

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the study

Nowadays, English becomes foreign language for Indonesian, but most of the residence cannot communicate English well. However, the growing importance of English as an international language and as a global *lingua franca* is observable clearly in all countries of the world. From its increasing status in educational curricula that English has a big role as the language of international business, tourism, news broadcasting etc. In the specific case of Indonesia, the recognition by the government of the growing importance English now plays in the world can be seen in the increasing number of schools - from kindergarten to university level – in which the medium of instruction is English (see Dardjowidjojo 2002:48-49).

In Indonesia, English belongs to subject of the lessons in every schools included at kindergarten. The main purpose why English should be introduced in this level was to recognize english language for them and also build positive thinking about English. Besides that, teaching English from this age is better because when the children enter kindergarten, their body and mental are in a very active condition. Susan (1992) believes that “Children come to primary school with this ability already highly developed” (p. 3). Their height and weight develop at a comparatively fast speed, as well their minds. However, the teaching and learning about English at kindergarten was simple, just like introduce them about

vocabularies because there is no certain English syllabus for kindergarten so the activities in the class depend on teachers as a guide for them.

In class, teachers have different ways of teaching English especially for kindergarten because the age is very young. They have different ways to introduce English language for students, selection of materials, and conducting activities in the classroom. The simple example is about technique when the teachers teach. In teaching students a simple dialogue using a picture, the first teacher asks students to look at the picture first, close their eyes while the teacher reads the dialog, then repeat the dialog bit after the teacher, repeating until they have learned it fluently and flawlessly, the students could infer that it is teaching who is the provider of all language and its meaning in the classroom. They could further infer that they should use that part of their brains that copies but not the part that creates (Stevick, 1993:432 as cited in Freeman & Diane Larsen, 2000) (p. 3). On the other hand, the second teacher has a different technique in teaching. Still same with the topic but the teacher asks students to look at the picture and describe it using words and phrases they can supply, and then students guess what the people in the picture might be saying to each other before they listen to or read the dialogue. They might infer that their initiative is welcomed and that it is all right to be wrong. If they then practice the dialog in pairs without striving for perfect recall, students might also infer that they should use the part of their brains that creates and that guessing and approximation are acceptable (Stevick, 1993:432 as cited in Freeman & Diane Larsen, 2000) (p. 4)

Based on the facts above, the writer thinks that there is a gap in themselves in teaching. We can see from this example how a particular technique might look

very different (and might lead students to very different conclusions about their learning) depending on how it is managed. Those way could produce some thoughts and belief of the teacher who is putting the techniques to practice. Teacher should have thoughts about themselves as a teacher and what they can do to help their students learn. It is very important for teachers to become aware of the thoughts that guide their action in the classroom. With this awareness, teacher will be able to examine why they do what they do and perhaps choose to think about or do things differently. Therefor, the writer wants to know about their beliefs because it has a big role in teaching and learning process and the writer ensure that if beliefs of the teachers is good, their teaching is good also. Beliefs directly or indirectly affects the teaching performance (Rokeach, 1968 as cited in Majed 2010).

Teachers' beliefs hold in relation to the content and process of teaching. It built gradually overtime depend on their dimension. Every teacher have different expectations. Therefore, the way when they teach is not same. The simple example are teacher more like teaching English by conducting drilling to make students remember for some vocabulary fast . Others, may be more complex for example teacher like using game in the class, the opinion is that learning is more effective when students involve in an activity. Based on the example above the writer have an evidence that the way of the teachers when they teach is depend on their belief.

## **1.2 Problem of the study**

Referring to the background above, the problem can be stated as follows;

1. What are kindergarten teachers' beliefs about EFL teaching ?

## **1.3 Purpose of the research**

The purpose of this study was :

1. To know the kindergarten teachers' beliefs about EFL teaching

## **1.4 Significance of the study**

In this study, the writer attempts to describe teachers' beliefs in teaching English.

Therefore, the writer divides the significance into two, those are :

### **1.4.1 Theoretically**

1. It is expected that the result of the study will generate theory on the way of teaching English at kindergarten.
2. it is expected that the result of this research will define to teachers' beliefs in EFL teaching.

### **1.4.2 Practically**

Practically, the research result are expected to :

1. Give foundation of educating to develop teaching and learning about English
2. Give basic principle of how to teach English at Kindergarten

### **1.5 Scope and limitation of this study**

In order to make this investigation more specific, the writer want to scope and limits this study. The limitation of this study is order to focus on observing the skill-based beliefs of teachers in teaching English for students in kindergarten. The scope of this study only for three English teachers at Kindergarten in Gresik. The writer chooses three teachers from some English teacher in Gresik because she wants to focuses to those teachers until she gets answer of her research questions about how does teachers' beliefs influenced in their way of teaching.

### **1.6 Definition of terms**

1. Teachers' belief : teachers' perception about the effective skill that the teacher do in teaching
  
2. English : an international language that being a foreign language in Indonesia and it is observed in all countries.
  
3. Teaching English : an activity that enables the students to communicate in a simple English to the end of the learning process.
  
4. Kindergarten : a school for very young children at age between 4 to 6 years old.
  
5. EFL teaching : an activities to give instruction to the students which the first language is not English.

6. Preparation : an activity of getting ready for students to study and got the material
7. Delivering material : give and introduce vocabularies for students