

CHAPTER I

INTRODUCTION

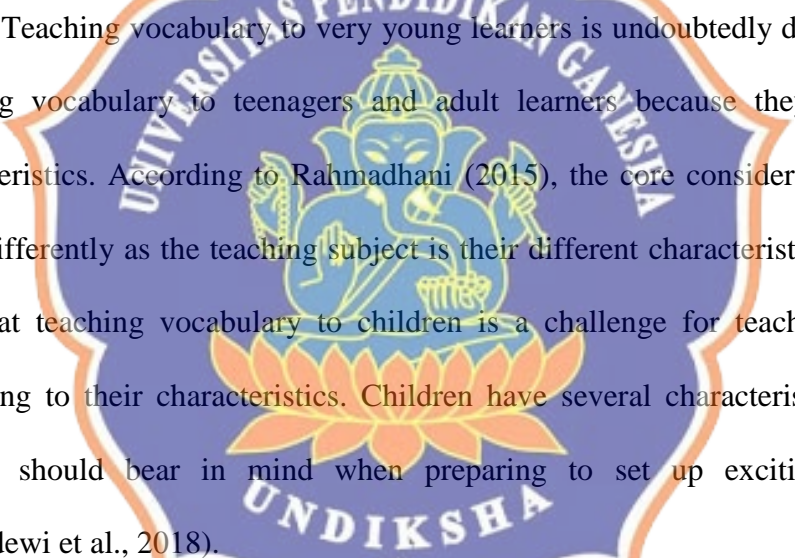
The first chapter presents an overview of the research. It consists of research background, problem identification, the scope of the study, research questions, research objectives, research significances and definition of key terms.

1.1 Research Background

Teaching English at a very young age has become more prevalent in various countries of the world. This allows young learners to become familiar with English because most work fields require someone with good English knowledge and ability in the future. One of the countries that has implemented teaching English for young learners is Indonesia (Supriyanti, 2012, as cited in Deni & Fahriany, 2020). At first, English was taught from the fourth grade of elementary school before students are taught English in junior high school and senior high school. Yet, Indonesia has implemented teaching English started from an early age, specifically kindergarten students.

The students who learn a language should master the four language skills, such as listening, speaking, reading, and writing. Furthermore, language components support the mastery of four language skills. Those language components like vocabulary, pronunciation, and grammar. One of the components that has a crucial role in mastering a language is vocabulary. Throughout life, students who learn the language will keep studying to develop the English vocabularies they learned. Thus, teachers need to teach students vocabulary

started from a very early age. The main goal of teaching English for young learners, especially kindergarten students, is to help children master, improve and understand the vocabulary to support the mastery of the four language skills (Herlina & Muji Utami, 2019). Vocabulary should be learned at such a very young age (kindergarten) since it will later affect the academic success of someone (Ilma et al., 2016). In other words, when the kindergarten students continue to higher education, elementary and secondary school, at least they have sufficient basic English vocabularies that can be used and developed in English lessons at the next level.



Teaching vocabulary to very young learners is undoubtedly different from teaching vocabulary to teenagers and adult learners because they have their characteristics. According to Rahmadhani (2015), the core consideration to treat them differently as the teaching subject is their different characteristics. It can be said that teaching vocabulary to children is a challenge for teachers to teach according to their characteristics. Children have several characteristics that the teacher should bear in mind when preparing to set up exciting activities (Mahadewi et al., 2018).

Most teachers still feel that teaching vocabulary to very young learners is not easy, especially teaching new vocabulary to kindergarten students because it requires an explanation for each part (Adi & Wijaya, 2018). The teachers have to see that the students can remember the vocabulary, and the teachers should make sure that the students can understand the meaning of those vocabularies. In teaching vocabulary to kindergarten students, there are a lot of problems. One of the problems can be caused by the teachers themselves, such as by the strategies

and media used in teaching are not consistent with young learners (Hermida, 2019). The other problem can be caused by the students like they have difficulties to memorize and understand the meaning of English vocabulary (Hermida, 2019). Thus, the teachers have to be creative in using media that follow the characteristics of young learners. In the process of teaching vocabulary to young learners, teachers are expected to use exciting media in order to foster students' interest in learning vocabulary so that the vocabularies that are learned can be remembered and understood well (Marlianingsih, 2016).

The song is one of the audio media that teachers can use to teach vocabulary to young learners. Songs are helpful as they are rich in vocabulary besides being enjoyable (Çevikbaş et al., 2018). Moreover, as we know, most young learners are more excited and motivated if teachers use songs during the learning process. Therefore, if the song is well organized, implemented, and evaluated, it will become helpful in teaching and learning vocabulary to young learners.

Some researchers have carried out studies about using songs in teaching English for children. For example, Ratminingsih (2011) proved that specially created song is an effective technique to teach English to young learners. This study aimed at boosting listening skills for elementary school students toward the use of specially composed songs. Another previous study conducted by Ratminingsih (2014) proved the effective use of thematic-based audio media with scripted songs could motivate primary school students in learning English. So, primary school teachers who teach English are recommended to use these media in teaching their students. Ratminingsih (2016) also conducted a study about the

effectiveness of a scripted song-based audio media for fifth graders of elementary schools. This study showed that this audio media was effective in improving elementary school students' English competence. The other result showed that elementary school students had a positive perception of scripted song-based audio media.

Hermida (2019) researched how vocabulary acquisition of young learners that are taught by using English songs. The result showed that most teachers use songs to introduce English vocabulary to young learners. She also found that when teachers use songs in teaching vocabulary, the circumstance of the classroom was encouraging. Çevikbaş et al. (2018) carried out a study to investigate the effect of using songs in teaching vocabulary to young learners. The result indicated that English songs aid young learners in improving their vocabulary, and the teachers perceive that song is an effective pedagogical tool to enhance vocabulary in teaching English to young learners.

From all previous studies above, it can be concluded that songs are influential audio media to teach English to primary school students. Those previous studies also proved that English songs positively impact young learners' vocabulary and English competence. It also makes the children more motivated because the class taught with songs creates an inspiring atmosphere.

Therefore, those previous studies have proved the effectiveness of English songs as an audio medium in teaching vocabulary to young learners. However, the effectiveness of using English songs among those studies was to teach children in primary school. Some studies about the use of English songs as an audio media

are conducted in primary school, but rarely found the study focused on songs in a video format in kindergarten. Thus, the previous research inspired the current researcher to investigate bilingual songs in a video format to teach kindergarten students. Bilingual songs in a video format can be classified as audio-visual media. Besides, it can be heard and can also be seen. In other words, this media consists of the bilingual song recorded by using video with the picture as the illustration and the lyrics on the video. So, young learners can learn the vocabulary through watching the video while singing a song.

Additionally, no researcher emphasizes the implementation, teachers' perception, and problems teachers face in using songs in a video format to teach English vocabulary for young learners. The implementation here means that the teachers' implementation when using bilingual songs such as their preparation and teaching process includes pre-activity, main activity, and post-activity (R. D. Wijayanti, 2017). It is crucial to investigate the teachers' implementation because it can be directly observed by the researcher to obtain more natural data. The researcher also wants to know the teachers' perception of bilingual songs in a video format. The perception can be defined as the process of information based on experience or someone's ability to think and understand something (Eggen & Kauchak as cited in (Nguyen & Nguyen, 2020). In other words, teachers' perception about bilingual songs in a video format will be based on their experiences when implementing it. It is possible that the teachers have positive perception toward the use of bilingual songs in a video format but do not implement it well. Besides that, in implementing media, the teachers certainly face some problems, and they usually find the solution to solve those problems.

The teachers will find the problems in teaching English vocabulary to young learners, and they have to solve the problems in the class (Pertiwi et al., 2020). According to Hornby (2015), a problem can be defined as a thing that is difficult to deal with or to understand. Thus, a problem is a thing or situation that is difficult to understand and needs to be solved. In term of the existing gap in those studies, it is important to conduct a study that focused on the implementation and teachers' perception toward the use of bilingual songs in a video format to teach English vocabulary to young learners in Bangli, as well as the problems, face by the teachers when using it.

After reading several journal articles, many researchers conducted studies about teaching English to young learners in some areas in Bali. Yet, the study about TEYL in the Bangli district is very limited, especially in kindergarten. It is one of the reasons why the researcher decided to do the research in Bangli Regency. The other reason is accessibility. The accessibility means that the setting of the study is easily accessible to the researcher.

To collect the information about the use of songs for teaching vocabulary to young learners, preliminary study was conducted at bilingual kindergartens in Bangli. There are two bilingual kindergartens in Bangli. Those are TK Bali Bilingual School and TK Smart Camp Bilingual School. Based on the preliminary observation, the teachers at these schools introduce English to children every day collaborating with Indonesian. In addition, the teachers in these schools have implemented bilingual songs to help children understand English vocabulary. It means that these schools could become the setting of the study. Based on the consideration and agreement with the headmaster at these schools, TK Bali

Bilingual School and TK Smart Camp Bilingual School were used as this research setting. So, the researcher concluded that TK Bali Bilingual School and TK Smart Camp Bilingual School could support this research. These schools became the study setting because this study needed bilingual kindergartens that have implemented bilingual songs in teaching English. Additionally, no researchers have done the same research about the use of bilingual songs in a video format at these schools. So, it was a good chance for the researcher to conduct this study there.

Looking at the current situation, the researcher also conducted a preliminary interview with the teachers who teach English at these kindergartens to know whether they have used songs in teaching vocabulary to young learners or not. Based on the result of the preliminary interview, the teachers at these schools who were interviewed have implemented songs in teaching English vocabulary to kindergarten students. The teachers stated that they often use English songs to introduce English vocabulary to young learners. However, sometimes they found that their children had difficulty remembering and understanding the meaning of the vocabulary in English songs. Occasionally, they use bilingual songs to teach English vocabulary to children and to help children understand the meaning of English vocabulary in songs. For instance, *I and You*, *Days of the Week*, *Colors*, *Animals*, *Ingat itu Remember*, and others. Those were the title of bilingual songs implemented in the class. Based on the preliminary interview, the teachers said that they sometimes use bilingual songs because they did not know where to find the other examples of bilingual songs that were appropriate to the theme or vocabularies targeted. So, the researcher suggested

that they look for examples of bilingual songs on some YouTube channels that provide various types of songs, especially bilingual songs. Then, the teachers could select those songs to be implemented. The other problem was that the teacher had difficulty choosing props or other alternative media that can be used while using songs to help children understand more about the English vocabulary. In recent times, the teachers in these kindergartens usually use video to explain English material. Sometimes, they use songs that are taught through videos to introduce English vocabulary to the children.

Concerning the theory and the phenomenon above, the research was conducted to investigate the implementation and teachers' perception of bilingual songs in a video format to teach vocabulary to young learners in bilingual kindergarten in Bangli and the problems they face when implementing it, as well as the recommended solution for these problems.

1.2 Problem Identification

From the background of the study above, there were several problems identified. First, most teachers feel that teaching vocabulary to kindergarten students is not easy because they need to make sure that the children can remember the vocabulary and understand its meaning. The other problem that the teacher causes is the strategies and media used in teaching vocabulary are not appropriate with young learners' characteristics. The other problem is caused by the students. The students found it was challenging to memorize and understand the meaning of English vocabulary. So, the teachers have to consider the

appropriate media to teach vocabulary for young learners to help the children remember and understand the English vocabularies that were taught. As explained above, one of the effective media that the teacher can use to teach vocabulary for children is a song.

Besides that, based on preliminary observation and interviews in bilingual kindergartens in Bangli, the teachers usually use English songs to teach vocabulary. However, the children still have difficulty remembering and understanding the meaning of vocabularies in English songs. The other problem was that the teacher had difficulty choosing props or the other alternative media that supports the use of songs to help children remember and understand English vocabulary. Based on that problem, sometimes the teachers use bilingual songs to help children remember and understand English vocabulary. In addition, they occasionally use songs that are taught through video to help their students learn the vocabulary. Therefore, the researcher was interested in conducting a study that focused on bilingual songs in a video format as an audio-visual media.

Furthermore, previous studies focused more on the English song as an audio medium and how to implement it to teach English to primary school students. Rarely found the study that underlined the practices and teachers' perception of songs in a video format, especially in a bilingual kindergarten. Therefore, the implementation and perception of teachers who teach English in bilingual kindergarten about the use of bilingual songs in a video format and the problems faced by teachers when using it as well as the recommended solution for these problems, are significant to be conducted. This study would enhance the result of previous studies regarding the use of songs.

1.3 Scope of Study

This research was conducted in two bilingual kindergartens in Bangli. Those were TK Bali Bilingual School and TK Smart Camp Bilingual School. The scope of this study was about the implementation, perception, as well as problems and solutions of using bilingual songs in teaching vocabulary to young learners by bilingual kindergarten teachers in Bangli.

1.4 Research Questions

The following were the research questions:

1. How is the implementation of bilingual songs in a video format to teach English vocabulary to young learners by bilingual kindergarten teachers in Bangli?
2. What is the perception of bilingual kindergarten teachers in Bangli about using bilingual songs in a video format to teach English vocabulary to young learners?
3. What problems do they face when using bilingual songs in a video format to teach vocabulary to young learners, and what are the recommended solutions for these problems?

1.5 Research Objectives

The purposes of this study were:

1. To analyze the implementation of bilingual songs in a video format to teach English vocabulary to young learners by bilingual kindergarten teachers in Bangli.
2. To describe the perception of bilingual kindergarten teachers in Bangli about using bilingual songs in a video format to teach English vocabulary to young learners.
3. To investigate the problems that they face when using bilingual songs in a video format to teach vocabulary to young learners and the recommended solution for these problems.

1.6 Research Significances

1. Theoretical Significance

The result of this research is expected to increase knowledge about the media in teaching English vocabulary in bilingual kindergartens, especially related to the implementation and teachers' perception of using bilingual songs in a video format and to provide information about the problems that they face when using that media and the recommended solution for these problems.

2. Practical

a. For the teacher

Through this study, the researcher expects that the teachers know the importance of using a bilingual song in a video format to children and know how to implement it well. In addition, they are expected to be more creative in using media to teach English vocabulary to young learners.

b. For the students

The students are expected to remember and understand the meaning of English vocabularies by using bilingual songs in a video format.

c. For the researcher

The researcher can know and understand the implementation, the teachers' perception, the problem and the solution when using bilingual songs in a video format in teaching vocabulary to children.

d. For the further researcher

This study is expected to inspire and give the information for the other researchers who want to investigate the same field of study, like the use of bilingual songs in a video format on different aspects.

1.7 Definition of Key Terms

1.7.1 Implementation

According to Hornby (2015), the word implementation can be defined as the act or the process of doing something that has been officially decided to start to happen or be used.

1.7.2 Perception

According to Qiong (2017), the word “perception” comes from the Latin words *perceptio* and *percipio*, which mean receiving, collecting, the action of taking possession of the mind or senses. Thus, perception can be defined as how we understand the world around us, creating a mental representation of the environment (Ward et al., 2015).

1.7.3 Bilingual Songs in a Video Format

Before the researcher states the definition of bilingual songs in a video format, it is essential to know about bilingual, song and video first. The word bilingual can be defined as the use of two languages that can involve mother tongue and foreign language (Nunan, 2011). According to Milington (2011), a song is a helpful medium in teaching vocabulary to allow the children to practice the vocabulary. Kirkgoz (2019) also stated that song is one of the media that can help children learn specific vocabulary items. The video presents language in real terms since the video is an audio-visual media (Hariyono, 2020).

From the definition above, it is concluded that bilingual songs in a video format are the audio-visual media that can help the children to learn and practice vocabulary and use two languages such as English and Indonesia. Furthermore, a

bilingual song can stimulate the children to follow the rhythm and lyrics from the song and help the children remember the vocabulary easily and improve their vocabulary acquisition (Ningsih & Rohman, 2018).

Thus, bilingual songs in a video format can be defined as one of the media for teaching English vocabulary that contains the bilingual song and packed in a video with pictures and words in it.

