

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the problem of the study, the objectives of the study, the significance of the study, the scope and limitation, and definition of key terms.

A. Background of the Study

Children are active learners and thinkers. The early years are recognised as the foundation years for children's development. In particular, the first six years are important for young children in developing their first language and cultural identity, and it is during these early years that children build up their knowledge of the world around them. Children has many competence to build their ability especially for academic and it is easier for them to absorb many knowledge which they get earlier. It is better if we give them something useful which can help them later when they become adult, it is for their their future time.

Language is the most powerful tool in the development of any human being. It is undeniably the greatest asset we possess. A good grasp of language is synonymous with a sound ability to think. In other words language and thought are inseparable'. Language has a major role in supporting children's process of identify information and in helping them understand where they fit in the new environment they are are entering. The

acquisition of language is essential not only to children's cognitive development, but also to their social development and wellbeing.¹

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of choice.² English is learned not only for adult, but also for young learners. It has become the language of the world. Everyone needs to be able to read, write and speak English. English is becoming important for education, because English is a complex language to learn, especially as a foreign language, but it is easier if it start young. Every child is born with full potential for success and intelligence. If a child masters a foreign language, he or she will get deeper appreciation for other cultures, builds a foundation for academic success and opens the door to get career opportunities.

Kindergarten is a kind of school for young children, usually four to six years old that prepares them for first grade and that develops basic skills and social behavior by games, exercises, music, etc³. Group A for children aged 4-5 years and group B for children 5-6 years. Children attend kindergarten to learn to communicate, play, and interact with others appropriately. A teacher provides various materials and activities to motivate these children to learn the language and vocabulary of reading, mathematics,

¹ Cunningham, Una. *Growing Up With Two Languages*. (Canada : Library of Congress Cataloging, 2011).

² Harmer, Jeremy. *How to Teach English*. (England : Pearson Education Limited, 2007) 11.

³ Ardi, Novan. *Format PAUD*. (Jakarta : Ar-Ruzz Media, 2012) 74.

and science, as well as that of music, art, and social behaviors. A kindergarten program will support the children's development by giving them new experiences in an environment where they can explore the world around them and practice new skills, establish friendship with children of their own age and relationship with other adults, share and care materials and equipment that belong to everyone⁴.

Teaching English to young learners sometimes finds the problems that come from students, such as the students are lazy to study, feel difficulties to understand the materials or they are not interested in material. So, the teacher have to creative to manage classroom condition become comfortable, nice, and not bored, and teacher should know the ways to teach the children well.

English vocabulary is one of the elements in teaching English at the kindergarten. Vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary. There are many ways to improve the children to learn English as a foreign language. One of the ways that the researcher chooses is by using realia. The writer also chooses TK Aisyiyah Bustanul Athfal (ABA) KANDAT as a place for my research because the school is belongs to new school and the researcher have known

⁴ "Kindergarten is a Program For All Children", *LoveToKnow*, <http://www.yourdictionary.com/kindergarten>, accessed on November 28, 2012

well about the situation of the students. The researcher will encourage the students' English ability and motivating them to learn English better. From the statements above, the researcher wants to do research on the way to motivate children learning English, under the title "IMPROVING STUDENTS' VOCABULARY MASTERY IN EFL TEACHING LEARNING PROCESS BY USING REALIA AT TK Aisyiyah Bustanul Athfal (ABA) KANDAT".

B. The Problem of the Study

Based on the background above, the problem of the study can be formulated as follows : Can teaching English using Realia improve vocabulary mastery of students of TK Aisyiyah Bustanul Athfal (ABA) Kandat?

C. The Objectives of the Study

Based on the problem above, the objectives of the study is to improve the students' vocabulary mastery in EFL teaching learning process by using realia at TK Aisyiyah Bustanul Athfal (ABA) KANDAT.

D. The Significance of the Study

Hopefully, the study is useful both theoretically and practically. Theoretically, the result of this study is expected to contribute to the development of English teaching learning process at TK Aisyiyah Bustanul

Athfal (ABA) KANDAT Kediri. Practically, the researcher hopes that the result of this research will advantages for the teaching process in Kediri.

On the other hand, the result of this research is expected too to be useful for the students. For the student, it is expected that it can give more understanding about the unique and the advantages of using realia.

E. The Scope and Limitation

1. The scopes of this study are as follows :

The scopes of the study is the students of kindergarten school. The researcher takes the second grade of the students in TK Aisyiyah Bustanul Athfal (ABA) KANDAT. It is located on Jl. Darmo No. 21 Desa Purworejo Kecamatan Kandat Kabupaten Kediri as the subject.

2. The Limitation of the study are follows :

In order to make the research not too broad, the researcher limits the study. This research is focused in improving students' vocabulary in teaching learning process by using realia.

F. The Definiton of Key Terms

To avoid misunderstanding, it is necessary to state definition of key terms. The key terms are defined as follows :

1. Realia

Realia is three-dimensional objects that can be brought into the classroom for teaching aids. Realia can be cups, boxes, toys, and plastic

objects such as fruits, kitchenware, dolls, and, toy cars. Students can move and put realia on the floor or on the table when studying prepositions. Realia is appropriate tools for children learning to describe an object, for examples, teachers can a box containing realia (realia box)⁵.

2. Vocabulary

Vocabulary is a list of words in a language with their meaning⁶.

3. EFL (English Foreign Language)

EFL (English as a Foreign Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English⁷.

⁵ Suyanto, Kasihani, *English For Young Learners* (Jakarta : Bumi Aksara), 110.

⁶ Hornby, AS. 2000. *Oxford Advanced Learners's Dictionary of Current English*. New York : Oxford University Press.

⁷ *Ibid.*, 2.