

CHAPTER I

INTRODUCTION

1.1. Background of The Study

English is an international language and the first foreign language in Indonesia. It is considered important to absorb and develop science, technology, art, and culture. In fact, textbook and other publications are mostly written in English. In order to be able to read them, people must understand English, while understanding English is not easy for everybody. Student will master English better if it is given since in early age or preschool age especially since in a playgroup level. Finocchiro (in Sabilah, 2001) stated that a foreign language is better given since they were children.

The service of education for the preschool children in Indonesia is called PAUD (Pendidikan Anak Usia Dini). UU No. 20 in 2003 about SISDIKNAS state that PAUD is the policy effort for the infancy age or 0,0 up to 6 years old that is done by giving stimulus education to help their physical and spiritual growth and development, in order to have readiness the education furthermore. One of PAUD's programs is playgroup.

Playgroup is preschool education that is almost similar with kindergarten. Generally, the playgroup students are, less than 4 years old (PKB-TK, 1994). So, the aim of teaching English at playgroup level is just to stimulate and introduce English as foreign language.

Brumfit (in Sabilah, 2001) explains that young children have more opportunities than adult. They learn all the time without having the worries and responsibilities of adult; their parent, their friends and the teachers all help them in learning. Their brain is more adaptable before puberty than after, and that acquisition of language is possible without self-consciousness at an early stage.

Mollie and Rusell (1978) said that children between the age of two and five or six learn very fast and develop their cognitive and other powers enormously. Generally, preschool children are skilled to speak, like to talk especially in their group, and their competency need to be developed by interaction, interest, opportunity, ad mining, and love-affection (Patmonodewo, 2000) And according to Rahma (2002) the way of a children learning in the age of 2 up to 3 years old is imitated in all matter that they see and hear. And their language development if this age is a beginning language. The development of their language ability by imitated too. However to help preschool children to memorize and know about English is needed the presence of something media.

Dahniar (2000:5) said that the advantage of education media was can work as effective if; a) there is a high attention from a child about teaching will be higher; b) there is a high attention a child can use their experience to be more concrete; c) con motivated child to be able to work as their selves; d) the result of children had will be difficult to forgotten. And also according to Jarwoko (2003) the educative media are all things

that can be used as media or medium to play and have education value and also can develop the potency of child's ability.

Based on the background above, teaching a foreign language like English is very difficult, but with interesting media especially educative media. The teaching of English to playgroup student is not impossible to do. One of those playgroups is AL-WALIDA playgroup. This playgroup gives English as stimulus to all students.

So, the writer was interested to make a research as quantitative, how large the influence of Educative media on the student's English at preschool AL-WALIDA Bungah Gresik. Therefore, the writer found that phenomenon is very interesting and valuable to be studied further.

1.2. Problem Statement

Regarding to the background of the study, the writer formulated the problem in the form of the question as follow:

“Is there any significant affect of the use the educative media on the teaching learning English at preschool AL –WALIDA playgroup Bungah Gresik?”

1.3. Hypothesis

According to Dujan (1994:4), hypothesis is giving a treatment, model for aspect or special character and the phenomenon, which researched. This hypothesis can be tasted with comparison between the theory result and sample result, which has empiric character.

The hypothesis examination is definite the choices on alternatives action the problem of sampling interpretation. If the specification value of

hypothesis is same or on the interval conviction, the hypothesis will be accepted. On the other hand, if in out of interval conviction, the hypothesis will be refused. Hypothesis of this study is H_1 .

Based on the definition above, in this research the hypothesis would be accepted (H_1) if there were any influences of the use of Educative games on the teaching learning English at preschool AL-WALIDA playgroup Bungah Gresik.

1.4. Purpose of The study

Based on the statement of the problem above, the writer investigated the effect of educative games on the teaching learning English at preschool AL-WALIDA playgroup Bungah Gresik in order to answer the problem statement. How large the influences of Educative media on the teaching learning English at preschool AL-WALIDA playgroup Bungah Gresik and what are the influences that can be gotten by student after they got or use educative media.

1.5. Significance of The Study

This study hopefully gives significant contribution to the writer, the teacher and the young learners. To the writer, this study may give additional knowledge about the influence of educative games on English student ability. The second is to the teacher; the writer hopes that the result of this study becomes reference to the teacher in playgroup especially on how to explore and use some kinds of form media games such as educative media as tool to teach English. The last is to the young learners. It is expected that the young learners can learn English easily and add their

English ability. The learners in playgroup will have more fun and enjoy in learning English.

1.6. Scope and Limitation

The scope and limitation in this experiment are first, the research will be done at playgroup and this study is conducted in two class of AL-WALIDA Bungah Gresik. Second, the educative media are as strategy in this study.

1.7. Definition of Key Terms

To avoid ambiguity, the writer would give the definition of some key terms as follows:

Firstly is teaching English. Teaching English is concerned with second foreign language, that the teacher has some methodology and strategies in giving English to the student. And teaching English to preschool children is different from teaching adults because the teacher should more patient and give more love-affection to the students.

Secondly are educative media. Educative media mean all of things that can be used as media or medium to play and has education value and also can develop the potency of child's ability. In the large sense, educative media can be in the form or everything around us or something simple.

Thirdly are preschool children. The preschool years last from age three until children enter a formal school at the age of about five or five and a half. This is the time when children benefit most from their independence and locomotion.

Fourthly is playgroup. Playgroup or preschool education is almost similar with kindergarten. It educates students less than 5 years. And the purpose of playgroup program is developing the children's potency since in the early age as the preparation to life and face their environment including getting ready for formal school.

Fifthly is AL-WALIDA playgroup. AL-WALIDA is a playgroup located in Bungah village. In this school, the students have already given English by the teacher.