

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Globalization impact has made everyone should understand English as their International language. In Indonesia, English is a foreign language where adults, teenagers, or young learners learn it. The most important thing to learn a language is by learning vocabulary. People will know better about the meaning of the language if they master the vocabulary (Lelawati, Dhiya, and Mailani, 2018:95).

Vocabulary is essential in dealing communication both of spoken and written (Pushpanathan, 2017:53). It makes English is as one of languages that they learn in school. Vocabulary is a main component of language proficiency and it provides much of the basis for how well young learners can speak, listen, read, and write. In conveying and sharing opinion by oral and written, vocabulary plays a great impact for students (Isnaniah, 2018:302).

Furthermore, Istifadah (2019:36) added that vocabulary is a fundamental skill for learner to learn before they learn other skills in learning language because if they do not know about vocabulary in a language they will get a lot of difficulties. The skills of listening, speaking, reading, and writing will be easier to be performed if the learners have a lot of vocabularies.

Many children are expected to use English in their future private and professional lives (Garton, and Copland, 2019:222). Nowadays, English has

been taught earlier to young learner in Indonesia (Syafrizal, and Haerudin, 2018:40). Through teaching English vocabulary to young learner, there are four skills that will be mastered. They are listening, speaking, reading and writing. Syafrizal, *et.al* (2018:40) stated that English vocabulary as one of the language skill elements has an important role in learning foreign language such as English for young learners.

Before mastering English, mastering vocabulary is the basic knowledge that should be mastered first by students. Kurnia (2017:43) stated that vocabulary mastery is vocabulary (words) that influence the four skills in English (Listening, speaking, reading, and writing) and the more vocabularies young learners have the better their mastery of English.

Teachers have the important role to build children's vocabularies. In order to teach young learner, teachers are required to be more creative (Pushpanathan, 2017:53), so the young learners will enjoy the lesson which finally the objectives of the teaching and learning process will be successful.

Young learners are different from adult learners. Teaching English to young learners is challenging. Teacher must have a strategy to teach young learners to make them enjoy learning English in the classroom (Colidiyah, 2018:96). It is not easy for teacher to teach them. Children often seem less embarrassed than adults at talking in a new language (Cameron, 2001:1). Bransford, Brown, and Cocking (2000:79) added that children differ from adult learners in many ways, but there are also surprising commonalities across learners of all ages.

The term of 'young learner' is increasingly employed to cover children studying English from as early as 3 years old all the way up until the age of 13–14 (Rich, 2014:2). Moreover, Lelawati, *et.al* (2018:96) said that young learners are children from the first year of formal schooling (5 or 6 years old) to eleven or twelve years old. Syafrizal, *et.al* (2018:42) said that young learners are students between age of 7 and 15 which are studying in Elementary or Senior High School. Furthermore, Suharsih, and Hamidiyah (2012:7) described that children will be better in language learning before the age of 8, and they remarked under the age of 6 will be better for them in learning language.

Young learners' learning moods is not stable every other minute, they make themselves difficult to sit still. That is why the teacher should be more creative in choosing materials and able to stimulate the student's interest. They love something attractive, fun and imaginative (Silfia, Rusli, and Nasrullah, 2018:2). Octaviana (2017:124) added that learning for children should not be stressful. It should be fun and stimulating. Then, Piaget (1959:7) said that a child loves to repeat the words he hears, to imitate syllables and sounds, even those of which he hardly understands the meaning.

As we know how important the vocabulary is, so the teacher should make sure that the teaching strategy that is going to apply is able to help them in learning English vocabulary easier.

In facilitating the teaching activities, young learner teachers have to think about using some visuals activities. Suharsih, *et.al*, (2012:8) stated that

there are some kinds of media that teacher can use in teaching learning English to young learners. They are flashcards, diagram, chart, poster, video/film, animation, audio, power point, smart board, puppet, and realia. Next, Lelawati, *et.al* (2018:96) concluded that there are various kinds of media in teaching for young learners, but visual is appropriate media for them in learning vocabulary.

People play important roles in helping children to learn, bringing objects and ideas to their attention, then talking while playing and about playing, reading stories, and asking question. Moreover, adults mediate the children's world and make it able to be accessed to them. With the adults' help, children are able to do and understand much more than they can on their own.

There are many kinds of media that young learner teacher can use in teaching learning process as their activity to improve the students ability in learning English. Some research showed that some media can help them. For instance, a movie can help the students, especially English for Young Learner (EYL) to improve their writing skill (Kusumawardhani, and Nurhayati, 2019:35). Colidiyah (2018:94) found that pop-up book can improve students' English skill and make them to be active and cooperative in the classroom. Then, song is a media that can make young learner feel fun and joyful in learning a new language. Indonesian popular kid songs which are translated into English might encourage them to improve language skills (Sukirmiyadi, 2018:5).

Temaja (2017:77) stated that e-matching game is suggested to improve English language mastery for young learners because it is fun for them and also effective and low in cost. Wardiah, and Syafei (2016:395) found that young learners like to play game in their early age and through funbrain game, the teacher can teach speaking, listening, reading and writing in the same time. Furthermore, Rusiana, and Nuraeningsih (2016:199) described that traditional games can affect the students' achievement to be higher than before in four skills of English.

As the explanation above, visual and audiovisual are appropriate way to introduce English vocabulary to EYL. Letterland is a strategy that is useful in introducing English vocabulary to young learners. Letterland is provided for young learners to be fun in learning English (Rochmah, 2015:94). Then, it is the effective strategy in teaching the alphabetic and also helping in decoding unknown words. Letterland can be used to teach reading, listening, speaking, and writing. Moreover, it can be said that letterland provides song, game, and writing instruction that can be applied by using some strategies of it.

From the explanation above, it can be summarized that Letterland is a good strategy that has positive and great impact in teaching English vocabulary for young learners. It helps them to improve the skills that needed in learning a language such as reading, listening, speaking, and writing.

The following preliminary data taken during teaching learning process from the teacher and students by using the Letterland strategies:

Teacher : Okay...Find the shape "l..."

Student 1 : There (Student saw the character of letter 'l').

Teacher : Alright. Is she Lucy Lamp Light?

Student 2 : Yes.

Teacher : Listen, she wants to say something. (from the video: I am Lucy Lamp Light). What did she say? (the teacher repeated the name one more time by playing the video, so the students could listen again, from the video: I am Lucy Lamp Light).

Students : I am Lucy Lamp Light.

Teacher : I am Lucy Lamp Light. Lucy Lamp Light has so many friends. Listen to the sound. (from the video: Lion...rrrrghhhh).

Student 3 : I am so scary lion.

Teacher : Lion, so lion the voice of lion start with letter l... who is this on the top of branch? Who is this?

Student 3 : I like Cheetah, Ms.

Student 4 : Cheetah.

Teacher : It is not cheetah. Cheetah is starting with ch...

Student 1 : Leopard.

Teacher : Leopard, l...l... say leopard.

Students : Leopard.

(Source: Teacher and students from Nursery Orange class during teaching learning process)

The data showed that when the teacher asked the students to find where is the shape letter 'l'. Student said, "There" by pointing to the character of letter 'l'. From this situation, it was easy for them to find the letter 'l' by remembering the character itself. They could find it correctly. Then, the teacher asked again, "Is she Lucy Lamp Light?". The students were able to answer, "Yes". At the time, the teacher was applying the Letterland strategy called character names trick. The character name of letter 'l' is Lucy Lamp Light. Next, the teacher played the video again by clicking one of the picture

and asked them to listen to the sound (*from the video: Lion...rrrrghhhh*). Then, one student said, “I am so scary lion”. The student was scary because the lion roared. The students could see and listen nicely because of the audiovisual material used by the teacher to attract the students’ attention and make them interact at the time. Then, teacher explained, “Lion, so lion the voice of lion start with letter l...”. The students were listening to the teacher. Letter ‘l’ sounds ‘lll...’. “Leopard, l..l... say leopard”, said the teacher. Then, the students imitated what the teacher said by saying ” Leopard”. At this time, the teacher conducted the strategy of sound trick from the Letterland.

From the preliminary data above, it can be concluded that the teacher taught some vocabularies, such as lion and leopard by using some Letterland strategies which are the character names and sound. From, the teaching learning process, the young learners look happy when they watched the Letterland video. The teacher introduced the vocabulary nicely by using the strategies.

From the previous research about Letterland, there are some points that can be concluded by the researcher, such as there are four techniques used to teach vocabulary (picture, real object, guessing and translation) for EYL (Istifadah, 2019:43). From the data above, the teacher taught by showing picture, and she asked the young learners to guess about what the letter is. These two techniques are same with the previous research.

Choosing the Letterland strategies will be the real application in the class and friendly for children (Isnaniah, 2018:304). The young learners were

happy during the teaching learning process. They could learn English vocabulary in fun learning and friendly for them. Then, the other research come from Isnaniah (2016:145) that compared letterland and game in teaching vocabulary. She did in two classes, one class tested by using letterland and the other one tested by using game. From the research, it found that the letterland class has a greater result than game class. It showed that Letterland strategy is an effective way to teach young learners.

Budianto, Munawaroh, Anggraini, and Arifah (2015:70) revealed that there is good influence of using letterland towards the students' vocabulary mastery. They can memorize the vocabulary easily by using the strategies of Letterland, such as the character names, the sound, and the action of the letter. Furthermore, the use of Letterland to young learners level would help and develop their learning process in reading (Rochmah, 2015:99). By using the strategies of Letterland, it will not only help them in reading, but also in, listening, speaking and writing. They will listen to the sound, try to speak, and write it.

However, Letterland is still new in Indonesia that is why many EYL teachers do not know what it is and how to use it. So, from the explanation above, the researcher really wanted to help EYL teachers to enrich their knowledge about Letterland strategies and it hoped they can apply it in their school. From that reason, the researcher did a research entitled "The Use of Letterland Strategies in Teaching English Vocabulary to Young Learners".

1.2 The Problems of the Study

Based on the background of the study above, the problems of the study are formulated as follows:

1. What types of problem are faced by teachers while using Letterland strategies in teaching English vocabulary to young learners?
2. How are the Letterland strategies used in teaching English vocabulary to young learners?
3. Why are Letterland strategies used in teaching English vocabulary to young learners?

1.3 The Objectives of the Study

In relation to the problems of the study above, the objectives of the study are:

1. To investigate the types of problem faced by teachers while using Letterland strategies in teaching English vocabulary to young learners.
2. To analyze the ways in using the Letterland strategies in teaching English vocabulary to young learners.
3. To synthesize the reasons of using Letterland strategies in teaching English vocabulary to young learners.

1.4 The Scope of the Study

This research focused on three aspects. First, types of problem faced by teachers in using Letterland strategies to teach English vocabulary to young

learners. Second, the Letterland strategies in teaching English vocabulary to young learners. Third, reasons of the teachers in using Letterland strategies to teach English vocabulary to young learners.

It observed four classes which the class names are Nursery 1 Kiwi, Nursery 1 Cherry, Nursery 2 Orange, and Nursery 2 Mango. They are three to four years old students. They represented young learners that learnt Letterland. Furthermore, there were four teachers would be observed at a Singapore Pre-School in Medan, one teacher from Nursery 1 Kiwi, Nursery 1 Cherry, Nursery 2 Orange, and one more teacher from Nursery 2 Mango. The school has Letterland class to teach EYL. During the observation, it would be seen how the teachers used Letterland strategies in teaching English vocabulary to young learners. Then, during the interview, the teachers would be investigated about what types of problem faced while they were teaching by using Letterland strategies to young learners, and their reasons why using Letterland strategies to introduce English vocabulary to young learners.

1.5 The Significances of the Study

Through this research, it was expected to take significant both theoretically and practically:

1. Theoretically, the findings were expected to enrich knowledge about how to teach English vocabulary, other language skills and also how to use Letterland strategies in teaching EYL.
2. Practically, the findings were also expected to be useful for:

a. For the students:

Letterland can make students learn how to master English vocabulary easily and in a fun learning way. It can improve students' participation during teaching learning process and also can improve other language skills (Listening, reading, speaking, and writing) in the same time.

b. For the teachers:

Letterland is as an appropriate strategy to teach EYL in Pre-School level in order to facilitate the teachers in teaching learning process and improve students' ability in English.

c. For the reseacher:

The reseacher hoped that it was useful in the development of English teaching learning especially for young learners in Pre-School level and from this research, the reseacher got many benefits from the Letterland because she learnt how to treat young learners in teaching learning process in order that they did not feel bored in their learning.

