

CHAPTER I

INTRODUCTION

A. Background of study

English is the most frequently spoken language in the world, and it has become a mandatory subject in developing countries such as Indonesia. Beginning in the fourth year of the 1994 curriculum, English was formally taught to elementary schools. with the intention of providing students with English proficiency, including reading, listening, writing, and speaking (Yulia, 2013).

The Critical Period Hypothesis, which was developed by Eric H. Lenneberg and first mentioned by Putri (2020), emphasizes the importance of maturity in humans when it comes to language acquisition and how closely time-related this relationship is. According to general linguistic theory, young children who have not yet turned 12 or 13 find it simpler to learn and master a language than adults.

This is certainly the focus in the provision of language teaching in kindergarten where vocabulary is the first step of important component that can help master language skills. Because kids must have a vast vocabulary of words in a language, children's vocabulary growth is a crucial part of their language development. Researchers have discovered that multiple rumors still exist in our culture and threaten young children's capacity to learn new things.

In fact, the period of early childhood before the age of five is also referred to as the "golden age" since it is thought to be capable of quickly assimilating what is presented. This is in line with the idea of Creese & Blackledge (2010) That children

can learn more than one" language. Indeed, being bilingual or multilingual is a daily reality for children around the world. This is the time when educators and parents must utilize their time wisely in order to maximize this window of opportunity and optimize the potential and cognitive development of children by increasing children's potential and cognitive abilities.

Hasanah & Ulya (2020) emphasized that it is easier for children to learn something when they are accompanied by movements that correspond to what they are learning; this allows children to remember more easily than simply sitting quietly and listening. They learn by listening to and imitating adult conversations. Once they have listened, they will repeat and comprehend what adults have said. It demonstrates how environment influences how children naturally acquire language.

This proves that the most appropriate way of teaching English vocabulary to early childhood is to determine the right technique in order to stimulate children's cognitive abilities to familiarize and accept English vocabulary in daily activities. Teaching English vocabulary for early childhood is complicated; a method that is appropriate for the child's developmental stage is needed.

A teacher must also be able to instruct children in the mastery of English using strategies and practices that can promote efficient learning. Teachers face numerous challenges while attempting to teach English to young children, one of which is that they frequently lack the knowledge necessary to effectively apply instructional strategies to pupils' pronunciation of the English language. (Ningsih & Afningsih, 2019).

Children will regularly train their memory power about the vocabulary they have learned by using a variety of techniques. They will retain the information, and doing so will help them develop habits that will eventually help them remember the English words they have learnt.

In the Holy Qur'an, al-Maidah (5): 31, Allah said:

فَبَعَثَ اللَّهُ غُرَابًا ۖ يَبْحَثُ فِي الْأَرْضِ لِيُرِيَهُ كَيْفَ يُورِي سَوَاءَ أَخِيهِ

قَالَ يُوَيْلَتَىٰ أَعْجَزْتُ أَنْ أَكُونَ مِثْلَ هَذَا الْغُرَابِ فَأُورِي سَوَاءَ أَخِي فَأَصْبَحَ مِنْ

النَّدِيمِينَ

The researcher draws the conclusion that Allah SWT provides a passage that serves as an example of how people might learn by doing. mimicking and practicing help humans learn a lot. According to Ivan Pavlov quoted by Utami (2017) imitating behavior is a natural characteristic of a person by seeing and paying attention to the behavior of parents directly, both from behavior or actions. Since childhood, humans have imitated the habits or behavior around them.

The children obtained the family's recording of these habits. This is where the family comes in to play a crucial part in providing good imitation to children so that they experience positive behavioral improvements. (Razi, et al 2018). This is the rationale for the research, which uses the most basic methods and starts with a child's tiniest environment to help kids develop a variety of habits that will help them better understand language.

Currently, in many Indonesian schools, teaching English from a young age is nothing new. Due to the demands of the workplace and the age of globalization, which makes language occasionally the major capital to live, schools in Indonesia include teaching English in the curriculum using a variety of tactics and methods. Teaching English vocabulary is an extracurricular and insertion learning activity that is mandatory for all early childhood education at TK Santa Maria Banjarmasin.

In classroom, children are taught basic English vocabulary that are frequently used in daily life, words that are related to the child's environment, and so on. The purpose of this study is to examine English vocabulary teaching methods for young children. The employment of technical methods to teach English vocabulary to young children has been studied by a number of scholars in the past.

The first is the study conducted by Febriani, (2016). Their research about “The Teaching of English Vocabulary Young Learners (A Case Study at B Group Students of TK Negeri Pembina I Kota Tangerang Selatan in Academic Year 2015/2016)” This study aims to describe the use of techniques in teaching English vocabulary at TK Negeri Pembina I South Tangerang. The method used in this research is the case study method. According to the findings, the teacher used a variety of vocabulary teaching techniques that were divided into three stages. The teacher prefers using word cards and imitating activities to introduce new words. The teacher uses the technique of completing and making sentences and texts in the final stage, producing.

Lelawati, et al (2018). Their research about “The Teaching of English Vocabulary to Young Learners” This study falls under the purview of qualitative

research, The method used in this study is descriptive study. The purpose of this research is to describe the techniques used by teachers at SD Negeri Padasuka 2 in Soreang to teach English vocabulary to young students. According to the findings, the teacher employs a variety of techniques in teaching vocabulary, which is divided into two stages. The teacher prefers flashcards and miming to introduce new words in this lesson.

Hasanah & Ulya (2020) with their research title, "*Strategi Pengenalan Bahasa Inggris Pada Anak Usia Dini di TK Santa Maria Banjarmasin*". This study discusses the strategy for introducing English in Kindergarten Santa Maria Banjarmasin. Methods, media, materials, and assessment are all covered in this study. This is a descriptive qualitative study. The study's findings reveal the method used, media, English introduction material, and the assessment method used, which is observation, children's products, conversations, and anecdotes.

This study and other studies are similar in that they both look at the methods for teaching young learners the English language's vocabulary. Which in this study researchers did not only focus on the techniques used in teaching English vocabulary but also the teacher's challenges in teaching techniques in Kindergarten Santa Maria Banjarmasin with the main subject being early childhood. This study's objective is to ascertain what techniques are used and to identify teacher challenges in teaching English vocabulary at Santa Maria Kindergarten Banjarmasin so that it can become an ongoing reference for teachers and parents about the benefits and what should be prepared in teaching English vocabulary for early childhood.

B. Definition of Key Terms

To help the reader understand the significance of the key phrase, the researcher describes a few of the key terms employed in this study. Among them are:

1. Technique refers to the methods and tools in learning used by the teacher to achieve a specific goal while implementing the lesson at the time. Learning techniques are explanations and elaborations of a learning method. Learning techniques are tactical in nature, taking the form of power, methods, or tricks.
2. A teacher at TK Santa Maria Banjarmasin engages in the activity of teaching English vocabulary by introducing young students to basic words that are used frequently in daily life and may be found in their immediate surroundings. Simple noun, adjective, and verb elements make up the vocabulary that is taught.
3. Santa Maria Kindergarten Banjarmasin is early childhood education that studies English specifically vocabulary, as an extracurricular teach in class.

C. Research Question

According to the foregoing context, the following research questions are established:

1. What are the Techniques in Teaching English Vocabulary in Kindergarten Santa Maria Banjarmasin?
2. What are the teacher's challenges in using English vocabulary teaching techniques in Santa Maria Banjarmasin Kindergarten?

D. Objective of Study

The following objectives are established in relation to the aforementioned study question:

1. To explore techniques are used for teaching English vocabulary in Kindergarten Santa Maria Banjarmasin
2. To identify the teacher's challenges in using English vocabulary teaching techniques in Santa Maria Banjarmasin Kindergarten

E. Significance of Study

Benefits like the following are probably available from this study's findings:

1. Theoretical

The results of this study can be utilized to expand hypotheses concerning the application of English vocabulary teaching methods, particularly at the early childhood stage when students are beginning their study of other languages. This study is anticipated to serve as a starting point and a resource for future studies in the area of early childhood education.

2. Practical

In practice, teachers and students will be able to acknowledge new vocabulary and apply it in class. The findings of this study may be used as guideline when implementing teaching techniques, particularly when teaching English vocabulary to young students. It is intended that this study will help the community introduce English to their children.