

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Teaching English to young learner are necessary. There are some reasons why English taught to young learner. Fiona Cooper (2007:4) states that the children find it easy to accept a new linguistic code because they are still learning their own. Also they find it easy to pronounce the new sounds for the same reason and don't feel self-conscious about sounding different. Besides that, if they have good experience of learning a language at this age, they will remember it with fondness, so will find it easier to learn language later in life.

However, there are some differences in teaching a foreign language (English) in contrast to teaching adults or adolescents because they have some characteristics. Cameron (2001:1) explains that children are often more enthusiastic and lively as learners, pleasing the teacher rather than their peer group, will have a go at an activity even when they don't quite understand why or how, seem less embarrassed than adults at talking, their lack of inhibition helps them get a more native-like accent, they lose interest more quickly, they are less able to keep themselves motivated on task when they find difficult, don't have the same access as older learners to met language used by the teachers to explain grammar. Based on those characteristics, teacher's technique has important rule as facilitator in learning process especially in classroom activity. So, the learning process is not boring but it can make fun, interesting and effective.

In teaching English, vocabulary plays an important role. It is an element that links the four skills of language such as, listening, speaking, reading and writing. Besides that, it is the basic of English component that must have mastered by children before they do communication in society.

In teaching vocabulary to young learners is different and interest. According to Caroline, the young children learn vocabulary items related to different concepts they are learning (2005:121). For example, when children learn numbers in their native language, they are adding numerical concepts as well as vocabulary items. So, creative teaching technique is needed by teacher to make learning more interest, effective, innovative and imaginative in the classroom activity.

Creative can be defined as the ability to create imaginatively, innovatively, artistically, and characterized by being original or new, formed by a new process. Cremin (2000:4) states that the creativity involves the capacity to generate, reason with and critically evaluate novel supposition or imaginary scenarios, such as the creative process involves risk, uncertainly, change, challenge, and critically.

In teaching creativity, one must be taught creatively by teacher: that is, it will take a great deal of creative effort to bring out the most creative thinking in class. Creativity is not only required element for creative instructor. The teacher must also know their field and know how to create an appropriate learning environment.

According to Cremin (2000:4), the teaching English creatively offers ideas to involve children and demonstrates the potential of creative teaching to develop children's knowledge, skills, understanding and attitudes. So, the creative

technique is most important in teaching English vocabulary because creative technique can develop children's knowledge, skills, understanding, and attitude. Based on NACCCE in Cermin's view (2000:4), the teaching creatively involves teacher in making learning more interesting and effective and using imaginative approach in the classroom.

Besides, according to Dra. Indrawati, et al (2009:14), the creative learning is the learning which stimulates students to develop their ideas to utilize presents source of study or media. Additionally, they also explain some of the strategies to develop student's creativities, they are: giving exploration to students and to develop ideas and new knowledge, always respond and appreciate their ideas, always appreciate student's initiative and pressing to process not the end value of student's creations. However creative teaching applies flexible and appropriate techniques so that classes are fun and interesting. (Shi-Jer Lou, Nai-Ci Chen, Huey-yin, Kuo-Hung, Ru-Chu Shih, 2012:779)

Based on the explanations, the writer is attracted to do research about creative technique of teaching vocabulary to young learner which is used by teacher at kindergarten Sabilussalam. This school is chosen by the writer because English is taught in this school as extracurricular subject. Additionally, the teacher of kindergarten Sabilussalam has background English education. Besides that, the vocabulary teaching in Sabilussalam kindergarten is variety and interesting. Based on the first survey to field in Sabilussalam kindergarten, English learning in this school is interest and various. So, the students seemed very active and happy in English learning because the teacher uses various techniques of teaching vocabulary in English learning.

In this study, the researcher focuses to research creative techniques of teaching vocabulary to young learner which used by teacher at Sabilussalam kindergarten, the implementation of the creative teaching techniques and the problems of the implementation of the creative techniques of the teaching vocabulary at kindergarten Sabilussalam.

1.2 The Statement of The Problem

According to Creswell (2010:64), the statement of the problem section includes the actual research problem as well as four aspect, they are: the topic, the research problem, a justification of the importance of the problem as found in the past research and in practice, the deficiencies in our existing knowledge about the problem, and the audiences that will benefit from a study of the problem. Besides that, research questions narrow the purpose into specific questions that the researcher would like answered or addressed in the study (Creswell, 2010:60).

In this study, the researcher focuses to four problems which are formulated as follows:

- 1.2.1 What are the creative techniques used by teacher in teaching vocabulary at Sabilussalam kindergarten?
- 1.2.2 How does the teacher implement the creative techniques in teaching vocabulary at Sabilussalam kindergarten?
- 1.2.3 What are the advantages of the implementation of the creative techniques in teaching vocabulary at Sabilussalam kindergarten?

1.3 The purposes of The Study

Creswell (2010:60) states a purpose is the major intent or objective of the study used to address the problem. Based on the statements of the problems, the purposes of this study are:

- 1.3.1 To find out the creative techniques used by teacher in teaching vocabulary at Sabilussalam kindergarten.
- 1.3.2 To find out the implementation of the creative techniques in teaching vocabulary at Sabilussalam kindergarten.
- 1.3.3 To find out the advantages of the implementation of the creative techniques in teaching vocabulary at Sabilussalam kindergarten.

1.4 The Significance of The Study

Based on the purposes of study, this study is expected to be able to help teacher to understand how to teach English creatively especially in teaching vocabulary to young learners. Theoretically, the researcher hopes this study can be expected to contribute some concept of teaching vocabulary creatively to young learners. And practically, the researcher hopes this study can be expected to give ideas about the creative techniques in teaching vocabulary especially to young learner at kindergarten.

1.5 The Scope and Limitation of The Study

In this study, the writer focuses on the creative techniques in teaching vocabulary, the implementation of creative techniques in teaching vocabulary, and

the problems of the creative techniques in teaching vocabulary for young learners at Sabilussalam kindergarten.

1.6 The Definition of Key Terms

According to Fraenkel & Wallen (2007: 27), states key term is a constitutive definition uses additional terms to clarify meaning. To avoid misunderstanding about concept of the terms used, the researcher provides some key terms as follows:

1.6.1 The creative teaching techniques

According to Merriam Webster's dictionary, the technique is a way of doing something by using special knowledge or skill/ the way that a person performs basic physical movements or skills. While, Cremin (2000:4) states that teaching creatively involves teachers in making learning more interesting, effective, using imaginative approach in the classroom.

So, the creative teaching technique is the way that a teacher performs basic physical movement or skill to learn his student by using his special skill to involve your children and demonstrates the potential of creative teaching to develop children's knowledge, skills, understanding and attitudes. In this study, refers to Teacher's creative techniques in teaching vocabulary at Sabilussalam kindergarten.

1.6.2 The vocabulary creative teaching techniques

Vocabulary Creative teaching technique is vocabulary teaching technique that implemented creatively based on characteristics of creativity in education and element of creative English practice. According to Teresa Cremin (2000), that the *Teaching English Creatively* offers ideas to involve children and demonstrates the potential of creative teaching to develop children's knowledge, skills, understanding and attitudes.

In this study, refers to the vocabulary creative teaching techniques for young learner ages 6-7 which used by teacher at Sabilussalam kindergarten.

1.6.3 The Implementation of the creative teaching techniques:

In this study refers to teacher's steps of implementing creative techniques in teaching vocabulary at Sabilussalam kindergarten.