

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research study. There are seven points listed in this chapter. The first is the background of the research, talking about interesting things related to the title in this study. The second is about the identification of the problem, consisting of the problem that appears and related to the title. The third is delimitation of the problem which is about research focus and the scope. The fourth is the research questions, talking about the statement of research focus that has been mentioned in every point before. The fifth is the research objective which is about the goals of the research. The sixth part is the significance of the research. In this part, the researcher presents the benefit of the research result. The seventh is the organization of the chapter which is the last part of this chapter explaining every chapter of this research.

### **Background of the Research**

Kindergarten is a place for kids to learn many things that they have not learned at home. All kids at kindergarten can learn many variations of the subject such as number, animal, English, singing, colour, social interaction and playing with teacher and friends that cannot be found at home. Kindergarten is also called as school/pre-school education for kids to learn and study with the teacher and friends together. The age for a kindergarten student is between 2 – 6 years old kids. According to Khairani (2016), early childhood student is a child at age range 2-7 years, in that age range is a golden period development of children's language skills. Learning English from early age between 2 – 6 years old is important

because in that ranges of age, children can gain a lot of words and learn one word phrase to the sentence easily.

Bilingual education is when the school using two or more languages for daily conversation also in teaching learning process. According to Kyuchukov (2018), Bilingual education improves basic education quality by facilitating classroom interaction and the integration of existing knowledge and experiences with new learning. There are two different kindergartens in Indonesia. The first is the non-bilingual kindergarten that usually teach student basic knowledge with first language or Indonesian language and the second is bilingual kindergarten or private bilingual kindergarten where English is usually applied as a daily conversation. In Indonesia, English is a foreign language that usually taught at elementary, secondary, and high school only for 2 – 3 hours in a week (Pransiska, 2017). That phenomenon is completely different from bilingual kindergarten that using English for daily conversation between teachers and students also in the teaching and learning process. Learning English at an early age has become significantly important for kids (Chu, 2014). It can be said that English becomes an everyday language at bilingual kindergarten. Bilingual kindergarten has different level for student in learning English, for example Kindergarten 1 (KG1) and Kindergarten 2 (KG2). So, teacher at kindergarten should be ready with the strategies for teaching English at bilingual kindergarten.

According to Ray and Smith (2010), kindergarten can provide the environment for the children to make the transition from their native language to English. Bilingual kindergarten is a great place for kids who want to learn English since early age, because the environment at kindergarten can support kids to learn

English. Between ages 1 to 3 years old, all of kids gain about 1,000 to 3,000 words and begin from basic form to one-word phrase, and then sentences. From ages 3 to 5 years old, they start to play with language and become aware of rhymes and phonological aspect of language such as words that begin with the same sounds (Adams, et al, 1999 as cited in Al-Darwish, 2013).

In this current development era, bilingual kindergarten becomes an option for parents to educate their kids from an early age. English is one of the most useful languages in the world, and English becomes dominant language in this era of globalization. The effect of globalization in education comes in increasing number of pre-school children who are learning English as a foreign language in school (Ng & Rao, 2013). Most parents want their kids to start learning English and be fluent in English since an early age, so bilingual kindergarten can be a good place for kids to learn English from early age. Chu (2014) stated that all parents desperately wish their children starting learning English as early as possible to possess fluent English-speaking skills and global views, which could benefit their achievement in their future. Also, at kindergarten, children can naturally learn English because the teacher has strategies to teach student from early age.

The strategies for teaching English at kindergarten is important because it can make teaching and learning process successful. Teacher should know and apply appropriate strategies to teach English for kids, because every kid has different characteristic, and different level ability. Chu argued that instructors or teacher need to design lesson plans and edit their teaching contents in a clear and understandable way (as cited in Chang, 2004, p. 100). To make teaching and

learning process successful, teacher has to design the good plan and strategies for teaching English at kindergarten. Besides making and applying the strategies for teaching English for kids, teachers at bilingual kindergarten should be creative, friendly, and passionate with kids so that teaching and learning process with kids can be successful.

Accordingly, Thus, this pandemic era impact teaching and learning English at bilingual kindergarten. It has change from classroom setting into online setting. Therefore, the teacher should prepare a suitable and good strategies for teaching English at bilingual kindergarten. According to Choi and Chung (2021), Recent studies have highlighted the importance of a modified teacher role and professional development in online classroom settings when comparing online learning to traditional face-to-face learning.

### **Identification of the Problem**

Learning English since kids is important because English is global language that can be useful in the future, everywhere and every situation. There is a lot of strategies in teaching English at kindergarten that can make learning English run well. Other than that, teacher should be mastered with the strategies so that teaching and learning process can set the great goals. One thing that helps teaching English strategies great at kindergarten are the facilities for student in the classroom. It is important to make student enjoy in learning process; the facilities are such as music room, audio visual, flash card, sensory play, picture, and games. The students at early age need those facilities to understand the lesson explained by the teacher during teaching and learning English at the classroom. Teacher

with unfriendly, impatient, not creative character at kindergarten would be unmatched with the kids. Kids at early age will feel uncomfortable when teacher is impatient or angry during the classroom. The interaction between teacher and student is necessary for teaching and learning process. Words are not enough to describe the interaction. Emphaty and emotional closeness are needed to build good relation between teacher and students (Suharjo, 2014). It is important for teachers at kindergarten to have good characters that could be nurture the students in a good way too. The unstructured lesson is one of the other problems that makes teaching and learning process at kindergarten could not be successful. Therefore, teaching strategies are made so that teachers can use it in teaching and make the learning process successful.

### **Delimitation of the Problem**

In conducting this study, the researcher limits the scope of the study. It was done because of the researcher's limitation of the time. The researcher focused on strategies used by the teacher in teaching English at bilingual kindergarten and also the challenges faced by teacher when implementing the strategies at bilingual kindergarten.

### **Research Questions**

The researcher formulated two research questions for this study. The research questions are presented below:

1. What strategies do teachers used for teaching English at bilingual kindergarten?

2. What are the challenges faced by teachers in implementing the teaching English strategies at bilingual kindergarten?

### **Research Objectives**

The research objectives are presented as follows:

1. To investigate the effective strategy used by teacher for teaching English at bilingual kindergarten
2. To know teacher's perception on the challenges faced by teachers in implementing the strategies in teaching English at bilingual kindergarten

### **Significances of the Research**

The researcher expects that this study can be useful for some parties such as teachers, pre-service teachers, and other researchers. The explanation is presented below:

**For teacher.** The researcher hopes all of teachers at every kindergarten and teacher at other place who read this study can solved their problem about teaching English for kids at kindergarten especially in bilingual kindergarten. It is because students have different characters and family background making student have different side and ability. The researcher expects this study can add knowledge about teaching English strategies especially for kids at bilingual kindergarten. Because English is foreign language, and the teacher should know and prepare for the future about the strategies of teaching English for kids especially at bilingual kindergarten. Lastly, the researcher expects that this study can be useful for every teacher in every kindergarten or every pre-school and to

all the teacher the researcher expects they can be the best teacher for their students also the family.

**For other researchers.** This research can be helpful for other researchers who want to do research about teaching English strategies for kids at kindergarten especially in bilingual kindergarten. With different research methodology and aims, this research can be inspiration and also references for other researcher in their study about teaching English strategies at kindergarten or pre-school and especially in bilingual kindergarten. Also, this research can be useful to other researchers who are working on a study in the same field as teaching English strategies for kids at kindergarten.

### **Organization of the Chapter**

There are five chapters in this study. Chapter one talks about background of the research, identification of the problem, delimitation of the problem, research questions, research objectives, significance of the research and organization of the chapter.

The second chapter is about literature review. In this part, the researcher presents the teaching English for kids, and the strategies for teaching English at kindergarten. Additionally, review of related studies is also included in this chapter.

Chapter three is about research methodology. There are six parts in this chapter. The first part is research design in which the researcher presents the design of the research used in this study. The second is research setting. In this

part, the researcher explains where and when this study conducted. The third is research participants in which the researcher talks about the people getting involved in this study. The fourth is data collection method. In this part, the researcher presents the way to gather the data. The fifth is data collection instrument which is about the instruments used to collect the data. The last is data analysis in which the researcher explains the steps in analysing the data.

Chapter four is about findings and discussions. In this chapter, the researcher presents the findings of this study. Moreover, some theories related to the finding are also included to support the findings.

The last chapter is chapter five. It is about conclusion and recommendations. The researcher presents the conclusion of this study and also give recommendations for some parties.