

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is one of international languages, which is used throughout the world. English as a language in international communication is needed by many people to interact in a variety of situations. English is one of the foreign languages for Indonesian students that must be learnt in school since kindergarten level until University level. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language from the system of structure, pronunciation and vocabulary. English as a foreign Language as stated in the Collier Macmillan International (1991:189):

“Once a student has mastered the fundamental grammatical patterns of a language, his next task into master its vocabulary that he needs. Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes and we continue to learn new words as long as we live”

In learning languages, people need a process and so do the children. As children are able to produce sounds, they will be taught to speak, although it is just simple and short word at the beginning. Later, they will be able to learn a language and use it to communicate. Fromkin and Rodman (1988) state that when you know a language, you can speak and be understood by others who know that language. English teaching involves four language skills. They are Listening, Speaking, Reading and Writing. In teaching and learning a language, there are four aspects that support the four language skills above such as : grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Maria (1997: 149) stated that research in first and

second language acquisition suggest that initial teaching priorities for language areas should be vocabulary, grammar, and pronunciation.

Studying English for Indonesian students is very difficult because English is not their own language. One of the difficulties in studying English is the problem in memorizing English vocabulary.

English teaching especially for Kindergarten students is focused on teaching vocabulary because they are still introduced to new language which it has not been learned before. Because teaching English for kindergarten students is not easy, the teachers should have techniques or interesting activities to attract the students in learning English.

Children are young generation that is getting to be introduced or taught about everything. According Scoot and Ytreberg (1990) state that young children are usually full of enthusiasm and energy, and the language lesson will be full of variety and changes of activity. Its mean that children's natural enthusiasm and curiosity and teach them what they are capable of learning as soon as possible. Nowadays, some of the kindergarten schools in Surabaya have been teaching English. In teaching English for kindergarten students, it seems need extra attention, also seems to need a technique that can interest them and become motivation for them in learning English.

Kindergarten is the next level of education after playgroup before the children enter elementary school. Kindergarten is first stage for young children to prepare them to get to a formal school. Kindergarten is an educational program serving child ages four through six. Papalia and Olds (1995) state that

kindergarten is traditional introduction to school for 5 years old, an optional year of transition between the relative freedom of home or preschool, and the structure of formal schooling. However, since children in the age of four and five are still interested in playing. The kindergarten's learning is mostly packaged in games, drawings or pictures, and songs.

Vocabulary is one of the important points of English learning. Vocabulary is one of important aspects in teaching language, as stated by Edward (1997) "Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system". It is one of the language components and as a base of a language. Getting much vocabulary is better because they will have stronger base in learning and simple vocabulary is the best choice for children (color, number, fruit and so on).

Vocabulary is one of the most aspects of the foreign language learning. Without vocabulary, we cannot communicate effectively. Therefore, the first step to learn English is learning vocabulary. Students sometimes find some difficulties in the process of learning vocabulary in this case in English word. As an English teacher, we should be creative to find a good way to help their vocabulary so they will not feel bored in the class.

Video is a sophisticated thing that widely spreads and is already known by everyone. As we know, video consists of two elements; audio and visual. According to Stempleski (1990: 11) states lesson with video should be enjoyable

and should provide even mediocre students with a genuine sense of achievement. It means that teaching through audio visual can make the students feel their interest when language is experienced in a lively way.

As the well known technology, video can be found easily in the internet. Many videos are available to be downloaded freely. Video is an image, or likeness of an object, person, or scene produce on a flat surface, especially by cam recorder. Video is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences. A video may not only be worth a thousand words it is may also be worth a thousand years or a thousand miles. Through video, learner can see people, place and things from areas for outside their own picture can also represent image from ancient times or portray the future. The kinds and numbers of video that the teacher should take with him to carry out the activities in class can be taken from film, animations, or others and should be interactive and interesting to capture the students.

The purpose of using video for the students is to give them an opportunity to practice the language in real context or in situations in which they can make it to communicate their ideas. The use of videos is more efficient and practical than words; they are easier to recall and to remember than words. Moreover, they can expose real life situation although it happened a long time ago. Through video, Learner can be shown people, places and things, from areas far outside their own experiences. According to Hemei (1997:45) states that in recent year, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well

liked by both students and teachers. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. This is important factor for a teacher that makes it more interesting and enjoyable.

Video can represent images from ancient times the future. From the meaning of video above, it indicates that the video has exchanged and represented the real object into a simple device which has displayed a series of places, object, person, or even experiences. The students especially in kindergarten will be interested in studying vocabulary if the video used is interesting. Use videos for teaching vocabulary to kindergarten are a good alternative to teach English for kindergarten students because the children can enjoy singing the songs and they are not aware that they are also learning language. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching.

Some previous studies have shown that pictures are found to be useful. Many studies related to teaching English vocabulary have been done. There are some researchers that used pictures as the teaching technique. First was Akbari (2005), did a study in investigating the effectiveness of teaching vocabulary items through pictures and contextualization to elementary Iranian EFL students at the age of 12-15 years old. The Research about learning vocabulary through pictures was also done by Nirmalawati (2002). She did the study to find out whether or not

pictures can influence the development of children's English vocabulary the first year students of elementary school in the age of seven years old.

The study about improving pronunciations ability using cartoon film was also done by Pratiwi (2010), she did a study to describe whether cartoon film can improve student's pronunciation ability and to identify what happens when cartoon films are used as a teaching learning media in pronunciation practice in the eighth grade students of SMP Negeri 1 Kaliwiro. The study method of English teaching for kindergarten students at TK.Anugerah Tangerang was also done by Triyanto (2009). He did a study to describe the teaching method that is used for the students at TK.ANUGERAH, Tangerang and also to describe the activities in class during the introduction of Basic English. The writer is interested to write this paper because the writer wants to introduce basic English in kindergarten. The results of study are the subject matter at TK. ANUGERAH, Tangerang consist of speaking, listening, and introduction of vocabulary.

The writer would like to do a study related to the phenomenon on stated above. The writer would like to analyze the method of teaching English vocabulary using videos for kindergarten students. In addition this study is aimed to know whether the use of videos for teaching English vocabulary can motivate kindergarten students to learn English and to know the responses of the kindergarten students during in the teaching process. The writer believes that teaching English vocabulary using videos for kindergarten students is more interesting. The method is used because it can motivate children to improving learn English vocabulary enthusiastically and the material is related to

kindergarten program and daily activities to make children easy to catch and memorize the lesson that has been taught.

1.2. Statement of the problem

Based on the background of the study, it is already stated that teaching English vocabulary to the kindergarten students has an important role in the language learning. Thus, there must be a technique that can be used for language teaching applied for kindergarten students in terms of vocabulary learning. Here video becomes be medium that will be used by the writer to do a study in vocabulary learning to kindergarten students.

The research question proposed in the study:

1. What are technique videos used by the teacher in teaching vocabulary for kindergarten students at PAUD Anak Ceria?
2. What are the responses of the kindergarten students during in the teaching process?

1.3. Objective of the study

Based on the statement of the problem above, the objective of the study is to analyze the method of teaching English vocabulary using videos for kindergarten students. In this study is aimed to know how the video is used by the teacher in teaching English vocabulary for kindergarten students. That teaching English vocabulary using videos for kindergarten students is more interesting. The technique is used because it can motivate children to improving learn English vocabulary enthusiastically and the material is related to kindergarten program and daily activities to make children easy to catch and memorize the lesson that

has been taught. There are some techniques for children in learning language. The writer thinks about one technique for their learning, which is through videos.

1.4. Significance of the study

This study is expected to give meaningful contribution to kindergarten teachers in teaching English through videos to the children in their early age. The writer interest that teaching vocabulary using videos will make the students easier to learn English, especially in learning vocabulary. Teaching English vocabulary through videos can give motivation to students in improving vocabulary ability all the sound correctly during the lesson.

1.5. Scope and limitation

The scope of this study is the use of the video used by the teacher in teaching English vocabulary for young learner. The media observed was only limited on video from you tube such as pictures, words, alphabets, song, etc. The media must be chosen according to the theme such as, alphabet, accounting, colors, animals, and the student ability in absorbing the material of course the media should be attractive and interested for the student. This study is limited on the students who join kindergarten school PAUD Anak Ceria in Surabaya and the teacher who teaches them.

1.6. Definition of Key Terms.

The writer gives the definition of the key terms in the order to avoid misunderstanding and ambiguity in the study, they are as follows:

- 1. Vocabulary** : Vocabulary is an alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb, and all the word of Language, and also specialized expression indigenous to a particular fields, subject, trade or subculture. (Roget, 1980).
- 2. Video** : Video is a three dimension audio visual representation of person, places, or things. A video may not only be worth a thousand words it is May also be worth a thousand years or a thousand miles. (Gerlach and Emily, 1980: 273).
- 3. Kindergarten** : Kindergarten is traditional introduction to school for 5 years old, an optional year of transition between the relative freedom of home or preschool, and the structure of formal schooling. (Papalia and Olds, 1995).
- 4. Teaching English** : The function of media is to help and to develop teaching technique of English teacher in teaching four English skills (speaking, listening, writing, and reading). (Sabilah, 2000).

CHAPTER II LITERATURE REVIEW