

## **CHAPTER I**

### **INTRODUCTION**

#### **I.1 Background of the Study**

In this modern era, English becomes more and more important for everybody because by mastering English as one of the international languages we can deal with many people around the world. Knowing that English is needed greatly, many people try to find effective ways in teaching English in order that those whose mother tongue is not English can master the language.

Many scholars agree that the best time for beginning to learn a foreign language is at an early age. One of the reasons is because the children's brain is in the best condition to learn quickly, as Broughton, (1978) writes in his book Teaching English as Foreign Language: "Most school experiments have determined that starting a foreign language at the age 8-9 on the one hand does not fail to catch 'the teachable moment', and on the other gives time for the basic mother tongue skills to have been firmly established" (p.168). Another reason is it is easier to teach how to articulate the foreign words when they are still young. For this reason, Broughton (1978) also writes that 'Neuro-physical clinical investigations suggest that the speech learning centre of the brain is at its maximum capacity between the first and ninth year of life' (p.168). This issue has encouraged some people to establish English courses as places for children to learn English.

In general, there are two kinds of English courses for children. The first one is a teacher-centred English course, which does not use creative teaching ways in teaching English but merely uses the English textbooks, while the second one is a student-centred English course, which uses many kinds of creative teaching ways in teaching their students.

Recently in Bandung, many student-centred English courses for children are opened. The teachers use some creative ways of teaching to attract children to learn English. The teachers think that in teaching English they can use not only the conventional aids such as English textbooks, but also other aids such as Computer Instructional Learning (CIL). The teachers usually apply creative ways of teaching by using a creative aid (Computer Instructional Learning) in teaching pronunciation, vocabulary, grammar, and listening. By using it the children will also feel the fun of learning English.

Based on the facts above, I will analyse the best ways of teaching pronunciation and vocabulary by means of Computer Instructional Learning at Kids to Success at Setrasari, Bandung.

## **I.2. Identification of the Problem**

The earlier we learn a foreign language, the faster we will master it. In Indonesia, the use of English in our daily lives is very little, thus it has made

Indonesian students find some difficulties in improving their pronunciation and vocabulary, and they need a lot of practice to master them.

Connected with the problems above, I will identify the problems as follows:

1. What are the best ways of teaching pronunciation and vocabulary at Kids to Success?
2. How does the role of Computer Instructional Learning help the students learn pronunciation and vocabulary?

### **I.3 Objectives and Benefits of the Study**

The objectives of this study are to find out:

1. The best ways of teaching pronunciation and vocabulary at “Kids to Success” at Setrasari.
2. To what extent the role of Computer Instructional Learning helps the students in learning pronunciation and vocabulary.

This term paper could be useful for:

1. Teachers of English, especially those who teach pronunciation and vocabulary, as there will be some input for them in terms of applying a creative ways of teaching.

2. Me personally, since this study will give me some more experiences that will enrich my knowledge about creative ways of teaching and various teaching aids in a student-centred English course.

#### **I.4. Concise History of the Organization / Company**

Kids to Success is situated on Jalan Surya Sumantri, Setrasari Plaza A-2. It is a lessee of Kids to Success in Florida, USA. It was established in July 2005. There were only five students and two classes at Kids to Success at Setrasari, but now there are sixty students and seventeen classes. Mr. Budi Setia Teja is in charge as a manager and Mrs. Silvia Adriana as his managing partner at Kids to Success at Setrasari.

#### **I.5. Product / Service of the Organization / Company**

Kids to Success at Setrasari is an English course which offers a fun way in learning English; hence, most of the students are children.

#### **I.6 Limitations of the Study**

In this study, I will observe the ways of teaching and the role of Computer Instructional Learning in helping the students learn pronunciation and vocabulary. This observation and the collection of data will be conducted at Kids to Success at Setrasari, Bandung.

### **I.5 Layout of the Term Paper**

This term paper starts with the Abstract, a concise summary of the entire paper in Indonesia. This abstract is followed by the Preface, in which I acknowledge the work and contribution of other parties. After that is the Table of Contents, followed by its five chapters:

Chapter I is the introduction to the analysis

Chapter II contains the library research

Chapter III deals with the performance of the research

Chapter IV contains the result and discussion of the research

Chapter V contains the conclusion, my comments and suggestions.

In the final part, I present successively the bibliography and the appendices.