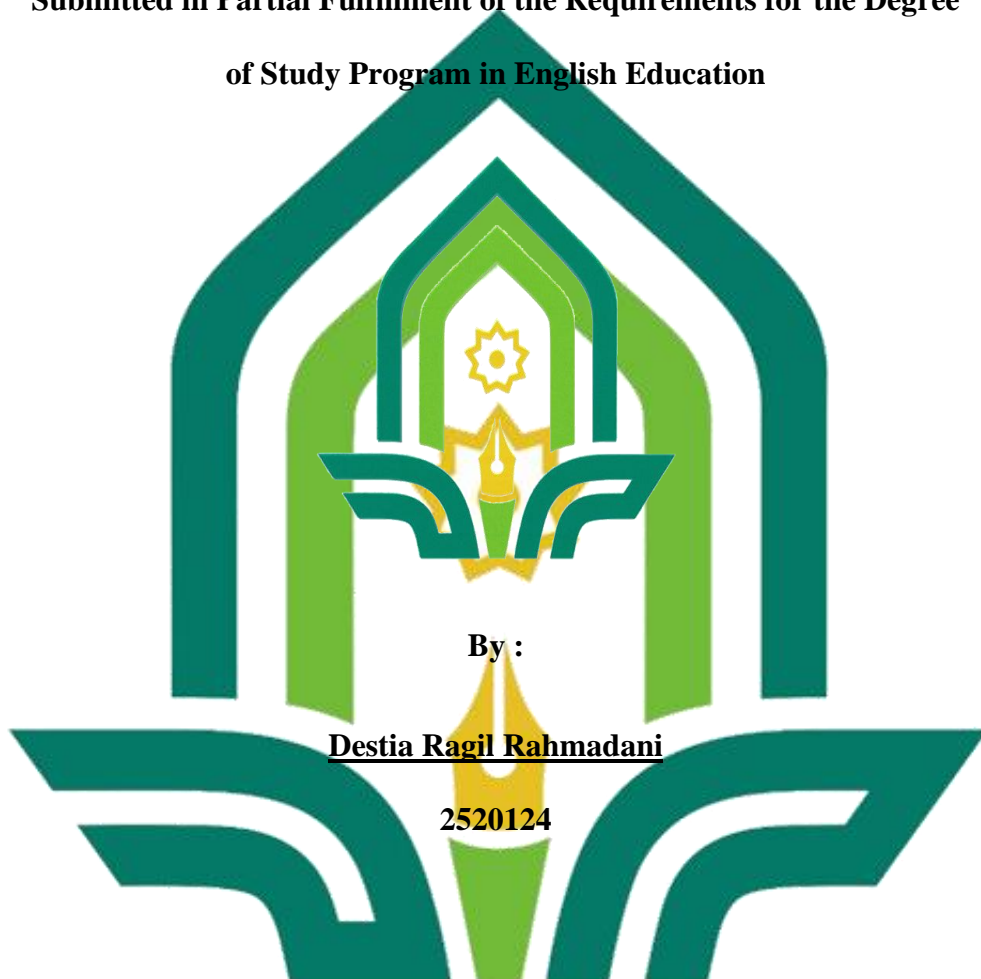


**EXPLORING KINDERGARTEN TEACHERS' STRATEGIES AND
CHALLENGES IN INTRODUCING ENGLISH DAILY VOCABULARY**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of Study Program in English Education**



By :

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/ibu, saya sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

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Thank you all for your invaluable contributions.



Motto

“Dengan nama apapun, bunga mawar akan tetap sama harumnya”

Puteri Indonesia Sumatera Barat 2018

“Every strike brings me closer to the next home run”

Babe Ruth



ABSTRAK

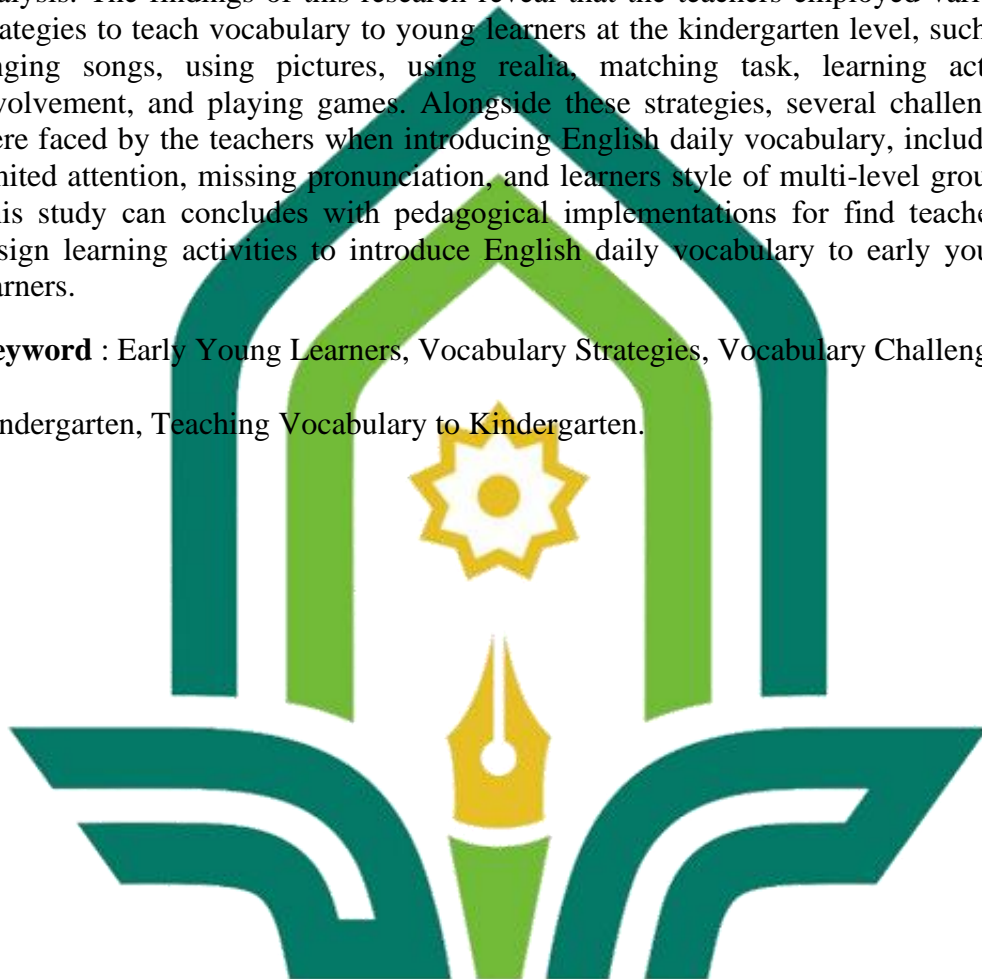
Anak-anak usia dini di Indonesia telah mulai diperkenalkan dengan bahasa Inggris di tingkat taman kanak-kanak, meskipun belum ada standar pengajaran bahasa Inggris di taman kanak-kanak. Oleh karena itu, penelitian ini bertujuan untuk melaporkan strategi guru taman kanak-kanak dan tantangannya dalam memperkenalkan penggunaan bahasa Inggris sehari-hari. Peneliti menggunakan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis menggunakan analisis tematik. Temuan penelitian ini mengungkapkan bahwa guru menggunakan berbagai strategi untuk mengajarkan kosakata kepada anak-anak usia dini di tingkat taman kanak-kanak, seperti menyanyikan lagu, menggunakan gambar, menggunakan benda nyata (*realia*), tugas mencocokkan, keterlibatan aktif dalam pembelajaran, dan bermain permainan. Selain strategi-strategi ini, beberapa tantangan yang dihadapi oleh guru saat memperkenalkan kosakata bahasa Inggris sehari-hari meliputi perhatian yang terbatas, kesalahan pengucapan, dan gaya belajar siswa dalam kelompok multi-level. Penelitian ini dapat disimpulkan dengan implementasi pedagogis untuk menemukan desain kegiatan pembelajaran yang memperkenalkan kosakata bahasa Inggris sehari-hari kepada anak-anak usia dini.



ABSTRACT

Early young learners in Indonesia has begun to be introduced at the kindergarten level in Indonesia, even though there is no standarization of teaching english in kindergarten. Therefore, this study aims to report kindergarten teachers' strategies and its challenges in introducing english daily use. The researcher used semistructured interview to collect the data. The data was analyzed using thematic analysis. The findings of this research reveal that the teachers employed various strategies to teach vocabulary to young learners at the kindergarten level, such as singing songs, using pictures, using realia, matching task, learning active involvement, and playing games. Alongside these strategies, several challenges were faced by the teachers when introducing English daily vocabulary, including limited attention, missing pronunciation, and learners style of multi-level groups. This study can concludes with pedagogical implementations for find teachers' design learning activities to introduce English daily vocabulary to early young learners.

Keyword : Early Young Learners, Vocabulary Strategies, Vocabulary Challenges, Kindergarten, Teaching Vocabulary to Kindergarten.



PREFACE

I express my gratitude and praise to Allah SWT for His grace, which has provided me with guidance, health, and patience during the process of crafting my research proposal titled **"Exploring Kindergarten Teachers' Strategies and Challenges in Introducing English Daily Vocabulary"**. This submission to the English Education Department at UIN K.H Abdurrahman Wahid is a requirement for the Research Seminar Proposal Course. The successful completion of this proposed study is attributed to the invaluable support of various individuals, and I extend my heartfelt thanks to:

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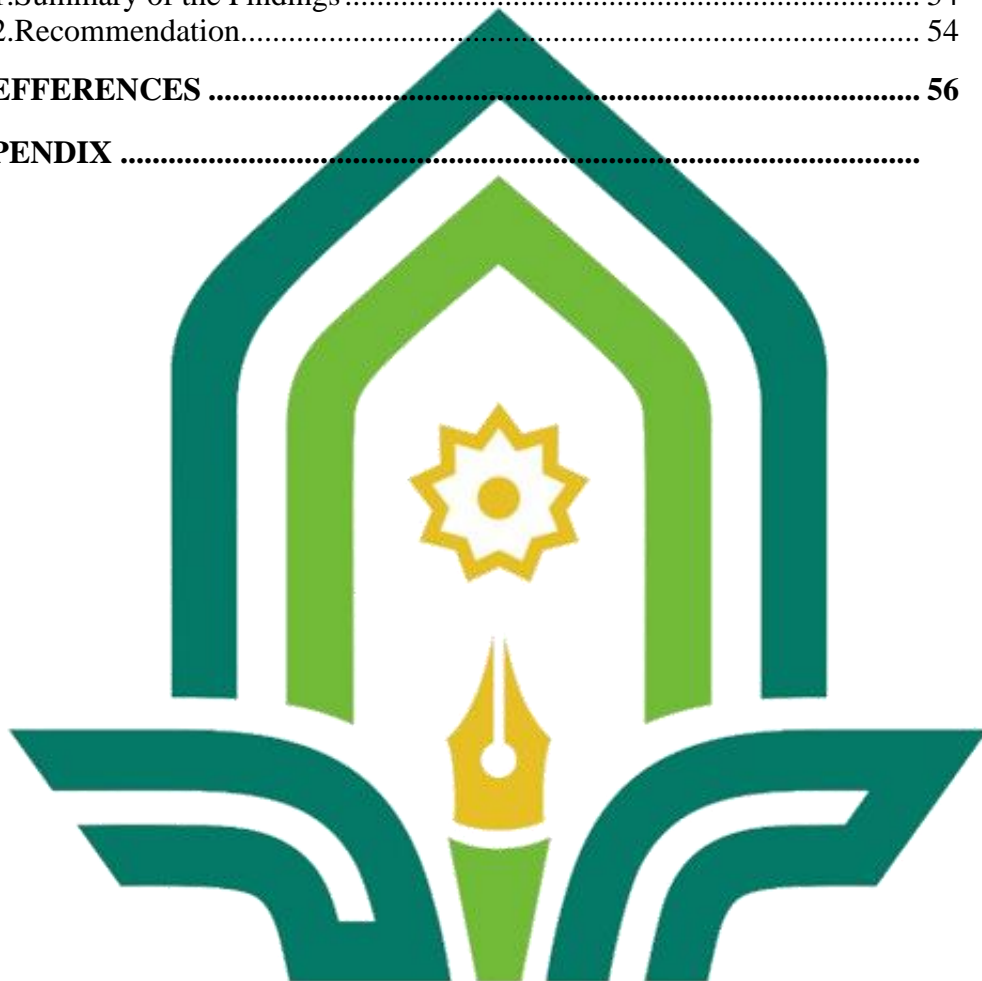
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The research

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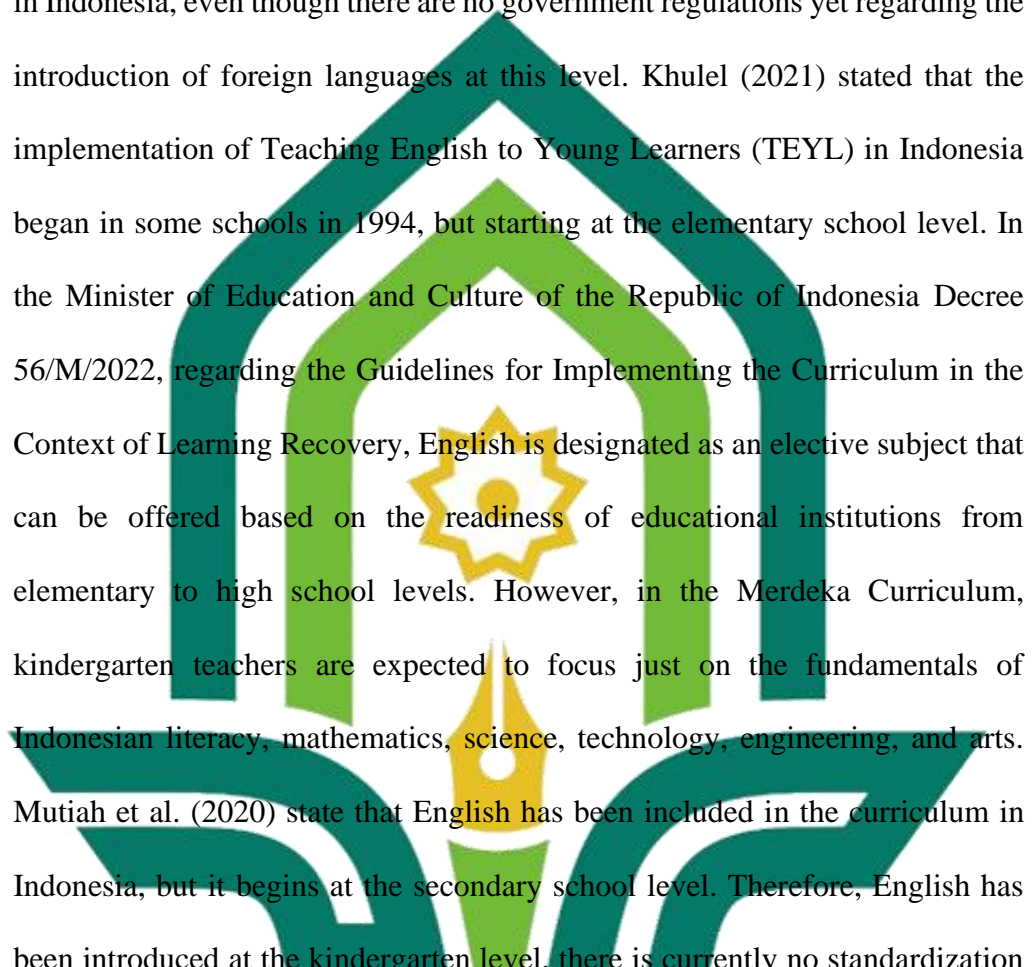
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CHAPTER I

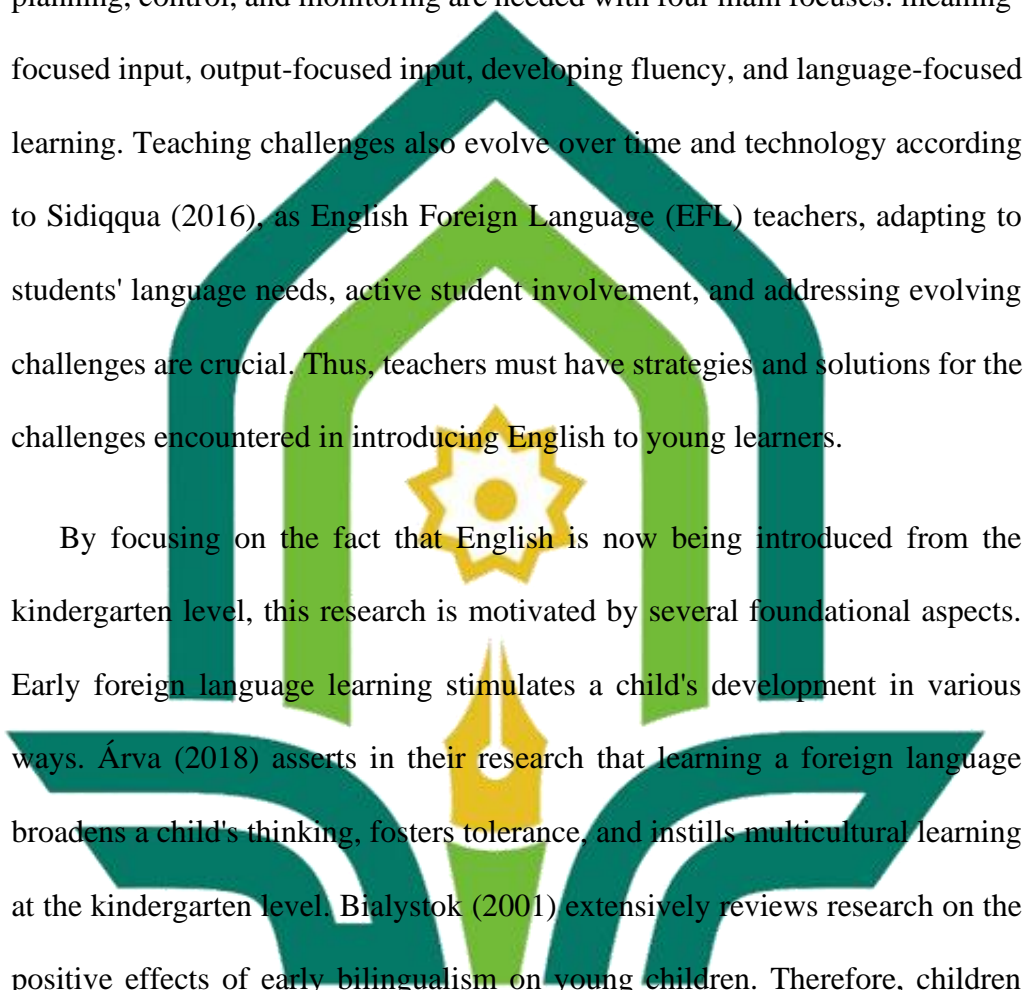
INTRODUCTION

1.1. Background of the Study



The English language has begun to be introduced at the kindergarten level in Indonesia, even though there are no government regulations yet regarding the introduction of foreign languages at this level. Khulel (2021) stated that the implementation of Teaching English to Young Learners (TEYL) in Indonesia began in some schools in 1994, but starting at the elementary school level. In the Minister of Education and Culture of the Republic of Indonesia Decree 56/M/2022, regarding the Guidelines for Implementing the Curriculum in the Context of Learning Recovery, English is designated as an elective subject that can be offered based on the readiness of educational institutions from elementary to high school levels. However, in the Merdeka Curriculum, kindergarten teachers are expected to focus just on the fundamentals of Indonesian literacy, mathematics, science, technology, engineering, and arts. Mutiah et al. (2020) state that English has been included in the curriculum in Indonesia, but it begins at the secondary school level. Therefore, English has been introduced at the kindergarten level, there is currently no standardization guiding the learning outcomes of the subject.

Several kindergarten schools that have introduced English certainly face strategies and challenges. Researchs on strategies and challenges in teaching English vocabulary to young learners provides various options for early



childhood English teachers as teaching references and solutions. Stoler and Grabe (2018) suggested that English teachers can assist students in vocabulary development using explicit techniques, such as recycling words in context and engaging students in activities using meaningful images related to new and familiar words. Nation (2010) stated that to acquire L2 in language courses, planning, control, and monitoring are needed with four main focuses: meaning-focused input, output-focused input, developing fluency, and language-focused learning. Teaching challenges also evolve over time and technology according to Sidiqqua (2016), as English Foreign Language (EFL) teachers, adapting to students' language needs, active student involvement, and addressing evolving challenges are crucial. Thus, teachers must have strategies and solutions for the challenges encountered in introducing English to young learners.

By focusing on the fact that English is now being introduced from the kindergarten level, this research is motivated by several foundational aspects. Early foreign language learning stimulates a child's development in various ways. Árva (2018) asserts in their research that learning a foreign language broadens a child's thinking, fosters tolerance, and instills multicultural learning at the kindergarten level. Bialystok (2001) extensively reviews research on the positive effects of early bilingualism on young children. Therefore, children who learn a foreign language at an early stage tend to develop a deeper sense of curiosity. Effective strategies are derived from teachers' experiences and insights, thus enhancing the language and cognitive skills of children when learning a foreign language from a young age. Bowne et al. (2017) found that

teachers' explicit conceptual strategies regarding vocabulary predict a significant increase in students' vocabulary growth in kindergarten. Developing teachers' professionalism in identifying suitable strategies for the effectiveness of teaching English vocabulary is crucial. This approach encourages effective teaching strategies and fosters a positive learning environment for children.

The aim of this research is to critically explore suitable strategies for introducing vocabulary to young children and to understand the challenges faced. A qualitative method, utilizing data collection through classroom observations, interviews, and documentation through thematic analysis, is employed to achieve these objectives in order to gain valuable insights and perspectives on strategies, methods, and challenges in introducing English vocabulary to children.

1.2. Formulation of the Study

Based on background of the problems above, the researcher formulates the following research questions:

1. What strategies did kindergarten teachers' employ in introducing English daily vocabulary to early young learners?
2. What challenges did kindergarten teachers' face when introducing English daily vocabulary into their lessons?

1.3. Operational Definition

1. Vocabulary: According to Hatch and Brown (1995), vocabulary refers to a compilation of words in the target language. Ur (2012) stated that vocabulary pertains to how words convey meanings, highlighting the importance of learning vocabulary in the language learning process.
2. Teacher's Strategies: According to Hornby (1995) provides a definition of strategy as the systematic planning or execution of a plan in a proficient manner.
3. Challenges: Çalıkoğlu (2019) interprets the idea of a challenge as an assignment demanding exertion, and where the attainment of success is uncertain.
4. Young Learners: According to Nunan (2010) Young learners come from a wide range of age groups, spanning from less than 3 years old to 15 years old.

1.4. Aim of the Study

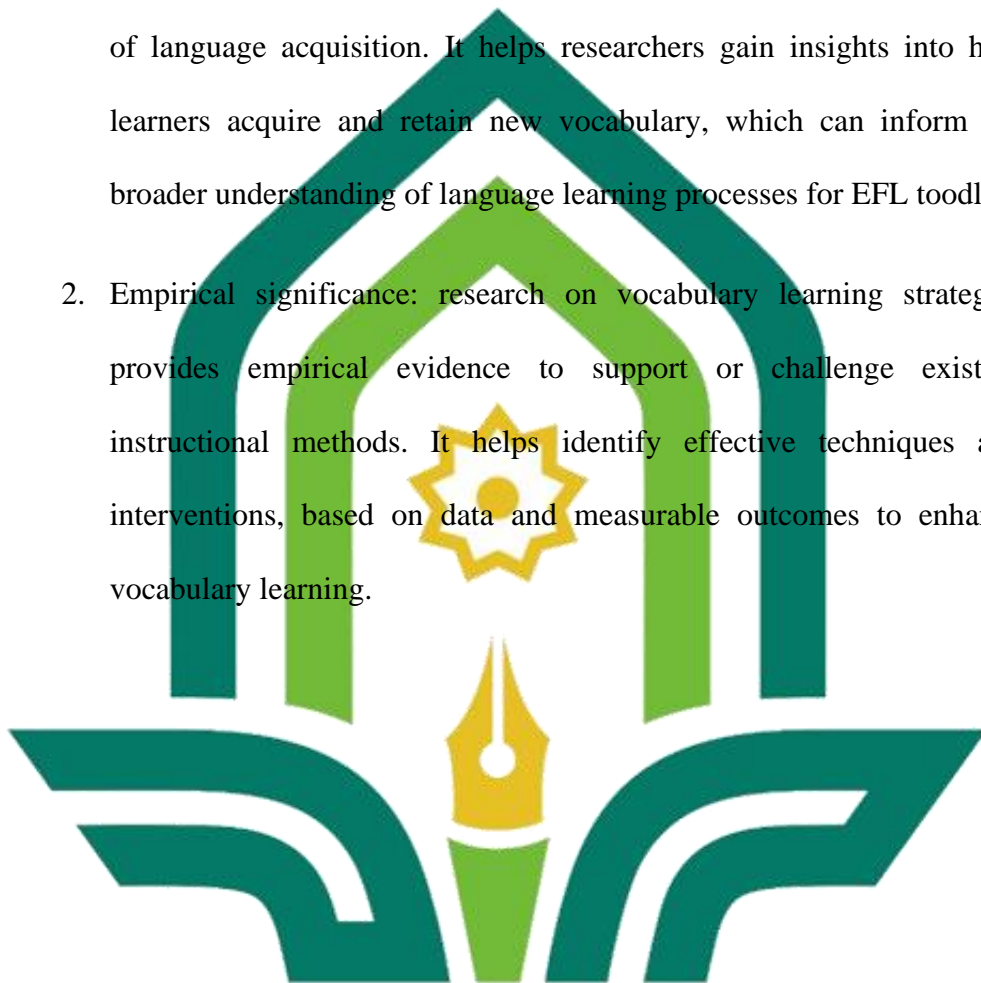
This research has specific objectives to achieve, namely:

1. To describe kindergarten teachers' strategies to employ in introducing English daily vocabulary to early young learners.
2. To explore kindergarten teachers' challenges faced when introducing English daily vocabulary into their lessons.

1.5. Significances of the Study

The significance of research on vocabulary learning strategies can be analyzed from theoretical and empirical perspectives:

1. Theoretical significance: studying vocabulary learning strategies contributes to the development and refinement of theories and models of language acquisition. It helps researchers gain insights into how learners acquire and retain new vocabulary, which can inform the broader understanding of language learning processes for EFL toddler.
2. Empirical significance: research on vocabulary learning strategies provides empirical evidence to support or challenge existing instructional methods. It helps identify effective techniques and interventions, based on data and measurable outcomes to enhance vocabulary learning.



CHAPTER V

CONCLUSION

5.1. Summary

Teaching vocabulary to young learners involves various strategies to ensure effective learning and retention. This research yields several strategies utilized by kindergarten teachers in introducing daily English vocabulary to early young learners and the challenges they face. This study indicates that several strategies are employed in introducing English vocabulary, such as: singing a song, using pictures, using realia, matching task, learning active involvement, and games.

However, there are several challenges that must be overcome to maximize the effectiveness of vocabulary teaching. This study shows that challenges teachers faced when introducing English daily vocabulary found in this research are; low attention, lack of pronunciation, and multi-level group.

5.2. Recommendation

Based on the findings of the research, several strategies have been implemented to introduce English daily vocabulary at the kindergarten level by teachers. Naturally, different strategies are applied to prevent children from becoming quickly bored during learning.

1. Recommendation for Teachers and Schools

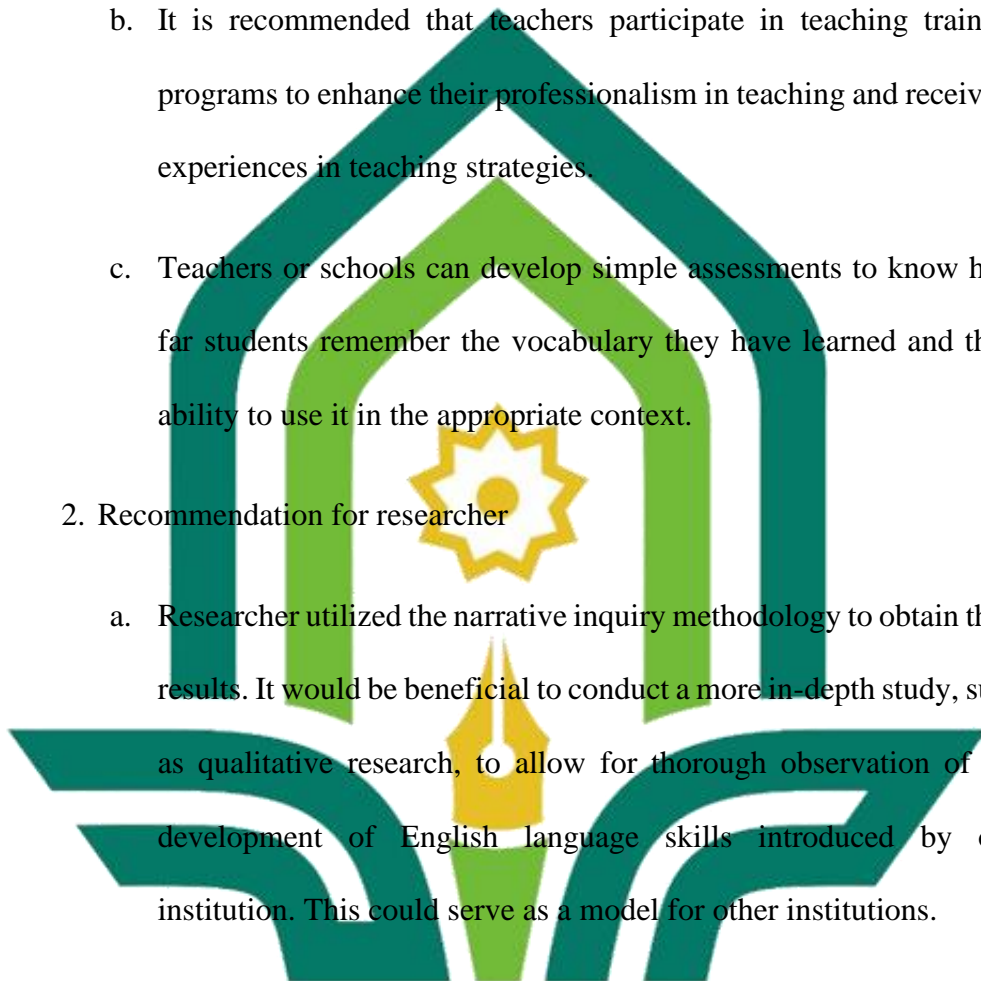
a. Researcher suggests that schools should not only aim to introduce several languages but also consider designating specific days for introducing English or other language vocabularies through enjoyable learning activities without disrupting the existing teaching modules.

b. It is recommended that teachers participate in teaching training programs to enhance their professionalism in teaching and receiving experiences in teaching strategies.

c. Teachers or schools can develop simple assessments to know how far students remember the vocabulary they have learned and their ability to use it in the appropriate context.

2. Recommendation for researcher

a. Researcher utilized the narrative inquiry methodology to obtain their results. It would be beneficial to conduct a more in-depth study, such as qualitative research, to allow for thorough observation of the development of English language skills introduced by one institution. This could serve as a model for other institutions.



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