

CHAPTER I

INTRODUCTION

In this chapter, the writer present background of the research, question and scope of the research, research hypothesis, objective hypothesis and significance of the research, operational definition and systematization of the research.

A. Background of the Research

A school is a forum in the world of education where teaching and learning activities are carried out. In Indonesia, there are levels at the educational institution, starting from kindergarten, elementary school, junior high school to senior high school. In this study, the writer focused on the kindergarten level. Mostly, kindergarten divide the classes according to age, for example four years old children are categorized as PAUD students and five to six years old children are categorized as Kindergarten students. This categorization is supported by Scott and Yetberg (1990) who stated that children aged five to ten are considered as beginners. They are divided into two groups, including the age of five to seven years and the age eight to ten years. Scott and Yetberg also stated that the ages of five to seven years are at level one of the beginner stage, meanwhile the eight to ten years old children are at the level one and two of beginner stage because they had already learned a foreign language beforehand (p. 1).

Kindergarten school has an important role for children because it becomes a bridge for children to develop their potential to continue in further

education. Kindergarten usually has a curriculum that focuses on learning social, emotional, intellectual, physical to linguistic activities. Currently many kindergartens are starting to facilitate other aspects of learning language including learning English. Most kindergarten schools only introduce English by teaching vocabulary to their students. Meanwhile, the other kindergarten schools designed the teaching and learning process for their students to be able to speak English. Even the objective of the teaching is that the students can pronounce the words correctly.

In English, there are several skills that need to be learned, such as listening, reading, speaking, and writing skills. One of these four skills which is important in communicating is speaking skill. If the students want to be skilled in it, the students should practice speaking English in their daily conversation. Speaking covers several criteria such as pronunciation, intonation, fluency, responsiveness, rapidity, articulation, and vocabulary. Pronunciation is something that needs to be considered in speaking English because pronunciation is the way for producing the sound of the speech. Bad pronunciation can cause a bad effect on the skills. Alternatively, if your pronunciation is good, people can understand what you say, it means the teacher has to teach pronunciation when the teacher teaches speaking skills.

In pronunciation learning, there are three parts of pronunciation: stress, articulation, and intonation. Stress is emphasis the syllables of a word. Articulation is a changing of the cavity, such as teeth, lips, and tongue, which affects the difference in sound produced. Intonation is rising or falling sound

when someone speaks. In part of pronunciation, learning pronunciation at the beginner level will help students improve their English language. They will learn how a word is pronounced, how differently a word sounds produced, and also they will get used to pronouncing the correct words when they learn good pronunciation.

Although pronunciation is one of the important part in English language learning, these skills are often not given enough attention. If the teachers set certain goals for this skill, they will realize pronunciation has many advantages in speaking skill as a whole. As explained by Butler-Pascoe & Wiburg (2003), as cited in Gilakjani Abbas Pourhossein et al., (2016), the goals of teaching pronunciation are to make English easy to understand, develop students' pronunciation skills in and out of the class, help students enjoy speaking English, and make English language meet the needs of communicative skills for people.

As teaching students is a challenge and a responsibility to achieve learning goals, a teacher should recognize and understand the students characteristics. In helping to achieve the goals, teaching media then becomes essential. It can facilitate the teachers to create an enjoyable learning atmosphere. The media are tools that act as an intermediary to convey an idea that is useful for explaining material that is difficult to understand by visualizing the idea intended. There are many media we can use to teach English, like movies, reality shows, novels, magazines, story books, newspapers, podcast, radio, or songs.

Furthermore, learning foreign languages, for example the English language which most students hardly use to communicate in a daily life. This will challenge both teachers and students in teaching and learning process. Thus, teaching media become even more important, especially for kindergarten students. At the age of kindergarten student, they tend to understand the meaning that is said by the teacher not by definition.

Since kindergarten students tend to enjoy interactive media, as Brown (2007) stated that children have a short attention span when they have to deal with difficult or useless material, learning activities should be designed to capture their immediate interest (p. 88). Among the interactive media, songs are frequently used in kindergarten classrooms since they are adjustable to be implemented at the beginning, in the middle or even at the end of teaching and learning process. Generally, the teachers in kindergarten use songs because songs are considered to make them more focused.

When teaching in the classroom, the teacher can use videos to introduce English songs. Video has many advantages, such as illustrating situations which are happening, showing pictures and audio at the same time, conveying information easily, and making it possible to be played repeatedly. Therefore, this research focuses on the implementation of video songs namely Disney's Magic English.

Disney's Magic English videos can be accessed by teachers and students via DVD. Disney's Magic English has a familiar Disney theme for children. Disney's Magic English also has features as media for learning English, such

as songs, Q&A, and repetition. It can be categorized as an interactive medium because the videos are varied and have many episodes. The writer argued that applying these videos could attract the childrens interest and maintain their attention. This medium is designed for children from the age of two, therefore the vocabulary used in the videos is relatively easy.

Based on the considerations and fact above, the writer hopes that Magic English becomes a medium that can help students and teachers in learning English, especially in learning English pronunciation correctly. Therefore, the writer conducted a research by the title *"The Influence of Using Disney's Magic English for Kindergarten Students in Pronunciation at TKIT Baitul 'Aini'"*.

B. Question and Scopes of the Research

In this section the writer explained the question and scope of the research.

1. Question of the Research

Based on the previous background, the writer in this study wanted to analyze the influence of English teaching methods through Disney's Magic English for kindergarten students in pronunciation. From the following statement above the research question is :

Is there any influence of using Disney's Magic English for kindergarten students in pronunciation at TKIT Baitul 'Aini' ?

2. Scopes of the Research

Related to language skills, there are four main skills should be mastered by the students, including listening, reading, speaking and writing.

Speaking covers several criteria such as pronunciation, intonation, fluency, responsiveness, rapidity, articulation and vocabulary. Among the criteria of speaking skill, the research focuses on pronunciation only.

Moreover, in the teaching and learning process, teachers need a teaching media. There are many kinds of teaching media, including videos. The media studied in this research is video, namely Disney's Magic English. With the various sessions of learning material available in Disney's Magic English such as Q&N, songs and repetitions, the writer focused on repetition sessions to test correct pronunciation in kindergarten students.

C. Research Hypothesis

In this section, the writer explained that there are two hypotheses in this study: alternative hypothesis (Ha) and null hypothesis(Ho).

1. Alternative Hypothesis (Ha): There is influence of using Disney's Magic English for kindergarten students in pronunciation at TKIT Baitul 'Aini.
2. Null Hypothesis (Ho): There is no influence of using Disney's Magic English for kindergarten students in pronunciation at TKIT Baitul 'Aini.

D. Objective and Significance of the Research

In this section, the writer explained about the objective and significance of the research.

1. Objective of the Research

The aim of this research is focused on knowing whether there is influence of using Disney's Magic English for kindergarten students in pronunciation at TKIT Baitul 'Aini.

2. Significance of the Research

The writer hopes that this research can contribute theoretically for :

a. Teachers

It is expected that the teachers acknowledge the importance of using interactive media including Disney's Magic English in teaching pronunciation.

b. Schools

It is expected that the schools understand that pronunciation should be a part of teaching materials in curriculum.

c. The other researchers

It is hoped that the other researchers realized Disney's Magic English as one of teaching media can be studied in its relation with pronunciation.

Practically, this research is expected to be beneficial for several parties, such as

a. Teachers

It is expected that this research can be useful for language teachers because it provides ideas in teaching English pronunciation.

b. Schools

It is expected that the schools can provide proper facilities so that attractive media, such as Disney's Magic English, can be implemented in the classrooms.

c. The other researchers

It is expected this research can encourage the other researchers to study the use of other media in teaching pronunciation.

E. Operational Definition

In this section the writer explained the operational definition about :

1. Influence

Influence is defined as the scope to have an effect on the development, character, or behavior of someone or something.

2. Disney's Magic English

Disney's Magic English is a media by videos, which has a Disney cartoon theme concept and become a media for learning English for children.

3. Kindergarten school

Kindergarten school is an educational institution for ages four to six years, which has an important aspect in developing a child's personality to prepare for further education.

4. Pronunciation

Pronunciation is how someone can pronounce and produce sounds which include stress, articulation, and intonation.

F. Systematization of the Research

Systematization of research is needed to make readers understand the general content of this research. This research consists of five chapter as follows :

Chapter I Introduction explained about the background of the research, the scope of the problem, the question of the research, the objectives of the research, the significance of the research and the systematics of the research.

Chapter II Theoretical description explained the description about the definition of pronunciation, teaching pronunciation and Disney's Magic English media. The definition will give the information for the writer to conduct the research.

Chapter III This chapter contains about the methodology of research involves systematically about time and place, population and sample, method of the research, instrument and variable of the research, and technique of the data analysis.

Chapter IV Data analysis presents about data description, data analysis hypotesis, and data interpretation.

Chapter V This chapter is the final of the research. It contains about conclusion and suggestion give a summary based on the research and some suggestion which relate of the research.