

CHAPTER I

INTRODUCTION

A. Background of the Study

As an international language and a means of communication, English has reached any aspects of human's life and played a very important role in the world. It is impossible for a nation to live in isolation from others in many aspects of life, including economic connection. International relationship is impossible if there is no means that can be used to communicate among people in different countries. English also plays a very important role in science, technology, trade, etc. It also has so great functions and roles in the world, including Indonesia. The functions of English as the first foreign language in Indonesia are important. Considering the needs of mastering English, it is very important to start learning English as early as possible.

Nowadays, in Indonesia English as a foreign language is taught in some elementary schools and also lower level such as kindergarten and playgroups. It means children are introduced to English earlier. To make a good result in English proficiency, many parents in Indonesia send their young children of pre-school age (3-5) to many English oriented pre-schools. By learning English earlier it is hoped that they will achieve better result.

English is very important for now up to the future, so it is important for children to learn English earlier to prepare themselves as the people who carry on the aspiration, nation, and our country. As children

have more opportunities and experience, they begin to form their own ideas about things. These ideas become associated with specific words. Through words, people exchange or express ideas, needs, or wishes. As they learn new words and clarify ideas, children gain a better understanding of their world.

Children are easier to absorb new materials but they are easy to forget too. To make them understand, they need to repeat the lesson all the time. Looking at the phenomena, the teacher should create new ideas of various teaching techniques and learning strategy to avoid boring situation and make the students interested in the materials, they are not easy to forget and enjoy it. Many teaching techniques have ever been applied such as using games, pictures, song, and outdoor activities method. In fact, it is not easy to deliver vocabulary to young learner. It is caused by the fact that the students are not motivated, afraid and bored to study English, not only they have limited time in English lesson, but also less practice in real situation.

Preschool children learn mainly through playing and interactive activities. Preschool teachers capitalize on children's play to further language and vocabulary development (using storytelling, rhyming games, and acting games), improve social skills (having the children work together to build a neighborhood in a sandbox), and introduce scientific and mathematical concepts (showing the children how to balance and count blocks when building a bridge or how to mix colors when painting). Thus, a less structured approach, including small-group lessons, one-on-one instruction, and learning through creative activities such as art, dance, and music, is adopted

to teach preschool children. Play and hands-on teaching also are used by kindergarten teachers, but academics begin to take priority in kindergarten classrooms. Letter recognition, phonics, numbers, and awareness of nature and science, introduced at the preschool level, are taught primarily in kindergarten (<http://www.bls.gov/ocos096/home.htm>).

Teaching English to pre-school children is not easy and needs a lot of tolerances. The process of teaching children or young learners is different from the process of teaching adults, because the characteristic of children is that they love playing. Games can be useful medium for teaching foreign language to children. Instead of having a fun the children also learn a new language. The characteristic of children is that they love playing Therefore, in this research paper, the researcher takes a title “ENGLISH TEACHING-LEARNING PROCESS USING GAMES AT “PERMATA HATI” PLAY GROUP WONOGIRI”. Hopefully the result of this research will improve the knowledge of teaching strategies for the teacher and the teacher candidates, and also give a benefit for the education in the country.

B. Problem Statement

In this research, the writer formulates the problems of the study as follows:

1. How is the implementation of English teaching-learning process using games?

2. What are the strengths and the weaknesses of teaching English using games?

C. Limitation of the Study

In this study, the research only observes a group of 3-4 years old students belonging to group B (Bulan Group) who are taught English subject in Permata Hati Play Group Wonogiri. The group consists of 21 students.

D. Objective of the Study

Based on the research problem, the writer has some objectives as follows:

1. To describe the implementation of English teaching-learning process using games.
2. To describe the strengths and the weaknesses of teaching English using games.

E. Benefit of the Study

The writer hopes that this research will give some benefits. This research will give some practical and theoretical benefits:

1. Theoretical Benefit
 - a. Related to this research, the writer hopes that this research will give contributions to the theory of teaching English especially to young learners.

- b. This research can be useful for the reference for the other researchers who want to conduct a research about teaching English to pre-school students.

2. Practical Benefit

a. For the Teacher

- 1) It gives many variations for other teachers in designing teaching English to young children.
- 2) It can solve problem and giving feedback to the teacher in teaching English to young children.

b. For the Writer

This research can assist to enrich the writer's knowledge about teaching English to young learner.

F. Research Paper Organization

In writing this research, the writer will divide it into five chapters:

Chapter I is Introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II is review of related literature. It consists of previous study and underlying theory that present the characteristics of young learners, teaching English to children, the notion of pre-school, and the notion of game.

Chapter III is research method. It consists of approach and the type of research, object of the research, subject of the research, location of the research, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is findings and discussion.

Chapter V is conclusion and suggestion.