

**THE PROBLEMS OF TEACHING ENGLISH
USING ENGLISH IN *SEKOLAH BERTARAF INTERNASIONAL (SBI)*
KINDERGARTEN GEMOLONG**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

The teaching of English to young learners has become especially important in recent years. There is no doubt that the role and importance of English has risen in many countries. As a result there are many kindergartens starting to introduce English to the learners.

Introducing English to kindergarten students as young learners will help to lay the foundations for primary education. It is because they still in a period that is possible for them to learn language easily.

The best period of children to learn a language is when they are still in their critical period. Cook (1999) in Hasibuan (2002:2) states that critical period is a period in children development in which their sensitiveness toward language is still in the highest degree. This is usually between the age of two years and the early teens. While the age of kindergarten students are about five to seven yearsold. So, they are included in the critical period.

On the other hand, teaching English to young learners is not easy and it faces many problems. The common problems are: students don't want to speak English in the class; the interference between first and second languages and language that is used in the students' society. All of them influence the process of teaching English.

Other problem is, considering in Indonesia, where English is as a foreign language not as a second language. English as a foreign language (EFL) refers to the learning of English by students in a country where English is not the native language. It means that English is just one of subjects of study. It is learnt at school but it gets less support from the environments.

Paul (2003: 1) say that EFL learners rarely feel learning English is natural or necessary to learn. Adults may have told that English is important, but unless they are in an environment where there is a lot of English around them, they are unlikely to feel a deep emotional need for the

language.

On the other hand, it is different with other countries where English is as a Second Language (ESL). ESL refers to the learning of English by immigrants to a country where English is the native language. ESL learners generally have more chances to use English naturally outside the class, such as while playing with their friends, shopping, or surviving in daily life. They are also likely to have much more exposure to English, such as when watching TV, or just hearing conversation around them. In general, they are more likely to deeply understand the importance of English and feel that it is natural and necessary to learn it.

Under these circumstances, we need to be careful in using teaching techniques. Many kindergartens develop some techniques in order to improve the student's vocabulary, such as using songs, games, and picture. Those are effectively proved. But we need more techniques that can improve children's communicative competence, a technique that facilitates the students a situation which can promote the use of English. That will place English as a habit. There is a kindergarten in Gemolong, Sragen named *Sekolah Bertaraf Internasional (SBI)* Kindergarten Gemolong states English as a medium of teaching, especially in teaching English.

SBI is a public school that is held to prepare the learners to face the global era which is forced our durability in technology, management, and the human resource. The prior characteristic of SBI established system is the use of English as a medium of teaching in almost all subjects of teaching. Through this system, it is hoped that the output of SBI will master the national education standard and also International competences that is English communicative competence.

The basic rule of SBI establishment is UU No. 20, 2003. It is about National Education System (UUSPN 20/2003) at the 50th section, third verse states that "*Pemerintah dan/atau Pemerintah Daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi Satuan Pendidikan Bertaraf Internasional*". It means that it should be held at least one educational unit in an area that is developed as an

educational unit based-International standard.

The standard of SBI establishment is the teacher in SBI should have professional competences, such as mastering the materials, pedagogic knowledge, wide International knowledge, and also a competence in communicating Internationally showed by mastering one of foreign languages, especially English.

SBI is a new education system that is hoped to be able to support the implementation of teaching English. Nevertheless, there's no good technique without problems. So, it is interesting to know the problems faced in the implementation of teaching English using English in SBI Kindergarten Gemolong in order to know what the English teacher should do to solve it. The researcher will analyze this study in a research entitled "The Problems of Teaching English Using English in *Sekolah Bertaraf Internasional (SBI)* Kindergarten Gemolong".

B. Focus of the Study

Based on the background above the research focuses on:

1. How is the implementation of teaching English using English in SBI Kindergarten Gemolong?
2. What are the problems of teaching English using English in SBI Kindergarten Gemolong?

C. Objective of the Study

The objectives of this research are:

1. To describe the implementation of teaching English using English in SBI Kindergarten Gemolong
2. To describe the problems in teaching English using English in SBI Kindergarten Gemolong

D. Benefit of the Study

The writer classifies the benefits into two major benefits, they are:

1. Practically

The finding of this research will be useful to know what the problems faced are on the implementation of teaching English using English in SBI Kindergarten Gemolong

2. Theoretically

The finding of this research will enrich the theory of teaching English for young learners

E. Research Paper Organization

This research consists of five chapters. The first chapter is Introduction. It deals with Background of the Study, Statement of the Problems, Objective of the Study, Benefit of the Study, and Research Paper Organization.

The second chapter is Review of Related Literature. It presents Previous Study that relate to this research and underlying theories came from the experts. The theories are about Young Learners, Teaching English to the Young Learners, Second Language Acquisition, and English in Kindergarten.

The third chapter is Research Method. It deals with Type of the Research, Object of the Study, Subject of the Study, Data, Data Source, Method of Collecting Data, and Technique for Analyzing Data.

The fourth chapter is Research Finding and Discussion. It consists of Teaching English Implementation, Problems of Teaching English, and Discussion of the Finding.

The last chapter is Conclusion and Suggestion. This chapter consists of Conclusion of this research and completed by the Suggestion.