

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The English language has developed into the most important language in the world for international communication. It is used in print and electronic media, which are commonly used by everybody in the world. It is usually used for the instruction of how to use or operate them. That is why, as English becomes an important language in Indonesia, English has been taught not only in junior, senior high schools and elementary schools but also in Kindergarten School (KTSP Curriculum).

Teaching English to kindergarten pupils is not an easy thing. Kindergarten pupils are so sensitive that the teacher may not force them in learning something. It is not easy to control children in this age in order to make them sit, keep quiet in class and focus on the lesson because they love to play and do a lot of activities. Besides, as early beginners, of course, Indonesian kindergarteners still have many problems in understanding English because English is not spoken in their society. To start teaching them English, therefore, English vocabulary should be given as the first priority as it cannot be denied that it is the central element in learning language and should be started from the very beginning. In line with this, Agustyn (1999:1) states that vocabulary itself is very important in language learning. It is the central element in the language, which

links all skills such as speaking, listening, writing, and reading. So, teaching vocabulary should be started from the very beginning of teaching the language.

Teaching vocabulary to kindergarten pupils, however, is not easy. Generally, the pupils feel bored when they are taught vocabulary because many of teachers do not help them to remember the words easily. The teacher just drills and asks them to repeat the words after him/her without using them in context, so that it only makes pupils know and remember the words but unable to understand the meaning of the words.

The teacher should be sensitive to find out interesting ways to arouse the pupils' interest in learning language. If the teacher cannot do it, the children will be bored. As a result, they have no interest in the lesson and the language as well. In order to make the pupils enthusiastic in learning the language taught there are some aspects that the teacher should pay attention to. They are the teaching technique and the materials used in the teaching-learning process.

To make the pupils interested in learning English, there are several techniques that deal with children's world such as through songs, games and drama, activities using pictures and other interesting activities. The materials should adjust the pupils' ages and their capability. Besides the techniques used, the materials used in the teaching-learning process must be appropriate to the pupils' ages and their capability.

Based on the explanation above, one of the ways to make the kindergarten pupils interested in learning English is that the pupils do an activity using pictures. Some activities using pictures are picture card games, pictures puzzle, picture coloring, etc. In this study the writer proposes picture coloring as a

teaching technique to be used to teach English vocabulary to kindergarten pupils, this is meant to help pupils learn English vocabulary easier and more interesting. However, in teaching at kindergarten is not a secret that children love to do coloring and this activity is done mostly at kindergarten schools. Picture coloring in this study is an activity in which children put color/s on a black and white or colorless picture guided by the teacher. The writer believes that having the pupils color the pictures in learning English vocabulary can make them feel that they are not learning but doing an activity they like. By doing the activity they are also allowed to use their imaginations; besides, it can help pupils understand vocabulary easier (Gnoinska, 1998: 2).

For those reasons, the writer is interested in conducting a study to find out how picture-coloring technique is done in a classroom, what kinds of pictures are preferably used in English vocabulary teaching through coloring pictures and how do the pupils respond to the teaching vocabulary through coloring pictures.

1.2 Statement of the Problems

Based on the background of the study above, the writer would like to formulate the problem as follows:

1. How is picture-coloring technique carried out to teach vocabulary to the kindergarten pupils of Indriyasana III Kindergarten ?

2. What kinds of pictures are appropriate to be used by the teacher in teaching English vocabulary to kindergarten pupils of Indriyasana III Kindergarten?
3. How do students respond to the vocabulary teaching through coloring pictures?

1.3 The Objective of the Study

Based on the statement above, this study describes how picture-coloring technique is carried out to teach vocabulary to Indriyasana III kindergarten pupils, what kinds of pictures are preferably used in the English vocabulary and how the students respond to the vocabulary learning through coloring pictures.

1.4 Theoretical Framework

This study is based on Behavioristic theory. According to behavioristic theory of learning, a process of learning is considered effective if the learner can produce a correct response to the given stimulus. "Behavior is elicited by preceding stimuli" (Brown, 1980:68). If the learners are interested in the stimuli, they will give their response and their knowledge will be reinforced deeply to keep in their mind longer. Thus, it is clear that an effective learning needs media, such as visual aids as stimuli to get the learners' responses. One of visual aids that can be used as stimuli is picture. Teaching vocabulary using pictures can motivate children in learning the language; besides, if the teaching using pictures

is carried out continuously, it will make the students able to understand and master the English words easily.

1.5 The Significance of the Study

The result of this study is, first, expected to give some contribution concerning the teaching of English especially the English vocabulary, that is to help an English teacher to achieve the teaching goal, give a variation in teaching and make the teaching-learning atmosphere in the class relaxing. Second, this study aims at giving useful information about the technique of teaching English to children especially the procedures of teaching English vocabulary through coloring pictures and the kinds of pictures that are appropriate to be used in teaching the English vocabulary to kindergarten pupils through picture-coloring technique.

1.6 The Scope and Limitation of the Study

In order to achieve the purpose of the study, the writer conducted some observations to the pupils of Indriyasana III Kindergarten Surabaya. There were two classes in the school, TK A and TK B, which consisted of 27 students in each class. The writer only took one class, which was TK B. TK B pupils were around 5 to 6 years old. So the writer expected that they understood instructions better than TK A pupils do. Besides, at Indriyasana III, English was given to the pupils in its own time allocation at the second level of kindergarten school, which was TK B.

The teaching technique proposed in this study was picture coloring which was only used for teaching single nouns. The reason why the writer only focused on the process of vocabulary teaching of nouns was that when the writer was waiting and looking at her little cousin who was studying English at Indria Sana III, the writer found out that most of the students were busy with themselves while the teacher was teaching vocabulary by explaining and drilling the names of the pictures in the pupils' book. The pupils did not pay attention to the teacher and focus on the lesson so they could not mention the names of the pictures that had been explained.

The data of this study were collected in a natural setting; the data were gathered when the English teacher was teaching so that the observation would not become a burden for the pupils as well as the teacher.

1.7 The Definition of Key Terms

To avoid misunderstanding and misinterpretation, the following terms need to be defined:

1. Picture Coloring means giving colors to plain or colorless pictures with, for examples, color pencils, paint, etc, guided by the teacher (Hornby, 1995:223).
2. Teaching is to give somebody information about particular subject or to help somebody learn something (Hornby, 1995:1225).
3. Vocabulary is total number of words which (with rules for combining them) make up a language (Hornby, 1995:1331).

4. Kindergarten is a school for very young children (Hornby, 1995:651).
6. Pupils are persons especially children who are taught in school or privately (Hornby, 1995:941).

1.8 Organization of the Thesis

This study consists of five chapters. Chapter I is the introduction of the study. Chapter II deals with some related literatures that support this study. Chapter III is the research method, and Chapter IV describes the analysis of the writer's observations about the teaching vocabulary through coloring pictures. Finally, chapter V is the suggestion and conclusion.