learners and the strategies was used by teacher in teaching English vocabulary to young learners.

1.6.4 Data analysis

The qualitative method was used to identify the difficulties in teaching English vocabulary and the strategies used by the teacher. The data were obtained from classroom observations (video-recording) and interviews.

This research applied the Interactive Model by Miles and Huberman (1984) (Sugiyono, 2007; Basrowi and Suwandi, 2008). There were three steps of analyzing the data: Data Reduction, Data Display and Conclusion Drawing.

First, summary and notes from the classroom observations were composed and the useless information was reduced. The second step was the answers from interviews were classified. Then, the data were analyzed so that they could provide clear, complete and in depth description about the difficulties and the teacher's strategies in teaching English vocabulary. Later, there were conclusions drawn on the description of teacher's strategies in teaching English vocabulary to young learners.

1.7 Clarification of Terms

1. Teacher's Strategies

It refers to a conceptual planning of the learning should be done by teacher to achieve the language target in one of the Kindergarten in Tasikmalaya.

2. Teaching English to Young Learners (TEYL)

Teaching English to young learners refers to teaching English as a foreign language to children of four to six years old in one of the Kindergartens in Tasikmalaya.

3. Vocabulary

Vocabulary is one of language components, which enhances the skill in language.

1.8 Organization of Paper

This research is divided into five parts. The first part of the research is Introductions that consists of burning issue, research questions, aims of the research, significance of the research, and clarification of terms.

The second part of this research is Theoretical Foundation. In this chapter, the researcher delivered the theories used to analyze the data gathered.

The third part of this research is Research Methodology, which is divided into research design, sites and respondents, data collection techniques, and data analysis. The fourth part of this research is the Findings and Discussions, and the last one is the Conclusions and Suggestions.

