

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Given its swift proliferation over the last few decades, English has become a lingua franca and is used as a means of communication all over the world. This enthusiasm has lowered the age at which English is taught, and many children around the world have begun studying at a young age. Kindergartens have reflected this focus in introducing English at a young age. In the 2013-2014 academic year, the Ministry of Education reduced compulsory English education in public elementary schools to grade 2. This has obviously increased interest in conducting research on the characteristics of young learners in schools in order to develop more efficient ways of teaching English.

Teaching English to young learners is not the same as teaching English to adults. The teacher must approach the young students in a different manner. They are still youngsters who are used to playing games, and they are unable to quickly adapt to the roles of the learners.

They will not sit still and concentrate on one item for the whole of the course. As a result, the theoretical portion of the thesis seeks to describe young

learners and their demands. It makes an attempt to provide guidance on how to teach young learners.

As explained by Philips (2000), the term "young learners" refers to youngsters between the first year of formal schooling and the age of eleven or twelve. Young learners' needs, expectations, interests, psychological and cognitive development are all very different from those of teenagers and adults. As learners, children are frequently more energetic and lively (Cameron, 2005:1). They are kinesthetic, get bored and lose their interest and attention easily. These differences inevitably bring an on-going debate about whether young learners can learn language better and more effectively than adults. Considering the Critical Period Hypothesis, Cameron (2005) states that young learners can learn a second language effectively before puberty as their brains are still able to use the mechanism that assists first language acquisition.

They are tactile, easily bored, and lose interest and attention. These distinctions unavoidably spark an ongoing discussion regarding whether young learners can learn language more effectively and efficiently than adults. Cameron (2005) asserts that young learners can learn a second language effectively before puberty because their brains are still able to exploit the mechanism that aids first language learning.

Learning colors for early childhood using flashcards is an effective and fun method to introduce color concepts to young children. Flashcards are

picture cards that have a colored picture or object on one side and the name of the color on the other. With a combination of visualization, association, and interactive activities, flashcards become a fun and effective medium to introduce color concepts to young children. It is also implied in the Al- Qur'an surah Al-Alaq verses 5:

يَعْلَمُ مَا الْإِنْسَانُ عَلَّمَ

This verse generally describes Allah as the source of knowledge who teaches people things that they did not know before. Although this verse does not specifically discuss color learning, this concept can be related to color learning for children using media such as flashcards. Color learning for children is about introducing and understanding the concept of color which is part of the knowledge they did not know before. In this context, the verse confirms that Allah is a teacher who gives humans new knowledge, including knowledge about colors. The use of media such as flashcards can be an effective tool in teaching colors to children. By utilizing this medium, teachers can help children gain an understanding of colors that they did not know before. In this regard, the verse reflects the concept of learning colors as part of the process in which humans are taught new things by Allah SWT.

In addition, Paramita Kusumawardhani (2019) analysed flashcards are a useful instructional tool for improving English writing skills among EYL learners. Flashcards can also assist educators and teachers in teaching writing skills. There are numerous methods to use flashcards to teach and enhance English skills. Flashcards can be used to teach and practice listening, speaking, reading, and writing. It can also be used to help students study and improve their vocabulary, pronunciation, spelling, grammar, and other skills.

The researcher concluded from previous research by Paramita Kusumawardhani (2019) that the gap between previous research and current research is flashcards were used for two purposes: filling in missing words and answering questions, and arranging the answers into a tale. Different types produce different results. In the first category, which is to finish missing words, learners, particularly EYL, struggled. It happened because some of them still didn't understand the meaning of the words and struggled to put them together correctly. Using flashcards for the second time resulted in considerable improvement among EYL learners. They were able to respond and then arrange the responses into a coherent story. It is possible that this occurs because the learners provided cues about how to create the story prior to its arrangement. They were asked to answer the questions and organize the sentences into a tale.

This study has been conducted in Aisyiyah 23 Kindergarten, where English language learning has previously occurred. Data be gathered in-depth

via observation, exams, and interviews. As a result, researcher conduct study under the heading "Optimizing English Flashcards as a Color Recognition Medium for Young Learners". Researcher conducted study from the beginning to the end of the learning process to determine the impact of employing flashcards in young children's English learning.

## **B. Definition of Key Terms**

Some terms related to research are clarified to be avoided misunderstanding.

1. English for Young Learners (EYL) is the practice of teaching English to young children. Children in their first year of formal schooling (5-7 years old) to roughly 11-12 years old are considered to be in early childhood. It can also be stated that it begins in elementary school and progresses to middle school. In this research the class being studied were students in class A of Kindergarten Aisyiyah 23. Class A was a class of children who had recently entered the children's garden.
2. Young Learners is the transition from primary or elementary school to secondary school is mostly based on the years spent in the primary or elementary levels of formal education. As a result, the ages of the young learners may differ from one country to the next. As stated by some psycholinguists, being young is one of the variables that contribute to

good language learning. In this research the researcher investigated how the use of flashcards affects English language learning in young learners.

3. Flashcards are a set of cards that have information, such as words or numbers, written on one or both sides. These cards are usually used for student practice. Generally, a card has a question on one side and an answer on the other. Flash cards are often used as a medium for memorization. In this research flashcards are used as a tool for researcher in teaching the introduction of color names in English to children in the classroom.

### **C. Research Questions**

1. How does the use of flashcards help young children learn the names of colors applied in the teaching and learning process?
2. How can flashcards optimize children's knowledge about colors in English?

### **D. Objectives of Study**

Based on the research questions, the research aims to investigate:

1. To reveal the implementation of using flashcards to help young children learn the names of colors which are applied in the teaching and learning process

2. To optimize young learners knowledge about color names in English using flashcards

### **E. Significance of Study**

This research is useful for educators, learners, professionals, and other researchers. Teaching is the process of passing on information from a teacher to a pupil over a period of time and in a certain manner. Teaching young learners is not the same as teaching adults. Lessons with young learners should be brief, lively, exciting, and incredibly fascinating because they frequently fail to focus on one thing for an extended period of time and become fatigued soon. Above all, it is critical for the teacher to understand the young learners' characteristics, instincts, and interests in their cognitive, linguistic, and emotional aspects, because this will play a critical role in how the teacher builds a lesson, ensures that the young learners are fully engaged in the learning process, achieves the objectives of a lesson, and how they respond.

It is hoped that by reading this research, readers would receive new knowledge and understanding that they can apply to their learning in the future and to subjects more than just English learning and teaching.