

CHAPTER I

INTRODUCTION

A. Background of the Study

In the process of learning a language, vocabulary learning plays a very important role. In the article “Activities that Teach Kindergarten Students Vocabulary Skills”, Sara Ipatenco states that “Vocabulary is an essential part of kindergarten literacy instruction. When children are exposed to a range of words and their meanings, they often become better readers who understand and can comprehend a variety of different texts and genres” (par.1). From the quotation in the article above, it is clear that vocabulary learning is significant for kindergarten children for their reading comprehension in the future.

However, teaching preschool children is not easy, especially for the first time teacher, as Garvie said in his book entitled Teaching English to Children that “Long years of experience have shown the most important. Without a suitable teacher, teaching young children becomes impracticable” (98). From the quotation, it is clear that is important to have a teacher that can suit the needs of young children to make the teaching and learning process run smoothly. When I was teaching English during

my internship at TKK 246 BPK Penabur, I found that the preschool children in Sun Class were not interested in learning English vocabulary. For instance, some children ran around the class, and sometimes when I was explaining the material, they were busy with their friends for chatting or playing.

I did my internship at TKK 246 BPK Penabur as an English teacher assistant to help Mrs. Anik, the English teacher at TKK 246 BPK Penabur. When I had to substitute Mrs. Anik, the English teacher in Sun class, I found the difficulty that the preschool children in the class became easily bored while studying English vocabulary when I taught them, the lesson lasted for thirty minutes. During the period, only around the first ten minutes did the children seemed interested with the lesson. The rest of the time was spent by the children being busy with themselves. I find the topic important to discuss as vocabulary is the main focus in the English lesson for kindergarten children. Thus, in this term-paper, I would like to analyze this problem to find the solution. I will try to find out the causes and the effects of the problem, so that I can propose some potential solutions.

B. Identification of The Problem

What I am going to explain in this paper is formulated in the following questions:

1. Why did I have difficulties in teaching English vocabulary to preschool children at Sun Class?

2. How did my difficulty affect teaching and learning process during my internship?
3. How should I teach the children so that they are not easily bored in learning English vocabulary?

C. Objectives and Benefits of The Study

The objectives of the study are to identify the causes and effects of the problem in teaching English vocabulary to preschool children who are easily bored at TKK 246 BPK Penabur and also to find out how the difficulty affected the teaching and learning during the internship. Moreover, I can find the solutions the handle children who are easily bored when learning English vocabulary.

There are several benefits of the study. First for the institution, especially for English teachers, they will know the causes why children can be easily bored in class and how to teach English vocabulary correctly. Furthermore, for the readers, they will know the strategy and techniques for teaching English vocabulary to preschool children. In addition, for me, I can know more about how to teach preschool children using good strategies and techniques.

D. Description of the Institution

Based on the information in the school's official website, TKK 246 BPK Penabur Bandung was established in 1955. From that moment on, the school is regarded as one of the best schools in Bandung, even in West

Java. The location of the kindergarten is on Jalan Sudirman no.246 Bandung. Besides kindergarten, there is also an elementary school. TKK 246 BPK Penabur has developed much in building structure and in organization sector in the location. Currently, this school is led by Miss Indriane as the headmistress. There are nineteen teachers and two staffs who work for TKK 246 BPK Penabur.

The vision and mission of TKK 246 BPK Penabur:

- Vision: To become a qualified Christian educational institution in Faith, Knowledge, and Service.
- Mission: To develop students' potentials optimally through good quality education and teaching based on Christian values.

E. Method of Study

The methods applied for doing the study are library research and field research. The library research was done to find theories from books and articles on the internet. The field research was held to get data from my observation during my internship. The data was recorded in a journal that I wrote based on my internship from January 13th, 2014 until February 27, 2014.

F. Limitation of the Study

The subject of my research is myself when teaching English vocabulary to preschool children at Sun Class at TKK 246 BPK Penabur. There weretwenty two children in the class, aged three to four years old. The

observation is done during my internship in Sun Class started on January 13th until February 27th 2014.

G. Organization of the Paper

This term paper starts with the Abstract, Declaration of Originality, Acknowledgements, Table of Contents, and consists of four chapters. Chapter One is the Introduction, with consists of the Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term Paper. Chapter Two is the Problem Analysis, in which I explain the causes and effects of the problem. Chapter Three is the potential solutions, which contains three potential solutions, with the analysis of their positive and negative effects. The last chapter, chapter Four is the Conclusion, in which I will give the best solution that can solve the problem. Moreover, the term-paper ends with a Bibliography and Appendices.