

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In this modern era, there are many languages that are needed for communication; one of them is English. Nowadays, it is common to use English in communication. Sukhrani states, "One common language is necessary and hence the world has recognized English as the common language of communication" (par.1). Not only is English used for communication, but many people also learn English to be used in the business and education sectors.

Right now, many schools have started using English as a means of communication. It happens in Bintang Mulia Kindergaten (henceforth, BMK). The teachers there teach the children in English every day. BMK has been using English language as a means of communication for three years. Additionally, the teachers teach the children English since they are in childcare, preschool, and kindergarten.

In the childcare and preschool class the age level of the children is between three to four years old. For kindergarten, teachers teach children between four to five years old.

When I had my internship at BMK, I found a problem related to teaching alphabet and vocabulary to children. I choose this topic because this is one of the problems that teachers often faced. In the article “Teaching English as a Foreign Language”, it is stated that “teachers are dealing with a variety of the problem in teaching alphabet and vocabulary” (par. 1). I was a teacher assistant at BMK when I had to teach alphabet and vocabulary to children in Bunny Class (3-4 years old). Based on the book entitled From Birth to Five Years written by Sheridan, the children at this age level can name and briefly explain pictures, can understand the functions of objects and know how to group the objects, and can understand part or whole concepts.

At first trial of teaching, some children were silent when I entered into the class for the first time. After a while, the children felt comfortable and could receive me as their teacher by willing to participate in the lesson. Unfortunately, some of the children in the class could not accept and remember the lesson well. When I asked some of the children to repeat or guess the alphabet and vocabulary, they just kept silent and would not give the answer of the questions. This happened because of two factors. The first factor was because some of the children could not follow and understand the lesson. The second factor was because I as a teacher assistant did not know

how to teach alphabet and vocabulary to children. In this term paper, I would like to analyze this problem and find the best solution to solve the problem.

## B. Identification of the Problem

Based on my experience during my internship program as a teacher assistant at BMK I would like to analyze:

1. Why did I have difficulties in teaching alphabet and vocabulary to children at Bunny Class in BMK?
2. What are the effects of my difficulties in teaching alphabet and vocabulary to the children?
3. How should I teach alphabet and vocabulary so that the children at BMK can follow and remember the lesson?

## C. Objectives and Benefits of the Study

The objectives of this study is to discover my difficulties in teaching alphabet and vocabulary to children at BMK. It is also meant to find the best solution to make the teacher able to teach alphabet and vocabulary to the children well.

By writing this term paper, there are some benefits for the institution, the reader of this term paper, and for me as the writer. For the institution, I expect that my term paper can help the teachers at BMK to know how to teach the

children alphabet and vocabulary so that at the end of the lesson the children can accept and remember the lessons well. Moreover, I expect this paper can make the readers know how to teach children alphabet and vocabulary. Furthermore, by writing this term paper, I can share to the readers my experience in teaching young learners, especially children. Finally, if I work as a teacher in the future, I will know how to overcome this problem, especially if I have to teach nursery class.

#### D. Description of the Institution

Bintang Kecil kindergarten is a formal education institution that was established by Yayasan Bina Insan Mulia in 1997. Bintang Kecil kindergarten changed its name into Bintang Mulia kindergarten in 2009. Bintang Mulia kindergarten is located at Jl. Kopo Permai 1 Blok A no. 0. The teaching methods used there are “Creative and Active Learning” that are manifested by doing indoor and outdoor activities or programs, such as using music in indoor activities for warming up in the morning, using computer, and having “field trip”. Bintang Mulia kindergarten has some programs in order to make the children healthy, smart, tough, independent, have a good character, and have faith, in order to increase their pleasure in learning.

The vision of Bintang Mulia kindergarten is to provide education based on a holistic Christian view, integrative, and transformative, supported by professional human resources and the updated methods. The mission of

Bintang Mulia kindergaten is to become a leading Christian educational institution which gives priority to faith, integrity, and science.

#### E. Method of the Study

For the process of collecting data about the difficulty in teaching alphabet and vocabulary to children at BMK, I use some ways. First, I gather data from the observation of eighteen children in Bunny Class during my internship. Second, I record all the data in my internship journal and I read it as there are a lot of stories and experiences during my internship at BMK. Third, to support this term paper, I read some books from Maranatha Christian University's library that are related to my problem. Lastly, I also browse on the Internet to find the theories and solutions of my problem.

#### F. Limitation of the Study

My term paper focuses on how to teach alphabet and vocabulary to children. There were eighteen children in the class. The age level of the children is between three to four years old. The observation was done during my internship program from January to March 2011 at BMK, Bandung.

#### G. Organization of the Term Paper

This term paper starts with the Abstract, a summary of the whole term paper. It is followed by Acknowledgements, which contains the list of people

who supported me during the writing of this term paper. After that is Table of Contents. Then, there are four chapters which follow : Chapter I is Introduction, Chapter II is Problem Analysis, Chapter III is Potential Solutions, and Chapter IV is Conclusion. The last part of my term paper is Bibliography, containing the list of references, and Appendix (Flowchart).