

CHAPTER I

INTRODUCTION

In this chapter, the researcher will discuss about research context, research focus, research objective, significant of study, scope and limitation of study and definition of key terms.

A. Research Context

In this globalization era, language is has the important role especially English as a tool of communication and the international language. Doing communication with other people is comprehended and expressed information, mind, feeling, and developed the science and culture. The introduction of English from early age is positive thing and absolute in order to improve the quality of human resources in Indonesia, particularly in the era of globalization today. In Indonesia English is as one of foreign language that has been studying from young learner.

Young learners mean children from the first year of formal schooling (5 or 6 years old) to eleven or twelve years age. Young learners have own special characteristic that differentiate from adult learners. It should be know and understood by the teacher to give contribution to improve their quality of

teaching process¹. It is mean that children are unique, they are different with adult in learning foreign language, because they have a golden age period.

At the beginning of the nineteenth century the teaching of foreign languages was done by providing language learners with text based on simple sentences containing most of the grammatical features of the target language². It is mean that study the foreign language have been continued so long time ago.

The English learners that include to the education institution were various, like young learners, and adult learners. They learned English based on their needed. In English learning process must there four principal components, such as teacher, students, material, and approach. Among four components itself, teacher is a central people that make the learning process was success. So, as an English teacher must use the good method in teaching process; especially in teaching young learners.

Someone who learn a foreign language, such as English in a formal school, in islamic boarding school, and in university is belong to the special skill. Every year, many people who have a high motivation to learn foreign language with the different goals. Some of them only a few of them who success and expected goals.³ Many factors that influence them, such as mother tongue that is being used every day. Children who have experience communicate their mother tongue will have some difficulties on learn foreign language. So, it is important

¹Novan Ardy Wiyani and Barnawi, *Format PAUD: Konsep, Karakteristik, dan Implementasi Pendidikan Anak Usia Dini* (Jogjakarta: Ar_ Ruzz Media 2012), page.32

²Ag.Bambang Setiyadi, *Teaching English a Foreign Language*, (Yogyakarta: GrahaI Ilmu 2006), page.3

³Ahmad Izzan, *Metodologi Pembelajaran Bahasa Inggris*, (Bandung: Humaniora, 2008), page. 26.

for teachers to add a foreign language subject in a school with the appropriate method.

In process of teaching, the method is needed to be more understood by students, and to achieve a better learning achievement, many kinds of ways to achieve a goal in the study.⁴ Among them: self- study (self- taught), guided learning, study group, active student learning, demonstration of learning, and others. Demonstration of learning is a major alternative in solving the problem in the study. Which is now widely into the public spotlight and attention at all educational institutions.

According to Syaiful in Alamsyah's book, demonstration method is showing about a process of the happened of moment or thing till to the show of to be known and to be understood by students fact of the imitation. In demonstration method students can participate directly in teaching learning processor in the event.⁵ Involving students directly in a learning activity is effective to help students search the answer of some questions such as; how to arrange, how to do it, and how is the process of doing it. Teaching methods with the demonstration method to clarify the meaning or to show how the passage of a certain formation processes in students. In practice it can be done by teacher or the student their self.

⁴Fahri Nuris, "Correlation Study between the Demonstration Method with Students English Speaking Achievement of VII Grade at Mts. Nurul Huda Pamekasan", (Thesis S1, STAIN Pamekasan, Pamekasan, 2007), page, 1.

⁵(Alamsyah Said dan Andi Budimanjaya, *95 Strategi Mengajar Multiple Inteelligences ; Mengajar Sesuai Kerja Otak dan Gaya Belajar Siswa* (Jakarta: Kencana, 2015), page. 245.

Vocabulary is more than lists of target language words.⁶ Actually, the lists of vocabulary found in language dictionaries that are written perfectly with some explanations based on the target language. Vocabulary here must be memorized or mastered by the language learner.

In recent years, the teaching of vocabulary has assumed its rightful place as a fundamentally important aspect of language development. This is partly due to the influence of comprehension-based approaches to language development, partly due to the research efforts of influential applied linguists and partly due to the exciting possibilities opened up by the development of computer-based language corpora.⁷ Vocabulary teaching and learning is one of the most important components of any language class. The main reason is the fact that it is a medium, which carries meaning; learning to understand and express the meaning is what counts in learning languages.

The use of teaching methods is the most important way to increase the young learners' motivation to learn English vocabulary. Every teacher has many methods to increase the students' skills because method is a part of the teaching process. Teachers usually have many methods that are appropriate with the material and the study object (students), so it can achieve the aim of learning and can add to the language study motivation.

Kindergarten of Tarbiyatus Shiban is an educational institution in Dungkek sub-district for young learners. In this school, children get some

⁶Erik Gundersen, *Second Language Teaching & Learning* (Canada: Heinle & Heinle Publishers, 1999), page. 101.

⁷Erik Gundersen, *Second Language Teaching & Learning*, p. 103.

lessons, one of them is English. In English subject, teachers just taught the introduction of English vocabulary by using some method, strategy, media, and the other to be success the teaching learning process. Although teachers just taught the introduction of English vocabulary, but teacher always use a great teaching learning method that is a demonstration method. Based on the teacher's opinion, teaching learning vocabulary use demonstration method is more effective, because of teacher showing directly example, how is the process happened, and how to pronounce well.⁸

When making a decision about what vocabulary to teach preferentially, the teacher should take into consideration mainly usefulness, or needed of the words also present the material using the suitable method. Furthermore, they must consider what vocabulary items to teach first (during early stages for course) and what vocabulary to leave for later on.⁹ From this statement, it is clear that the teacher's decision can encourage to learn a language, to achieve success instead of failure. The second language learner brings all these variables into the process of the learning the second language. Teacher also has to undertake the system and functioning of the language that he teaches in order to enable students achieve it effectiveness.

Based on the above phenomena, the researcher is interest in conduct the research about how to teach young learners in learn vocabulary at Kindergarten

⁸Uswatun Hasanah, Headmaster of Kindergarten of Tarbiyatusshibyan, Direct Interview, (Oktober, 16th 2019).

⁹Katerina Joklova, "Using Pictures in Teaching Vocabulary", (Bachelor's Thesis, Masaryk University, Brno, 2009), page, 7.

of Tarbiyatus Shibyan based on demonstration method, and how the teachers solve the problems on teaching learning process toward their approach by using demonstration method in the institution. The researcher wants to conduct research about *The Use of Demonstration Method in Teaching Learning Vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep*.

B. Research Focus

Research focus is a general education issue, controversy or concern that guide the need or conducting a study.¹⁰ The research problem of this research here related with Cresswell statement, because the research problem in this research is about the use of demonstration method in teaching learning vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep, and demonstration method here is a method that used by the teachers in teaching learning English vocabulary to young learners and the researcher wants to know how is the method applied in teaching learning vocabulary and the goals. Teaching vocabulary here is a one of lessons material of English that taught in kindergarten of Tarbiyatus Shibyan by teachers. And by this research focus, the researcher uses to make question implicit that will be answered.

Teacher should teach based on their student's needs, it is mean that the vocabulary taught must be in accordance with the learner's goals. For instance, when the teacher wants to teach English vocabulary, the teacher should provide demonstration method well when taught young learners.

¹⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (London: Pearson Education, 2015), page. 59.

Based on the research context above, there are problems of study that can be identified as follow:

1. How does the teacher use the demonstration method in teaching learning vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep?
2. How does the student's responses of the using demonstration method by the teachers in teaching learning vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep?

C. Research Objectives

After the researcher identifying research focuses, researcher will continue identify the objective of research. According to Cresswell, research objective are specific goals that the investigator plans to achieve in a study. It is mean that about the goals or purpose of this research, and researcher will shows how the researcher answers the theoretical question or the issue which the researcher wants to find in the study.

Based on the research problem above, the researcher determines this study as mean:

1. To describe how the teacher use of demonstration method in teaching learning vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep.
2. To know the student's responses of the using of demonstration method whether it can help teacher in teaching learning vocabulary at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep.

D. Significant of the Research

1. For Researcher

- a. The researcher will know more knowledge related to The use of Demonstration Method in Teaching vocabulary by teachers to young learners at kindergarten of Tarbiyatus Shibyan.

2. For Students

- a. The students can more active and have a motivation in study English
- b. The students can improve their memorize vocabulary
- c. The students can improve their imitating skill

3. For Teacher

- a. The teacher can be easier to teach English vocabulary to young learners
- b. The teacher can more creative and know their student difficulties in learn English vocabulary
- c. The teacher can make suggestion and conclusion suitable with this thesis to grown up the students creativity in study English vocabulary

4. For Reader

- a. The researcher expect the research can add new information and new knowledge for every students and readers.

The result of this research can give more information and add the reader's knowledge about the Use of Demonstration Method in Teaching Learning Vocabulary at Kindergarten of Tarbiyatus Shibyan Dungkek Sumenep

E. Scope and Limitation

1. Scope of study

Scope is limited of variable on other variable in research, population or research subject, and research localization. It also can explain variable become sub variable expose the indicators.¹¹ Scope here has function to make the researcher focus on the object which will be analyzed. The scope of this research is the use of demonstration method in teaching vocabulary.

2. Limitation of the study

Limitation is used to limit the location or area to be researched.¹² The limitation of this research is focused at kindergarten of Tarbiyatus Shibyan Dungkek Sumenep.

F. Definition of Key Terms

Definition of Key Term are explains the term that used to make the same interpretation and prevent haziness of meaning.¹³ So, in this study has the purpose of providing key terms is to avoid misunderstanding. So, the researcher will give the definition of some terms that used in this research, that are:

1. Demonstration method is a way of teaching method by demonstrating, displaying, or showing something in front of students in the classroom or outside the classroom.

¹¹ Tim Penyusun Penulisan Karya Tulis Ilmiah , *Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Pamekasan Press, 2015), page. 19.

¹²Tim Revisi, *PedomanPenulisan Karya Tulis Ilmiah* (Pamekasan: STAIN Pamekasan, 2015.),page.11.

¹³ Tim Penyusun Penulisan Karya Tulis Ilmiah, *Pedoman Penulisan Karya Ilmiah*,18- 19.

2. Teaching Vocabulary is the process of a list of words which means many unit of language used in writing and appears between space hyphens. Word is the basic element in contrasting a language. Related to English teaching learning process, language skill such as listening, speaking, reading and writing needs a series of word.
3. Kindergarten is one of education that is organized to facilitate the personal children's growth and development. Kindergarten also prepare and give some activities that can develop some development aspects of children, such as cognitive, language, social aspect, emotional, physical, and motor development.

