

CHAPTER I

INTRODUCTION

This chapter describes the general review of the present study. It is also consist some terms which can be turned into background of the study, research problem, research objective, significances of the study, scope and limitation of the study and definition of key terms.

A. Background of Study

English is not a compulsory subject in the kindergarten curriculum in Indonesia. However, in practice many kindergarten schools implement English learning which adds value to the existence of kindergarten itself, in addition to the demands of parents. Therefore, many problems arise in the practice of ELT in Kindergarten schools, one of which is the problem of the suitability of the ELT approach and method applied to early childhood. Learning English begins to be taught by recognizing vocabulary (vocabulary), by listening (listening), speaking (speaking), and writing (writing) from an early age so that later they can master a lot of English vocabulary. Learning English can also take advantage of existing media to support language skills such as toys and interesting activities such as song movements and the like so that it will be more interesting and meaningful (Fauzia, 2016; Astutik and Aulina, 2018; Liyana and Kurniawan, 2019; Uzer, 2019).

According to Anderson (1993) Kindergarten is education provides an opportunity to develop a child's personality. Therefore, early childhood education (PAUD), especially kindergarten, needs to provide various activities that can develop various aspects of development which include cognitive, language, social, emotional, physical, and motor aspects (Suriansyah and Aslamiah, 2011: 23). Early childhood education, especially kindergarten, is education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality, this is as stated by Anderson (1993).

In educational institutions, English start to develop. There are so many schools to add English subjects, one of which is in kindergarten Education (Miranti et al, 2015; Marlianingsih, 2016; Ndraha and Kurniawan, 2019; Qadafi, 2020). In Kindergarten, there are usually two groups, namely group A with the age of 4-5 years and group B with the age of 5-6 years. Learning in Kindergarten is carried out to develop and stimulate six aspects of children's development, namely moral religious values, language, physical motoric, cognitive, social emotional, and art (DEPDIKNAS, Standar Kompetensi Pendidikan Anak Usia Dini. Taman Kanak-kanak dan Raudhatul Athfal. 2003). All aspects of development are properly stimulated according to the child's developmental stage.

Kindergarten education is a place to help the physical and spiritual growth and development of students according to the child's natural characteristics, therefore kindergarten education must provide opportunities so that children can develop all aspects of their personality through the process of playing. Play is a principle inherent in the nature of children. Kindergarten is an education organized with the aim of facilitating the growth and development of children as a whole or emphasizing on the development of all aspects of the child's personality.

Early childhood in general are children under the age of 6 years. The government through the National Education System Law defines early childhood as children with an age range of 0-6 years. Patmonodewo (2000) cited the opinion of early childhood according to Biecheler and Snowman (1993), state the preschoolers are those aged between 3-6 years.

The limits used by the National Association For The Education Of Young Children (NAEYC), and experts in general are: "Early childhood" is a child from birth to the age of eight years. So from the time the child is born until he reaches the age of 6 years he will be categorized as an early childhood. Some people call this phase or period the golden age because this period will determine what they will be like when they grow up, both physically, mentally and intelligently.

The role of the teacher is as important as the role of parents in the process of learning assistance. A teacher in kindergarten is expected to be able to establish good communication and interaction with children in order to create harmony in the learning process. The teacher plays an active role in always guiding children to be able to determine what to do and form a good and polite person.

With the establishment of good communication between teachers and students, the teaching and learning process that occurs in kindergarten will run well and optimally. Dynamic interactions between teachers and students will also create a dynamic learning climate so that children can participate in all the activities and lessons being taught. Interactions that exist in kindergarten in the teaching and learning process is to further explore the child's personality, stimulate intelligence, and hone children's talents (Sardiman, 2007).

Strategy is an action potential that requires top management decisions and a large amount of resources. So strategy is an action or activity carried out by a person or company to achieve the goals or objectives that have been set.

Strategy is a large-scale, future-oriented plan for interacting with competitive conditions to achieve organizational goals. or in other words, strategy is an action planning process to achieve the goals that have been set, by doing things that are continuous according to joint decisions and based on the point of view of current needs.

B. Research Questions

1. What are the challenges in Teaching English for Kindergarten Student at Al Azhar Bilingual Al Qur ‘an Kindergarten ?
2. What are strategies used in Teaching English for Kindergarten Student at Al Azhar Bilingual Al Qur ‘an Kindergarten?

C. Research Objective

Considering the problem of the study above, the researcher has the objective of the study: To know strategies and challenges of teaching english to kindergarten students at semen district, kediri.

D. Significance of Study

This study is expected to give the contribution for lecturer, students and researcher:

1. Students : The process of learning will be more fun, enjoy and interesting
2. Teachers : This research is expected to develop strategies for teaching English to kindergarten students. The learning process will be more fun, enjoy and interesting.
3. The future researcher : This study is expected to give information and experiences for the strategies of teaching english to kindergarten students at Semen district.

E. Scope and Limitation of the Study

Scope of research study in English learning strategies for kindergarden students. This study has limitations to know learning strategies at the kindergarden level. The limitation of this research is English as the subject of the research to be conducted. It focuses on English learning strategies in kindergarden students.

F. Definition of Key Terms

1. Kindergarten

Kindergarten is a form of early childhood education that is on the path of formal education, Kindergarten is a form of early childhood education that is on the path of formal education,

2. Early Childhood

The definition of early age is from newborns to children who are not even 6 years old. The following are the characteristics of early childhood by age category.

3. English Teaching Strategies

English teaching strategies is a procedure that facilitates a learning task.

4. Challenges in Teaching English

Objects that inspire determination to improve solve the problem skills in learning English.

5. Al Azhar Bilingual Qur'an Kindergarten

Al Azhar Bilingual Qur'an Kindergarten is a private kindergarten education agency. located on Jl. Tamansari Gg. Nurul Huda Mosque, Kediri City. The Bilingual Al Qur An Al Azhar Kindergarten uses the Merdeka PAUD curriculum, accredited A..