

# CHAPTER I

## INTRODUCTION

This chapter discusses about the research context, research focus, research objective, significance of study, scope and limitation and the definition of key terms. Each points describe completely as follow:

### A. Research Context :

Language is a set of rules used by human as tool of social communication. It means that language is an important one to communication between one people in the interaction with another people around them or it is a process of communication between someone who receives the message.

English is an important mean of communication, which is used by many countries in this world. It plays an important role as an international language.

That English as a lingua franca is increasingly important and even compulsory in all nations throughout the world in order for them to be able to communicate effectively one to each other has prompted the awareness that English must be learned and taught in and outside schools. In Indonesia, for instance learning and teaching English is conducted extensively in formal schools beginning from early education to University levels.

For Primary School pupils, the materials to be introduced stem from what they can see every day in classroom and their neighborhood, the names of their subjects, their daily activities and the other things common to them. For this purpose, classroom needs to be provided with pictures.

More importantly, English in this early age should be taught for fun just like song are sung and games are played, being different from how other subjects, say mathematics and physics, are taught. Consequently, strict grammar is not necessary introduced. It not expected that the learner must construct grammatical sentence such as *He learns English* instead of *He learns English\**. What the important is the learners beginfeeling in mood to use English in early age, the best period to acquire second language, that the

optimum age for acquiring another language is in the first ten years of life it is then that the brain retain its maximum plasticity or flexibility.<sup>1</sup>

In English teaching for early childhood, the teacher must have a creativity, responsibility and be patient because children will not listen and concentrate about the materials that the teacher give to them if it not interest them. And the children concentrate with something that they interest maximum in 10 minutes, after that they will play around again. It's difficult when the teacher didn't have a creativity to make the children interest of what they want to teach.

In teaching English to the early childhood is different with teaching adults because in teach early children the teacher must give something that interest them. But in teaching adults, the teacher can give the materials directly, because adult is more understood what they need to learn. In teaching for early childhood, the teacher must face some problems, like to make the children concentrate of what the teacher want to teach and error pronunciation because the children can't spell some letter such as /r/, /s/, etc. Such as cow may initially read it as /kaw/ that it is similar to other words with the same spelling pattern (e.g., how, now).

However, a young English language learner who does not know what a cow is called in English may think /kaw/. To develop native language literacy, the early childhood teachers must do something to help English learners.<sup>2</sup> On the thesis of Fathor Rahman, young children 'Love to imitate and mime', they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement. This being so, an essentially oral approach is ideal, using patterned activities like games, songs and short dialogues which lend themselves to repetition.<sup>3</sup>

In teaching English for early childhood the teacher must face some problem, it happened in RA Nurul Amanah that the teachers have some

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<sup>1</sup>Himpun Panggabean, *English Language Teaching: Vol.8, No.3 (Canadian Center of Science and Education)*.p.39

<sup>2</sup>Sarah J. Shin, *Teaching English Language Learner Recommendations for Early Childhood Educators*, (Dimensions of Early Childhood vol:38 No.2,2010), p. 14

<sup>3</sup>Fathor Rahman's Thesis, *The Teacher's Teaching Strategies in English For Sciences In The Third Grade International Class Program (ICP) Of SDI AL- Munawwarah Pamekasan.(The State of Islamic College Pamekasan 2013)*, p. 2

problems to teach early children. For example, students can't full pay attention to the teacher, students unclear what to do or do the wrong thing, and students are bored, inattentive, or unmotivated. According to Wendy A. Scott and Lisbeth H. Ytreberg in their book *Teaching English to Children*, they said that one of characteristics of the young language learner is they have very short attention and concentration span.<sup>4</sup> In this early childhood the teacher have some problems e.g. the teacher can't make the students focus during the teaching learning process on the early childhood. But, the teacher has problem solving of it.<sup>5</sup> In the *Journal of Balancing Literacy Research and Instruction*, mention one of solution for the problems. Positive teacher and child interactions. High quality programs promote and demonstrate positive conversations and learning opportunities. So the children can feel emotionally safe and enjoy the learning process because it is free from stress and pressure. Additionally, the interactions that teachers have with the children demonstrate care and respect, while educationally focused.<sup>6</sup>

So, from the explanation above, the researcher wants to conduct a study about *"The Problems in Teaching English for Early childhood At RA Nurul Amanah Lawangan Daya Pamekasan"*.

## **B. Research Focus**

Research problems are the educational issues, controversies, or concerns that guide the need for conducting a study.<sup>7</sup> It means that research problems can get from issues of education e.g. method or curriculum that use by the teacher in teaching learning process, controversies of the teaching learning process done in this early childhood e.g. the problems solving that used by the teacher to make the student focus during the teaching learning process can make the students focus or instead of make the students want to play around

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<sup>4</sup> Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children (London: Longman)*, p. 2

<sup>5</sup> Interview with the English teacher at RA Nurul Amanah Lawangan Daya Pamekasan on February, 24<sup>th</sup> 2018

<sup>6</sup> Douglass Bell and Barry L. Bogan, *English Language Learners: Problems and Solutions Found in the Research of General Practitioners of Early Childhood (The Journal of Balancing Literacy Research and Instruction, 2013)*, p. 20

<sup>7</sup> John W. Creswell, *Educational Research 4th Edition (Boston : Pearson, 2012)*, p. 59

again. And some problem that need to conduct a study. Based on the discussion above the researcher formulate research focus below:

1. What are the problems faced by the teacher in teaching English for early childhood at RA Nurul Amanah Lawangan Daya Pamekasan?
2. What are the factors can impact the problems in teaching English at RA Nurul Amanah Lawangan Daya Pamekasan?
3. How does the teacher solve the problems in teaching English for early childhood at RA Nurul Amanah Lawangan Daya Pamekasan?

### **C. Research Objectives**

Research objective is a statement of intent for the study that declares specific goals that the investigator plans to achieve in a study.<sup>8</sup>

1. To know the problems faced by the teacher in teaching English for early childhood at RA Nurul Amanah Lawangan Daya Pamekasan
2. To find the factors that can impact the problems in teaching English at RA Nurul Amanah Lawangan Daya Pamekasan
3. To know the teacher solve the problems in teaching English for early childhood at RA Nurul Amanah Lawangan Daya Pamekasan

### **D. Significant of the study**

The researcher has the expectation from this research, in order it can give some advantages or some valuable contribution.

#### **1. Theoretical Significant**

- a. This study will expect to give more explanation and knowledge about problems in teaching English for early childhood, and how to solve it.
- b. The result of the research can be used as reference for people who want to conduct a similar research in English teaching learning program.

#### **2. Practically**

By doing this research, the researcher hopes that it will give useful contribution for:

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<sup>8</sup> Ibid, p.627

**a. For the Teachers**

This research can help the teachers solve the problems who they faced in teaching English for early childhood that they have same problems with the teacher in this research.

**b. For the Students**

This research can help the teacher better in teaching English, so the students can more understand about English.

**c. For the Researcher**

The researcher can get knowledge from this research about the problems that faced by the teacher in teaching English for early childhood.

**d. For Further Researchers**

The researcher hopes this research will help other researchers who will make this research to be one of reference or they will develop this research based on the other point of view.

**E. Scope and Limitation**

In scope of limitation, the researcher must tell about the limitation of variable that want to research, the population or the subject of research, and then when the research will be do, and also in scope and limitation the research can explain about the variable become sub variable as well as the indicators of it. In scope the researcher tells about the subject that want to research and in limitation, the researcher must give limit of the subject or to whom and when the research will be happened.

It is impossible the study without giving scope and limitation. The scope of this research is about problems in teaching English for early childhood. The limitation of this research will be on the teaching learning process done in RA. Nurul Amanah Lawangan Daya Pamekasan.

## **F. Definition of Key Terms**

Key term needed to avoid misunderstanding among the researcher and the reader. The definition about key term itself is an important point to make it clear in this study. So, the researcher should explain more about the terms that used in this study. Therefore, the researcher needs to clarify it, as like the terms bellow:

### **1. Problems**

Problem is thing that is difficult to deal with or understand.

### **2. Teaching English**

Teaching English is the act, practice, or profession of a teacher and the work that a teacher does in helping students to learn about English.

### **3. Early Childhood**

Early childhood, defined as the period from birth to eight years old, is a time to remarkable growth with brain development at its peak.