

## **Chapter One**

### **Introduction**

In this chapter there are six points discussed. The first is background of the research which contains the reason why the researcher chooses the topic. The second is the identification of the problem. The third is the delimitation of the research. The fourth part is the research questions. Then, objectives of the research are also discussed. Next is the significance of the research. The last is the organization of the chapter.

### **Background of the Research**

Nowadays, kindergarten has become a trend in educational field. It is a place for the very young learners who are under the age of compulsory education to study in the early age. Ersöz (2007) argues that very young learners are 3-6 years old (as cited in Er, 2014). It shows that very young learners are children who learn in kindergarten. According to Government Regulation (2010), kindergarten is a preschool education which provides early education programs for the children in the age of four to six years. Therefore, children age 3 to 6 years and school in kindergarten are also called as very young learners.

In Indonesia, many kindergartens already provide English language subject for the very young learners. Even though English is a foreign language in Indonesia, introducing English language from early age is the right step, and it is the best time for very young learners to explore and learn a new language. Therefore, starting from the early age very young learners should be introduced to many knowledge, positive activities, and even English language. Jetti, Henny, and Y (2018), stated, "Introducing English from an early age is the right step along with the demands of the times that

are being faced by this generation of nation” (p. 65). Therefore, English language is also taught in many kindergartens.

However, teaching English language to the very young learners is different from teaching English to adolescences and adults. Kindergarten teachers need media to deliver materials related to English language to make teaching and learning process more interesting and fun. It is because very young learners’ attention is different from adult and adolescences. According to Fitrawati (2013) “Children has a short attention span” (p. 64). Therefore, kindergarten teachers need teaching media to help the teachers to draw very young learner’s attention.

Kindergarten teachers have applied teaching media to support teaching and learning English language in the classroom. There are a lot of studies that focus on teaching media to teach English to very young learners. According to Rahmi (2014) there are three types of teaching media that teachers can use in English language teaching; they are audio media, visual media, and audio-visual media. However, the research does not mention the benefits from the use of those types of teaching media in English language teaching. Therefore, this research try to give contribution to find out the benefits from the use of teaching media in English language learning based on kindergarten teachers views’.

Based on informal interview to the one of private kindergarten teacher in Yogyakarta, the researcher found that the implementation of teaching media to teach English for very young learners in the classroom elicits different responses. Some of them are engaged, enthusiast, and happy but the rest are the opposite. This situation also makes the teachers confuse in choosing the appropriate media to use when teaching English to the very young learners.

Some of previous studies also mostly investigated teaching media for young learners and adults. It is still rarely to find a research on teaching media used to teach English for very young learners. Therefore, in this research the researcher would like to find out teaching media used by kindergarten teachers and also the benefits of these media to teach English for very young learners.

### **Identification of the Problem**

Teaching media is always evolving overtime. Teachers should be up dated with all types of teaching media. According to Rahmi (2014), the types of teaching media are divided into three types namely visual media which are categorized into two, display and printed media, audio media, and audio-visual media. As mentioned before, very young learners have high interest if the media are colorful and provided directly to them. Therefore, the teacher should choose, consider, and adjust their teaching media with the very young learners' characteristics before teaching English language to the very young learners.

Applying media to teach English for very young learners is not easy. The teachers feel difficult to determine the appropriate teaching media to teach English to very young learners. It is because the teachers have to consider many things while creating teaching media in teaching English for very young learners. According to Riza et al, (2014), teachers have to know the nature of young children's world, and the ways children think, and the right time to give new language to the children. It makes the teachers confuse and find it difficult to know what teaching media that can be used to teach English for very young learners.

### **Delimitation of the Research**

In conducting this research, the researcher limits the problem of the research. The researcher only focuses on exploring the teaching media that kindergarten teachers used to teach English for the very young learners, and the benefits from the use of that teaching media. Besides that, this researcher only chose three participants who are kindergarten teachers in three private kindergartens. The researchers chose one kindergarten teacher in each of three private kindergartens. Those private kindergartens are located in Yogyakarta province area.

### **Research Questions**

Based on the problems discussed above, this research is addressed to answer two questions:

1. What are the teaching media used by the kindergarten teachers to teach English for very young learners?
2. What are the benefits of using teaching media used by kindergarten teachers to teach English for very young learners?

### **Objectives of the Research**

Based on the research questions, the objectives of this research are:

1. To explore the teaching media used by kindergarten teachers to teach English for very young learners.
2. To find out the benefits of using teaching media used by kindergarten teachers to teach English for very young learners.

### **Significance of the Research**

This research is also expected to give some advantages for English teaching and learning. The significance are addressed for kindergarten teacher, kindergarten

authorize, teaching media designer, and also other researcher. The explanations are presented as follows:

**Kindergarten Teachers.** Hopefully, this research can be very beneficial for the kindergarten teachers in teaching English for very young learners. It can be used as a consideration, and reference for the teachers in choosing appropriate teaching media to teach English for very young learners. Moreover, the benefits of using each media also appears so it will be widely useful for the teachers to choose the certain teaching media that can be applied in teaching English for very young learners in their contexts.

**Kindergarten authority.** This research is beneficial for kindergarten authority. By knowing the teaching media used and also the benefits of using the teaching media, the kindergarten authority can develop and facilitate the teachers of the certain teaching media. Moreover, kindergarten authority can also know the benefits from those teaching media for the very young learners' comprehension in learning process.

**Teaching media designer.** Later, this research can also be valuable for the teaching media designer. It can be references and consideration for the teaching media designer before creating teaching media. Later, they can create and build teaching media properly that can be used by kindergarten teachers to teach English.

**Other researchers.** This research also enables other researchers to do research related to teaching media. They can also use this research as their reference to conduct another research but still in the same topic. Moreover, they can also conduct a research in teaching media field from other points, for example the weakness from the use of teaching media.

## **Organization of The Chapters**

This research is report in five chapters. Each chapter has different discussion and explanation. First chapter is the background. The second is literature review. The third is methodology. Next, the chapter talks about the findings and discussion. The last is present the conclusion and recommendations.

In the first chapter the researcher discusses six points. This chapter consists of the reason why the researcher conducts this research. The first is background of the research. The second is the identification of the problem. The third is the delimitation of the research. The fourth part is the research questions. The fifth is telling about the objective of the research, and the last is the significance of the research.

The second chapter is literature review. First, it provides the literature review on teaching English for very young learners, teaching media, kindergarten education, and the benefits of using teaching media. Second, there is also review of related studies. Last, conceptual framework is also discussed. The literature review is taken from several sources such as journal articles, and books that are related to the topic.

Chapter three explains the methodology that the researcher used to conduct this research. There are six points to be presented. First, the researcher informs the research design of this research. Next, research setting describes the place and time to conduct this research. After that, the researcher also clarifies the research participants to ease the reader to know. The researcher also explains the data instrument used for this research. Then, data collection method is explained in this chapter. The last point is the data analysis.

Chapter four explained the discussion and the findings. Regarding the research questions, the findings of this research are divided into two points. First, the teaching media used by kindergarten teachers to teach English for very young learners.

Second, the benefits from the use of teaching media to teach English for very young learners. All of the findings are also explained in detail.

Chapter five is the conclusion and recommendation. This chapter presents the summary of this research from chapter one until the chapter four, and also some recommendations for some parties. There are four recommendations. They are for the teachers, kindergarten authority, teaching media designer, and also other researchers.