

CHAPTER I

INTRODUCTION

1.1. Background of the Study

English is also the key which opens doors to scientific and technological knowledge, which is needed for the culture, education economic, social and political development of many countries in the world. From the statement above, it is obvious that everybody need to learn English in this era. In Indonesia English is one of the compulsory subjects which are taught in every level of education. In addition it is taught in kindergarten school.

In Indonesia English is taught as foreign language, because in Indonesia English is not first language. Jerry G. Gebhard (2000) defines that “English as foreign language means that English is studied by the people who live in the country where English is not the first language”. Lynne T. Diaz-Rico (2004) states that EFL “learner of English who live in places where English is, by and large, an academic subject, functioning narrowly in that culture as a tool for communicating with outsider”.

English in Indonesia as Foreign language, but English is one of compulsory subject that taught in every level of education such as in kindergarten. There are some reasons why English is taught in kindergarten, Brewter (1992: 102) stated that “early foreign language learning also aims to prepare pupils for the more formal and exam-oriented courses in next school.” Jerry G. Gebhard (2000) “in many countries where English is a foreign language, the primary goal

for children studying in the educational system is to pass English entrance exams to enter good high school and universities”.

In addition, teaching English in first level of education in this case kindergarten is teaching students with 5-6 years old which named as young learner. Harmer 1985 stated that Children (young learner) are by nature have some different characteristics that are different from adults. They like playing and moving, they absorb new things easily, but at the same time they forgot them quickly. Children feel easy dealing with one thing at a time and bored easily, sometimes kindergarten students understand what they learn about. It is because they have short span of attention or concentration.

In other addition Nursyamsiyah (2011) in her thesis define, the general characteristics of students in kindergarten as follows are:

1. Children are not able to sit for a long time yet.
2. Learn a great by good deal and using their five senses.
3. Need simple explanation of one idea at a time and a lot of repetition.
4. They are literal-minded and accept words they hear to mean exactly that.
5. They often want to be like the adults they admire and will imitate their action.

From the statement about the condition and characteristic the young children there are some problems that may arise in implementation of EFL kindergarten teaching activities. Therefore, this research is design to generate theory about implementation of English as Foreign Language kindergarten teaching activities. The content of teaching activities including planning, implementation and evaluation but the researcher focus in implementation of teaching activities that covered by pre-teaching, whilst teaching and post teaching.

1.2. Problem Statement

Related to the above description the research problem is stated:

1. How does EFL kindergarten teacher teach EFL kindergarten students?
2. What are the problems of EFL teacher in their teaching?

1.3. Objective of the Study

Concerning with the problems above, the purposes of the study was to describe:

1. The EFL kindergarten teaching activities in the class including implementation that covered by pre- teaching, whilst teaching and post teaching
2. The problems was find by the EFL kindergarten teacher during teaching activities.

1.4. Significance of the Study

Theoretical Benefit:

1. The writer of this study will generate the theory of EFL kindergarten teaching activities especially in implementation of teaching.
2. This research will give beneficial contribution as the reference for further researcher EFL kindergarten teaching activities in another place and grade.

Practical Benefit:

1. The writer hope that this research will help the EFL kindergarten teacher in order to solve the problems that they faced during teaching
2. For the school it can help the headmaster to know what kind of problems that the teachers faced and how to solve it so, the quality of education and the quality of EFL class is increased

1.5. Scope and Limitation

In order to make this study more specific, the writer determines the scope and limitation. The scope of this study is observing the activities of EFL kindergarten teacher during teaching activities. Teaching activities covered by planning, implementation and evaluation. In this case the researcher will focus on implementation with covered by pre-teaching, whilst-teaching and post-teaching. In pre-teaching, there are some activities such as opening class and classroom management. Explanation, giving new vocabularies and tasking in whilst-teaching and in post-teaching there are some activities such as review the lesson.

The limitation of this study are teachers of EFL kindergarten school.

1.6. Definition of Key Terms

In order to avoid any misinterpretation in understanding the study, the writer gives some key term which are acquired, they are stated as follows:

EFL (English as Foreign Language) is teaching of English to students whose first language is not English or the study of English by nonnative speakers living in a non-English-speaking environment. In Kindergarten, the students only study about English vocabularies and little about English conversation.

Teaching is activities to giving instruction to the students or a way of doing something. The component of teaching is planning, implementation and evaluation.

Kindergarten students are the children already in 3 until 6 years old.