

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Teaching English as foreign language refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either in the state school system, or private. English has become the world's most important foreign language to learn in schools, indicated the role to the world's civilization. Recently English is included at primary education, but now it is a subject of controversial discussion, because English at primary education was eliminated. Individual or course who objected to the new curriculum think that it offered less room to teach English in elementary school, in fact there are still opportunities for students to have English lesson. Many support come from parents who believed that it is important to master both spoken and written language with the reason of having self-confidence to enter higher education and mainly to communicate internationally, meanwhile private English course are also blooming in response to the awareness of the importance of English.

In Indonesia teaching English for primary education has been implemented by the government as "local content" (Decree of ministry of Education and Culture, No 060/U/1993), but now in curriculum 2013, the Ministry of Education and Culture will omit English at primary education because elementary school students have not mastered the Indonesian

language yet. The government is also afraid that by teaching English at primary education will affect the characters of young Indonesian learners. The government assumed that cultivating good Indonesian citizens can be done through the teaching and learning of the Indonesian language. The government also understood that children cannot learn two or three language at the same time, teaching English needs to be postponed until they have mastered Indonesian. And the Ministry of Education said that English will be included at primary Education to develop extracurricular instruction together with Boy Scout, the Indonesian Red Cross.

However, because of global vision, many private primary schools and kindergartens included English in their curriculum with the reason that English is a key to innovation and competitiveness. The teaching of English is not a medium of copying Western value, but to have a good trade, income, and innovation. Learning English at early stage will help children to have greater confidence when they are older and will be more experience in secondary school.

Teaching English for young learner has an aim to build a good value such as religious, honest, responsible, independent, creative and sociable, love to read, love motherland, and love their environment. To achieve the aim, according to teacher and lecture constitution, all public Kindergarten teachers must hold Bachelor Degree. Hopefully EFL teacher will improve theoretical, practical knowledge and classroom activities concerning young learners.

Teachers need both pre service and in-service training that broadens their range of language skill (Cameron, 2001: 200).

As mandated in government regulation no 19/2005 concerning National Standard of Education, every school has to create and develop their own syllabus. Based on the syllabus, a lesson plan is generated. The teacher started completing the syllabus starting from examining theme and sub theme, teaching material, learning activities, indicator, assessment and resource. The curriculum must be designed according to students' interest, level and development. The environment in which children interact and learn should promote imagination, inspire thinking and allow independent. Children love to play by drawing, coloring, singing, game and listen to story.

In doing this research, the researcher took a place in Salatiga city. It is a small city with many kinds of schools ranging from preschool to university. The total numbers of kindergarten school are more than 15 but not all of them involve English in their curriculum. The researcher took a random research in three kindergartens in Salatiga, they are Kartika III-39 Kindergarten, Aisyiyah Pembina, Aisyiyah 3. In those three kindergartens the total number of each kindergarten are about 90 students. The reason why the researcher takes the three kindergartens for the research: firstly the three kindergartens have the key word as a professional, colorful and connected of English language as daily communication among teachers and kindergarten students. Not all communication is in English but sometime it is being used as a means of

communication, secondly they are looking for a new opportunity to engage and nurture a love of learning.

The curriculum is developed by Early English Education (EEE) which is located in ABC Salatiga. Early English Education is an English course which had has Memorandum of Understanding (MOU) with more than 50 primary educations in Salatiga and its surrounding. All EEE's teachers have held bachelor degree in teaching and they are still young and energetic. The aim is to help the child communicate in English with fun by using stories, games and other activities, giving opportunities them to speak and write in English, focusing on fluency because learners need to communicate, giving ability to mimic sounds, developing pronunciation through drills, songs .

The teaching model at primary education is theme based teaching. It is teaching that is integrated around theme. Theme based teaching required teachers to choose a theme or topic and then plan a range of teaching and learning activities related to theme (Cameron, 2001:181). Example of theme based teaching is my environment (family, school, and public place), universe (sun, moon, star, cloud).

Teacher can use audio visual or printed media to teach listening and speaking. For example, in using animal picture, the main focus is to listen to the name and characteristic of animal, so that English words and phrase become familiar. For example teacher holds a picture and the pupil say the name of animal. By moving around the picture very quickly, the pupil gets lots of enjoyable practice in saying names.

Another activities that can be applied in learning spoken language is focus on the discourse and phonological. The sounds of language interact with the meaning of the words (Cameron, 2001: 65). They allow attention to the pronunciation and of the rhythms of the spoken language. Intonation and stress can be exaggerated. Many poems can be composed and learn easily (Cameron, 2001: 65). At first sight, dialogue is needed to give children practice in discourse- level talk. Song and chants are in the form of dialogues(Cameron, 2001:70)

In supporting writing, we can give the pupil a set of simple picture, and then they match, color it and take home to be shown to their parents. We can't ask young learner to 'make a quick note' of new vocabulary because writing a list of words may be slow (Cameron, 2001: 67).Text can be used in theme based teaching. It included relevant songs, rhymes, video, stories and non-fiction. Informational text including sources accessed through the internet or CD-Room, catalogues, leaflet and magazine.

Children need to be thought to 'read' information on computer, but the help of teacher is needed .Teacher can find useful site to direct children download information into computer file. Page from computer can be printed out and used as paper based text. Product from theme based teaching is poem, picture, sentence, report, graphs that can be saved by each child in a personal folder for the theme.

There have been researches relevant with the instructional design of the teaching English for young learners, Dili and Arikan (2011) which focused

on the use of games in teaching young learner, they want to know the pedagogical value of using game as well as teachers' attitude towards game. Mariyani (2011) focused on identifying Indonesian core vocabulary for teaching English to Indonesian preschool children. She stated that teacher can introduce noun before verb (a child is sleeping), then adjective (a child feels happy) then introduced adverb (a child always feels happy). Davidson (2009) focused on young children' engagement with digital text and literacy's in the home. He stated that the use of digital text and literacy at home is powerful tool in increasing social practice and bring meaningful context.

In early 2006, Fengling conducted a research focused on recognizing children as an active learner and their barrier through three projects approach in China, and as a result he warned early childhood stakeholders to recognize the trait of children's learning development, individual, need and interest. Paquette and Rieg (2008) focused on music to support the literacy development of young English language learner. They stated that using song based literacy is motivating and actively engaged students in reading and writing. Song and pictorial books can be useful because they demonstrate the link between kinetic and pictorial. Teacher also can take the benefit of music by taking field trip to concert, opera and ballet. Xuewen (2012) focused on the use of Total Physical respond in teaching children in China. He stated that Total Physical response is suitable for child's physiological because it can catch the attention of child. Pribilova (2006) focused on how to teach

vocabulary to young children, the technique being used is pantomime and translation. He stated that giving pictorial dictionary is good teaching because children can not read the dictionary yet. Shafiyeva and Kenedy (2010) focused on eliminating Russian and Azerbaijan tradition English teaching methodology for Grammar Traditional Method into Communicative Language Teaching, and they stated that after Azerbaijan got its independence in 1991, English has replaced the Russian and become the primary foreign language studied.

Children don't have literature skill to support their learning of English. Children up to 7 may not be able to read and write to support their learning in a foreign language. Formal literacy skill such as listening to stories is still in the early stage of development. Children will find it easier to learn vocabulary or developed conversation. Children construct meaning for what adult say to them and ask them to do. Classroom task and activities should include cognitive such as the use of song, game, and story.

## **B. Research Problem**

Based on the background above, the writer focuses on: "What is the instructional design of the teaching of English as foreign language at Kartika III-39 Kindergarten, Aisyiyah Pembina, Aisyiyah 3 Salatiga?" From the research problem, it will appear some research questions as follows:

1. What is the syllabus used at the three kindergartens in Salatiga?
2. What is the learning objective?

3. What is the method of teaching?
4. What is the Instructional material?
5. What is the teaching procedure?
6. What is teacher's and students' role?
7. What is classroom activity?
8. What is the teaching media used?
9. What is the evaluation model?

### **C. Objective of the Study**

Based on the problem statements above, the researcher has the following objectives:

1. To describe the kind of syllabus used at Kartika III-39 Kindergarten, Aisyiyah Pembina, Aisyiyah 3 Salatiga
2. To describe learning objective of teaching English.
3. To describe instructional designs.
  - a. Teaching method
  - b. Teaching procedures
  - c. Instructional material
  - d. Teacher's and students' role
  - e. Classroom activities
  - f. Teaching media used
4. To describe evaluation model.
5. To describe strength and weakness of teaching learning process.

#### **D. Benefit of the Study**

##### 1. For the writer

After finished the research, the writer hopes to get additional information about teaching English as Foreign Language. It is hoped that the writer has better understanding about teaching learning activity; as a result the writer could prepare to be more creative in teaching.

##### 2. For the English Teachers

The result of the research can be used as additional information dealing with strength and weakness conducted in teaching English as Foreign Language. Moreover by knowing the result of the study, the teachers may maximize the strength and weakness for better teaching.

##### 3. For the stakeholder of the school

###### a. *Headmaster*

It can give a clear description of the strength and weakness of this approach in the teaching and learning of English , it will also enable the school to decided next policies or the right steps in developing the teachers and students 'teaching and learning process.

###### b. *Vice Principal of Curriculum*

The result of the study becomes a reference about how well teaching English as Foreign language Kartika III-39 Kindergarten, Aisiyah Pembina, Aisiyah 3 Salatiga Salatiga. Moreover it can become a useful input to construct a further strategy dealing with the teaching English as foreign language at school. The strategies may

cover various aspects such as setting the objective, the syllabus, developing learning, teaching methodology and developing the procedure of evaluation.

c. *School Committee*

As a reference for controlling the teaching learning process whether it has held well or not. They should confirm the headmaster about facilities, implementation curriculum in order the teaching learning process run appropriately.

**E. Research Paper Organization**

In this research, the researcher will organize this research paper by dividing it into five chapters in order to make it easily to understand.

Chapter 1 is introduction. In this chapter the researcher will explain about background of the study, problem statement of the study, objective of the study, benefit of the study, and research paper organization. Chapter II is the review of related literature. It consists of previous study and theoretical review, the notion of teaching English for Young Learner, Characteristic of Children, and Instructional Design. Chapter III is research method. It deals with the type of the research, description of setting, data source, and data credibility, method of collecting data and technique for analyzing data. Chapter IV is finding and discussion. Chapter V is the conclusion pedagogical implication and suggestion.