

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) background of the study, (2) problem of the study, (3) objectives of the study, and (4) significance of the study.

### **1.1. Background**

English is to supplement people one of communication abilities used in global. Handayani (2016) stated that English is one of global languages which has an important role for communication and interaction globally. Mappiase and sihes (2014) mentioned that English today has become an important medium in the world for communication. Consequently, it is taught in Indonesia to provide supplementary communicative skills. In summary, English is expected to provide supplementary knowledge for communication.

In Indonesia English has been introduced at primary level, as the development of the world globalization which demand English skill for all people from different nation in the world. Silalahi (2015) stated that in indonesia every school has learned English, there is no need to fear but urgent need for wise adaptation and negotiation so that English becomes a powerful tool for gaining tremendous and unlimited knowledge for all kinds of subjects learned at school. The importance of English to Indonesian students since the early education for the students' own needs for a prosperous life. Although the teachers' positive attitude for supporting English subject given some efforts should be done to protect and maintain the national's language, culture, and identity. In addition, Gunantar (2016) stated that English as an international language in Indonesia has influenced

the development of the English curriculum. In the English Syllabus in Indonesia, the process of enhancing English communicative learning or the communicative method is being developed. In short, in this modern era we are required to be proficient in English language.

Therefore, learning English is very important to increase our knowledge and language ability. Derakhshan (2015) stated that what students learn must be understood by the teachers, how and why it affects them, and how it can benefit them in the future (as cited in Songbatumis, 2017, p. 2). Sudjana (1989) claimed that in the teaching and learning process, the teacher must do several things in order to achieve a teaching and learning process, including; opening, teaching methods, give the material, class management and closing(as cited in sary, 2012, p. 6). Kurniasih (2011) claimed that English subject are taught for the students to use it as a communication tools, the program needs to focus on four language skills; listening, speaking, reading and writing. To meet these objectives, it is very important for the teachers to adapt teaching materials, activities and techniques according to language proficiency levels. In short, the four of language skill must be teach as separated things, because each language skill process enhances the students' ability to use the others.

Teaching English to young learners has become its own field of study as the age of compulsive English education, as early as possible students should learn English. Prayatni (2019) claimed that English is the first foreign language that we taught to the children in the early stages of school. The aim of teaching English in the early school is to motivate young learners to be ready and confident

in learning English at a higher level of education. Dulay, Burt & Krashen (1982) explained that the mastery of a second or foreign language for children under the age of ten is better than at puberty. The children who learn English in natural situations, the acquisition of the language they learn will be almost the same as a native speaker (as cited in Suhirman, 2014, p. 1). In short, English education is very important to learned by young learners underage.

Teaching English for kindergarten students is different from high level school students. Valipour & Davatgari (2014) stated that the young learners use smaller vocabularies, the students enthusiasm, curiosity, and energetic, while higher level school students communication is more complicated because they need language competence in order to be considered fluent. Kindergarten students are considered a golden age, so that's why the teacher have to use the appropriate technique and method to make the students interest in learning English. Cristina (2010) stated that the students aged 3-6 years will understand English faster if they are used to English expressions (as cited in sary 2012, p. 2). Therefore, it needs appropriate English teachers to provide learning English resources in order to make young learners easy in having communication and getting knowledge.

Curriculum is vital in any educational institution. Dhieni & Wulan (2016) stated that the Curriculum is a guideline or guidance in learning activities undertaken by teachers and children together. The curricu- lum consists of, among others, component ma- terials, methods, media, and learning evaluation conducted in early childhood institutions. If the curriculum wa good and meet the principles of the curriculum, the learning that takes place will be effective for early

childhood development. Based on Presidential Regulation UU of Republic Indonesia no. 20 of 2003 article 28 item 1 on the national education system contains “Early childhood education is held before the education level base.” Item 2 “ Early childhood education can be carried out through formal or informal educational” and then article 33 item 3 contains “Foreign language can be used as the language of instruction in English units certain education to support students' foreign language skills.

Furthermore, the basis for early childhood education in National Education System UU no. 20 of 2003 article 1 item 14, contains "early childhood education is a coaching effort shown in children from birth to age 6 years which was carried out through providing educational stimuli to help grow and develop physically and spiritually so that children have readiness to enter further education". And in Article 1 point 19 which reads “curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as the methods used as guidelines for implementing learning activities to achieve goals certain education ". Educational activities were directed at the three roles of early childhood education, such as: (1) Education as a deep learning process the child's self, (2) Education as a process of socialization, and (3) Education as a process of forming role cooperation. Furthermore, activities of education children's learning abilities which include: (a) linguistics intelligence, (b) logical mathematical intelligence, (c) visual-spatial intelligence, (d) musical intelligence, (e) kinesthetic intelligence, (f) naturalist intelligence, (g) Interpersonal Intelligence, (h) Spiritual Intelligence.

Teaching EYL is not as easy as imagined, the teachers is not only help the students to get knowledges, competences and morality, but also have to prepare everything's need. Malihi (2015) stated that the teachers must be prepared and professionally supported pedagogically and on the language proficiency level as well. He also stated that young teachers were more interested in communication skill to promote students' motivation than experienced once. Yembise (2011) claimed that the teachers must be critical when choose the methods/ techniques or strategies to use in their classrooms. Thus, Huebener (1996) claimed that the teacher's role is very important in providing opportunities for children to use English inside and outside the group, a teacher must also be creative in providing English learning resources and pay attention to children's development in using English as oral communication (as cited in Sari, 2008, p. 2). Rice (2003) also claimed that the good teachers produced good students (as cited in Malihi, 2015, p. 3). In short, the teachers should be more creative and having experiences in teaching learning English for young learners.

In line with this case, a preliminary study conducted by the researcher with some teachers at kindergartens in Palembang on March 2020 through informal interview to know what the factors that affected the teachers' readiness in teaching English to young learners at kindergartens in Palembang. English for young learners especially at kindergarten always used English lessons as an additional subject not compulsory subject. The students mostly learned about vocabularies such as alphabet, numbers, colors, animals, things in the classroom and things in the sky. Some teachers explained the factors that affected the

teachers readiness was from the students itself, the first was pronunciation; the students were accustomed to use Palembang dialect and Indonesia. The second was students condition; the situation and condition of students in the class is unfavorable. The third was laziness; the students were lazy or sleepy and get bored with the method. The fourth was instrument; unavailable of instrument variation. Therefore, some teachers used BCM Method (Bermain, Cerita, Menyanyi) to teach students in the class. So, the students were more interested and felt fun in learning English lessons.

Based on the previous study, the first was conducted by Saputri (2016) the finding of the study was that the percentage of teachers who were prepared was very high at 81% and found several hinderig factors that influenced teachers to teach EYL, that are; mother language, teaching materials, social environment and family background. And the second was conducted by Malihi (2015) this study was to investigates the EFL primary school teachers' readiness to teach young students and to identify their attitudes and needs. The finding of the study was more than half of EFL primary school teachers were not equipped with appropriate teaching knowledge and Most EFL teachers were not prepared to teach at this level because more than half of them do not received enough pre-service services or in service training on teaching young learners.

According to the description above, a description of the teachers readiness in teaching English to young learners was conducted. In this analysis, the research was conducted at some Kindergartens in Palembang. In order to find out the teachers readiness in teaching English and to figure out the factors

hindering teachers in teaching EYL. Therefore the research was conducted entitled “ An Analysis of Teachers’ Readiness in Teaching English to Young Learners at Kindergartens in Palembang”.

### **1.2. Problem of The Study**

Based on the background, the research problems was formulated in the following question:

1. How was the teachers’ readiness in teaching English to young learners at kindergartens in Palembang?

### **1.3. Objective of The Study**

1. To find out the teachers’ readiness in teaching English to young learners at kindergartens in Palembang.

### **1.4. Significances of The Study**

The result of this study is supposed to give some benefits for the teachers especially English Teacher in applying the preparation teaching in class. There researcher wishes this research can be use as study to enrich the research in education, especially education for young learners. The teachers can find out the extended of teachers’ readiness in teaching English for young learners at kindergarten. The successful teaching learning process based on the teachers’ performance in the classroom, how the teachers manages the students and how the teachers deliver the materials.

Second, the researcher hope this research can give some benefits and information about teachers’ readiness in teaching EYL at kindergarten. The result of this study will help the researcher to used this research as a preference of

further research related to the teachers readiness, especially in teaching English to young learners. The researcher wishes after knowing the teachers' readiness in teaching English for young learners, the teachers will be more ready, and the students will be more enjoy and feel happy in learning English.

The last, this research is also expected to be beneficial as the additional or resource information for the other researchers that are interested in the same field.