

## **CHAPTER I**

### **INTRODUCTION**

This chapter comprises five sections. First, is a basic consideration explain in the research background. Second, is the problem statements that are listed to determine what this research wants to investigate. The third is the research objective as a descriptive of the aim of conducting this research. Finally, this chapter ends with the significances of the study to reveal the benefit of the research result.

#### **Basic Considerations**

English is very important to be taught as an international language. English language education is also given at different ages not just for adults. Many questions arise.

When is the right time to learn English? According to Bjorklund (2000), the ability of early childhood to learn English is very high than the ability of adult children. Hence, in learning English starting from an early age is very important because children are in a sensitive period to learn the language because brain development achieves excellent flexibility, if learning English is not from now then the flexibility of the brain will be reduced. Thus, learning English is more appropriate to do as early as possible even though teaching requires methods and methods of delivery appropriate development.

English education for children is identical to teaching the baby language. The experience of children in learning English starts from the basics that will impact on teaching methods of English teachers to students. Hence, the introduction of English

at the children's level can be seen as an early foundation for students to keep the motivation to explore and dig deeper into their English skills at the next level.

According to Ellis (1986), the acquisition of a second language conducted in the classroom is formal and characterized by the presence of teachers, learners, curriculum, syllabus, materials and objectives, and evaluation. Therefore, the work of English teachers who need to integrate these components and as much as possible forms an impressive initial impression for students. For students to have the mindset that English is a communication tool and not just a complicated foreign language.

One of the main materials in learning English in kindergarten is the addition of vocabulary. The vocabulary is one of the important factors that should be given to the students as one of the supporting components of understanding for the child over a language concept.

In a kindergarten, like most teachers, there are several techniques that teachers provide when teaching vocabulary to children. Based on a brief observation in the garden of the children, it is known that teachers teach by repetition and recitation through games and pictures and incorporating a role in teaching used learning media. The teacher assumes that by way of repetition, recitation and taking the role the child can understand the learning well. Not only that. In the learning done in kindergarten. Teachers also realize how important learning is fun. Therefore, teachers used games to evaluate children and evaluate their teaching success rates. This is by the Education Guidebook for the curriculum of PAUD 2013 which said that children

learn through play, children learn according to its development, where children are learning in concrete stages so learn to use interesting strategies.

According to Eric Erikson (1963), quoted by Soemiarti Patmonodewo (2000) that "the development of the personality and the mindset of a child is at a psychological point, between the stage (0-1) years at the oral sensory stage, (3-6) years at the crisis of autonomy versus shame and doubt. Which is a very sensitive stage for the development of children because they are the time of growth.

The most sensitive child age in language learning is between the ages of two and seven. All aspects of learning should be introduced to children before the sensitive period ends. In that period, it is very important to introduce good and true language to the children of the sun to be able to communicate with their environment. Stepping on the aesthetic period, children can be educated directly, namely through habituation to good things. Guidance towards habituation is carried out through learning while playing or it can also be a joking way that seeks to provide teaching by encouraging the child's heart, based on love.

Therefore, the learning process is the main point of education. Thus, the effectiveness of the emphasis of learning is determined by good interaction between teachers and students in the classroom. To get the best learning process, the teacher organizes lesson plans and methods in each lesson for one or more classes within a certain time.

Learning Model is a learning activity in the classroom. The preschool learning model consists of several stages that are carried out in the learning process between others;

cooperative learning models, learning model area, learning model Beyond Center and Circle Time (BCCT), and learning classical models. But in the learning process carried out in the preschool, this is different from the learning model in general. And based on the short observations that I did in June 2018 in Preschool TK Damhil, there are several dominant learning models carried out by the teacher in the classroom, namely is the learning model Beyond Center and Circle Time (BCCT).

In this learning model, the teacher used more media to play and the teacher is more dominant active in giving students learning. The teacher becomes a center in the learning process in the classroom and the teacher uses playing techniques where the teacher sits with the child in a circular position to give direction before and after play. This learning model stimulates children's thinking patterns by played and can develop children's thinking skills to the fullest. Through played children will be able to satisfy the demands and developmental needs of motoric, cognitive, creativity, language, emotions, values and attitudes.

The ability of teachers to be able to work professionally is closely related and produces effective teaching. Katz 1993 (in Colker, 2008) says that the effectiveness of teaching a teacher is the result of the unfolding of the knowledge, skills, and character of each individual. So, we can see that teachers played an important role in teaching because with the teacher we can learn many things that can build and change a child's thinking based on the knowledge, skills, and character of each child.

**Research Question**

Based on the research background above the research question are:

How is the teacher models in teaching English at preschool?

**Research objective**

The purpose of this study is to describe how the teacher model in pre-school and I would like to see the process of the teacher model in teaching pre-school English learning.

**Significance of the study**

There are several meanings of curvature that can be considered in this study. First, this research can improve the quality of the teaching and learning process. Second, improving students' learning motivation. Third, this research will give an idea to the teacher to solve students' problems, especially to memorize English. And lastly, this research is very helpful in providing information about how the model of pre-school English teaching for teachers. Thus, teachers can evaluate their teaching models in the teaching process to achieve goals.

**The scope of the study**

In this study of research, I focus on the teacher models of teaching teachers in English at preschool and I want to see what the teacher models used by the teacher in teaching English at preschool.