ENGLISH LANGUAGE
TEACHING-LEARNING AT CITISCHOOL
BILINGUAL KINDERGARTEN SEMARANG
IN ACADEMIC YEAR 2008/2009

(Pembelajaran Bahasa Inggris di TK Bilingual Citischool Semarang pada Tahun Ajaran 2008/2009)

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ABSTRACT

Zakiyatus Syarifatul Afif (Student Number: 3104302). *English Language Teaching Learning at Citischool Bilingual Kindergarten.* Thesis, Semarang: Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo (IAIN Walisongo), 2009.

Keyword: English language, teaching, learning, kindergarten teacher, kindergarten students, vocabulary, teaching materials, learning assessments, teaching methods.

The purpose of this study is to investigate the English language teaching learning at the Citischool bilingual kindergarten classroom in terms of teaching materials, teaching methods, learning assessments. This study uses qualitative approach because the data are descriptive in the forms of written and spoken. It was conducted at Citischool bilingual kindergarten Semarang in academic year 2008/2009. The data are collected by some techniques; observation, interview, and documentation.

The collected data are categorized into: (1) teaching material, consist of teaching materials, textbooks, and teaching aids, (2) teaching methods, with particular reference on the teaching methods and the medium of instruction, and (3) learning assessments, covering the technique of learning assessment and feedback. These descriptions are analyzed in the lights of principles of English teaching learning for non-native young learner.

The result of the study shows that the characteristics of English language teaching materials, methods, and learning assessments at the Citischool bilingual kindergarten mostly meet the principles of English language teaching learning for very young learners. The teaching materials in the syllabus cover the vocabulary of everything related with the students' immediate environment, e.g. daily things and events. The textbooks are used as complementary material with pictures, flashcards, and concrete physical objects as teaching aids. The teaching method used is eclectic; i.e. the combination of various methods, among other, Communicative Language Teaching, Audio lingual, Total Physical Respond, and silent way method. For successfulness in teaching learning, the teacher makes assessments both formal and informal with techniques and feedback appropriate to young learners.

ABSTRAK

Zakiyatus Syarifatul Afif (Student Number: 3104302). *Pembelajaran Bahasa Inggris di TK Bilingual Citischool Semarang.* Skripsi, Semarang: Program Sarjana pada jurusan Tadris Bahasa Inggris Institut Agama Islam Walisongo Semarang (IAIN Walisongo), 2009.

Kata kunci: English language, teaching, learning, kindergarten teacher, kindergarten students, vocabulary, teaching materials, learning assessments, teaching methods.

Rumusan permasalahan dalam penelitian ini adalah bagaimana pembelajaran Bahasa Inggris di TK Bilingual Citischool Semarang pada fokus materi dan metode pembelajaran serta penilaian hasil belajar.

Tujuan penelitian ini adalah untuk mengetahui pembelajaran bahasa Inggris di TK Bilingual Citischool Semarang pada focus materi dan metode pembelajaran serta penilaian hasil belajar. Penilaian ini menggunakan pendekatan kualitatif karena data-datanya bersifat diskriptif baik dalam bentuk tertulis maupun lisan. Penelitian ini dilaksanakan di TK bilingual Citischool Semarang pada tahun ajaran 2008/2009. Data dikumpulkan dengan beberapa teknik yaitu observasi, wawancara, dan dokumentasi

Data yang terkumpul dikategorikan menjadi: (1) materi pengajaran, terdiri dari materi, buku teks, media pembelajaran (2) metode pengajaran, dengan fokus metode pembelajaran dan bahasa pengantar yang digunakan, dan (3) penilaian hasil belajar, meliputi teknik penilaian dan respon balik dari guru. Kemudian diskripsi tersebut dianalisa dengan prinsip-prinsip pembelajaran bahasa Inggris untuk anak-anak.

Hasil penelitian menunjukkan bahwa materi dan metode pembelajaran serta penilaian hasil belajardi TK bilingual Citischool Semarang sesuai denggan prinsip-prinsip pembelajaran bahasa Inggris untuk anak-anak yang ada. Materi pembelajaran yang sudah disusun dalam syllabus meliputi vocab-vocab yang berhubungan dengan lingkungan anak, seperti benda-benda di sekitan dan pekerjaan sehari-hari. Buku teks digunakan sebagai materi pelengkap seperti gambar, kartu, dan realia. Metode yang digunakan adalah campuran; gabungan dari metode Communicative Language Teaching, Audio lingual, Total Physical Respond, and silent way. Untuk menjadikan pembelajaran berhasil, guru membuat penilaian baik formal maupun non-formal dengan respon baik yang sesuai untuk anak-anak.

MOTTO

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وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ
السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ﴿﴾

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"And Allah brought you out of your mothers' wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks"(an Nahl: 78)[1]

DEDICATION

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[1]Mahmud Y. Yazid, *The Quran: An English Translation of The Meaning of The Quran,* (Beirut: Dar Al-Chouro, 1980), p.196

I dedicated this thesis to:

1. Beloved father(Sholihul Hadi) and mother (Munjiatun) who never stops loving me
2. Beloved little sisters (Nia, Isthie, Ulya) who motivate the writer to finish for accomplishing this thesis immediately
3. The sun shining my heart, M45 "N" who never be hopeless to rise me up

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In this opportunity, the writer extends her gratitude to:

1. The dean of Tarbiyah faculty IAIN Walisongo Semarang, Prof. Dr. H. Ibnu Hadjar, M.Ed

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5. The headmaster, the teacher, and other staffs of Citischool bilingual kindergarten who help the writer to obtain the data needed in this research

6. Beloved father and mother

7. Beloved little sisters

8. All of the friends in English department

9. All of the friends in my boarding house "B 15"

10. The sun shining the heart

Finally, the writer realizes that this thesis is still far from being perfect. She has a great expectation that this thesis will be beneficial and useful for the writers and readers.

Semarang, Desember 10th 2008
The writer,

Zakiyatus Syarifatul Afif
NIM. 3104302
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CHAPTER I
INTRODUCTION

A. Background Of The Study

English truly has the role as a global language; the governments encourage their citizens to have English language competence for their country's economic benefit. English now has a prominent position in twenty more countries.[1] Until recently, however, English language learning in many countries did not begin in secondary school. This brings us to the next trend, the lowering of the age at which children learn language.

In Indonesia, our government has produced English curriculum for elementary, Junior High School, and Senior High School. But, the government has not included English as a lesson in kindergarten curriculum. However, there are some kindergartens that introduce English for their students. Moreover, there are many kindergartens which provide bilingual (Indonesia-English) program.

If we see the language development theory, babies just are able to cry to express everything. They cannot yet produce any recognizable utterances. Then, in their five years age, the children's language development (particularly in their first language) is increasing highly. They have known many vocabularies and are able to say long sentences better. They are also able to speak more fluently. They have mastered their mother tongue.[2] Allah has said in the holy Koran

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ۟

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[1]Jean Brewster, Gail Ellis, and Denis Girard, *The Primary English Teacher Guide*, (China, Pinguin English, 2003), p. 1

[2]Aceng Lukmanul Hakim, *Mendidik Anak secara Islami,* "Mimbar Ilmiah", 16th year No.1, p. 49

"And Allah brought you out of your mothers' wombs devoid of all knowledge, and gave you ears and eyes and hearts, so that you may give thanks"(an Nahl: 78)[3]

According to Suzuki, cited by Hakim, the mother tongue can be used as the medium to teach the children. If someone has mastered his mother tongue, their other abilities can be improved as far as their brain capacity.[4]

Many people believe that children are better language learners, the brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. The children have fewer negative attitudes to foreign languages than adult. And that consequently they are better motivated than adult.[5]

According to Fromkin and Rodman, young children who are exposed more than one language seem to acquire all the language equally well. There are many bilingual or multilingual speakers who have acquired their languages early in life. One language is the first learned, but if the child is exposed to second language, he or she will learn those languages.[6]

In other hands, so far in kindergarten, there is no standardized curriculum, syllabus and material yet. The government do not produce any curriculum and any syllabus for kindergarten because the recommendation to teach English is started from forth year of elementary school.[7] It is based on the bill by National Education Ministry no.22 and 23 2006[th.]

Thus, for successfulness of teaching English at kindergarten, the teacher must develop curriculum; select the appropriate teaching materials, teaching methods, and learning assessments. The Kindergarten teacher must not take the teaching materials, teaching methods, and learning assessments

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[3]Mahmud Y. Yazid, *The Quran: An English Translation of The Meaning of The Quran,* (Beirut: Dar Al-Chouro, 1980), p.196

[4]Aceng Lukmanul Hakim, *Op.Cit*

[5]Shofkhatin Khumaidah, *Developing English Syllabus for Kindergarten in Jember*, "In Fenomena", Vol.3 No.2 July 2004, p. p. 21-26

[6]Victoria Fromkin and Robert Rodman, *An Introduction to Language* (NewYork, Holt, Rineheat Wilson, 1983) p. 342

[7]Badan Standar Nasional Pendidikan, *Standar Isi dan Standar Kompetensi Lulusan Untuk Satuan Pendidikan Dasar SD/MI*, (Jakarta, BP. Cipta Jaya, 2006), p.127

which are the same as in teaching English for older students. According to Mackey, cited by Setyadi, the most common factors that affect the choice of method are age, aptitude, second language level, interest, the time he can devote to language learning , the size of group to with whom he practices the language, and the culture group to which he belongs.[8]

For developing kindergarten curriculum, the kindergarten teachers should consider the students' development stage because the kindergarten is established to develop the students' potential suitable with the students' development stage. It based on the explanation of national law of Indonesian republic no.20 2003, chapter 28 verse3.[9]

Citischool kindergarten is a bilingual kindergarten (Indonesian-English). As bilingual kindergarten, of course it has started introducing English to its students. There, English is used as a medium of instruction and a subject lesson. It has a mission to make their students have international discourse. With the fact that there is no standardized curriculum from our Government, it is interesting to know the English language teaching learning practice at Citischool bilingual kindergarten in terms of teaching materials, teaching methods, and learning assessments.

In this research, the researcher is going to investigate them by the title ENGLISH LANGUAGE TEACHING-LEARNING AT CITISCHOOL BILINGUAL KINDERGARTEN SEMARANG IN ACADEMIC YEAR 2008/2009.

B. Reasons for Choosing The Topic

There is no standardized English curriculum for kindergarten, so, it is interesting to know how the teacher teaches English for kindergarten students.

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[8]Bambang Setyadi, Teaching English as Foreign Language, (Yogyakarta: Graha Ilmu, 2006), p. 177

[9] UU RI No. 20 Tahun 2003 Tentang Sisdiknas, (Cipta Umbara: Bandung), p.130

There are many theories that support the advantages of introducing foreign language earlier, in the implementation of teaching English for kindergarten students, it's interesting to know how the students' English language performance through the assessments which is given by the teachers.

C. The Statement of The Problem

How is the English language teaching learning at the Citischool bilingual kindergarten classroom in terms of teaching materials, teaching methods, and learning assessments?

D. The Objective of The Study

The objective of this research is to investigate the English language teaching and learning practice at the Citischool bilingual kindergarten classroom in terms of teaching materials, teaching methods, and learning assessments.

E. Limitation of The Study

The focus of this research is English teaching learning practice at the Citischool bilingual kindergarten classroom in terms of teaching materials, teaching methods, and learning assessments. It is not at all of class that will be observed, but only a class, that is kindergarten-2 class.

F. Significance of The Study

The result of the study is expected to give advantages as follows:

1. Theoretically; the result of the study can give larger knowledge about English language teaching in the kindergarten for writers, readers, and teachers

2. Pedagogically; the result of the study is expected to be as follows:

    a. Motivator for the teacher to improve the quality of English language teaching for young learners

    b. Reference in English language teaching for young learners not only for the teachers but also for the writers and the readers.

    c. Reflection of Citischool bilingual kindergarten classroom, which at least, it can examine the instructional practice at the Citischool bilingual kindergarten classroom. It will become consideration not only for Citischool kindergarten itself, but also for other kindergartens in making instructional decisions such as teaching materials, mehods, and learning assessments.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. English Language Teaching Learning at Kindergarten

English language teaching is an activity that tries to help the learners to acquire English language, develop linguistic knowledge and skills. According to Stern, cited by Johnson, English language teaching is defined broadly as creating situations that promote second language use and learning. It involves organizing learning environment, language use, and language learning activities that are intended to facilitate students' language development.[1]

Learning is an activity to gain knowledge or skill. This word is parallel to "English language teaching". In this thesis, English language teaching-learning means the activity that tries to help the students to acquire English language, develop linguistic knowledge and skill and the students' activity to gain them.

The basic objective of teaching English for young learners is to prepare the students to learn English in higher school. Psychologically, it means that they will be motivated for interest and fun. They also will become aware that what they say and write in their first language can be said and written in English language.[2]

There are some decisions which have important influence in successfulness of achieving the objective of English teaching learning, among other, teaching material, learning assessment, and teaching method. Without standardized English curriculum, kindergarten teacher must make those decisions appropriately.

For deciding teaching material, method, and learning assessment, the kindergarten teacher must know the students well, consider their

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[1]Donna M. Johnson, *Approaches to Research in Second Language Learning*, (New York: Longman Publishing Group, 1991), p. 10

[2]Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide.* (China , penguin English, 2003), p. 151

characteristic. Because of different characteristic between children and adult, it will be different of teaching material, method, and learning assessment.

1. **The Kindergarten Students**

   Students are persons studying at the school. And Kindergarten is one of preschool educations that provide early childhood education program for children aged 4 until elementary age (6 years old).[3] So, we can conclude that kindergarten students are children aged 4 – 6 years old who study at one of preschool educations. They can be called as very young learners.[4]

   a. **The Differences between Children and Adult as Language Learner**

   There are some different characteristics between children and adult as language learner. First, children have shorter attention span than adult.[5] The children cannot keep concentration and interest in learning material and activity for a long time. They will be bored with monotonous activity. But, the adults are more able to keep concentration and interest in learning material and activity.

   Second, children are less amenable to formal teaching, but adult are more amenable to formal teaching.[6] It is easier for children to understand the lesson through non formal teaching; through playing, singing. In acquiring English language, children are less conscious. Different from children, the adults can be easy to understand the lesson through formal teaching. They can analyze their new knowledge by their old knowledge. Thus, they acquire English language consciously.

   Third, the emotional factor which influences learning inhibition of children and adults is different.[7] As an example, when practicing English utterances, the adult are rarely shy to do it. But, the

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   [3]Soemiarti Patmonodewo, *Pendidikan Anak Pra Sekolah,* (Jakarta: PT. Rineka Cipta, 2000), p. 59
   [4]Very young learners are children which the age three until six years old. See at *Very Young Learner,* (NewYork, Oxford University Press, 2003), p. 3
   [5]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed, (San Fransisco: Longman, 2001), p. 88
   [6]Vannessa Reilly and Sheila M Ward, *Op.Cit.,* p. 5
   [7]H.Douglas Brown, *Op.Cit.,* p. 91

children are braver to do it. When receiving corrective feedback, particularly when in social community (front of their friends), the children are not shy to receive it. Different from the children, the adults are shy with their friends in receiving corrective feedback. Thus, the children have longer social interaction with their friends in practicing English language than the adult.

Forth, the children acquire grammatical rule inductively and the adults acquire grammatical rule deductively. When learning grammatical rule, the children can understand it through some examples. If they are given the patterns of grammatical rule first they will be difficult to understand it. Different from the children, the adult can understand the pattern of grammatical rule before seeing some examples. They can develop their abstract thinking ability.[8]

a. The characteristics of kindergarten students

The teacher must know the students well when he or she will select teaching method, material, and learning assessment. It is in order to make teaching successful. So, before discussing about teaching materials, learning assessments, and teaching methods, kindergarten students' characteristics are going to discussed more detail.

The kindergarten students are easier in acquiring English language through lot of hearing and experiencing.[9] If they often hear English utterances, they will easy to memorize it. They love to imitate and mime. They also enjoy repetition because it gives them a sense of assurance and achievement.[10]

The kindergarten students need gesture and physical objects for teaching aids to help them acquire English language.[11] Children are more sensitive to anything that touches the senses and react easily to

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[8]*Ibid*

[9]Mary Slattery and Jane Willis, *English for Primary Teacher,* (New York, Oxford University Press, 2003), p. 4

[10]Geoffrey Broughton, *et. al.,* Teaching English as Foreign Language, (USA: Routledge and Kegan Paul, 1978), p. 169

[11]Bambang Setyadi, *Op.Cit.,* p.179

physical object. They will be easier to get new vocabularies trough concrete object or by presentation experience.

The kindergarten students are curious.[12] They always want to know everything. So, the teacher should be good knowledge resource for their kindergarten students. The teacher is expected to become some one who knows everything and be able to answer all of their questions.

As very young learners, the kindergarten students need the teacher's individual attention as much as possible.[13] They need it to be guided to learn individually. For example, when the kindergarten students are doing tasks, the teacher can go round and asking about what they are doing.

The kindergarten students are enthusiastic to talk about themselves. They are interested in learning when the teacher uses themselves and their own lifes as main topics in the classroom.[14]

2. Teaching Materials

Tomlinson has defined material as anything which is used to help teaching language. The form of teaching material is anything which presents or informs about the language to be learned.[15] Teaching material is a key component in language teaching. It has important roles of teaching. It is a resource for what will be taught and learned, source of activities for learner practice and communication interaction, reference source for learners on grammar, vocabulary, pronunciation, etc., source of

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[12]Mary Slattery and Jane Willis, *Op.Cit.,* p. 4

[13]Jeremy Harmer, *The Practice of English Language Teaching,* (Malaysia: Pearson Education Longman, 2007), p 38

[14]*Ibid*

[15]Brian Tomlinson, *Material Development in Language Teaching,* (United Kingdom: Cambridge University Press, 2003), p. 1

stimulation the ideas for classroom activities, syllabus, and also learning support.[16]

To make teaching learning more successful, the material must be selected appropriately. Before selecting material, the teacher must decide the objectives of English teaching. Brewster, Ellis, and Girard also suggest the teacher to decide them before selecting material. The basic objective of teaching English for kindergarten students is to prepare them to learn English at higher school. Psychologically, it means that they will be motivated for interest and fun. They also will become aware that what they say and write in their first language can be said and written in English language.[17]

The English teaching materials for kindergarten students must be fun, enjoyable, and not pressure.[18] It should be interesting and can carefully be examined in terms of their language teaching learning potential and how relate to what previously been learned and what is to be learned.

The form of material support for language teaching comes from textbook. According to Brewster, Ellis, and Girard, there are some reasons why the textbook is used in teaching learning; it is useful learning aid for the students, it can identify what should be taught or learned, it can indicate what methodology should be used, it can provide attractively and economically, all or most materials needed.[19] The teachers not only can use material from a book, but they also can use several books for supplementing original material.

The good textbooks are the textbooks which are matching with the objectives of English teaching and can facilitate the students' to learn language.[20] The English textbook for kindergarten students must look

[16]Jack C. Richard, *Curriculum Development in Language Teaching,* (USA: Cambridge University Press, 2001), p.251

[17]Jean Brewster, Gail Ellis, Dennis Girard, *Op.Cit.,* p. 151

[18]Vannessa Reilly and Sheila M Ward, *Op.Cit.,* p. 1

[19]Jean Brewster, Gail Ellis, Dennis Girard, *Op.Cit.,* p. 152

[20]Jack C. Richard, *Op. Cit,* p. 258

interesting, colorful and the language is in clear context. It also must provide the materials which are relevant with the kindergarten students' level.

Although textbook provide the majority of materials, teacher can also use other materials in order to provide variety. The numbers of supplementary materials can be chosen are storybook, songs, rhyme, chants, game, posters, flashcards, worksheet, video, CDs, the internets, and other CALL program, etc. For selecting supplementary materials, the teacher can also use games that children play in L1 can be played in L2, or make collection of children's comics, toys, poster, etc.[21] The teacher can produce his or her own material if the textbook does not provide enough practice; exercises, activities, or visual aids. [22] Such as, making worksheet, flashcards, pictures, etc.

For guidance, syllabus should be produced. It is for supporting the English language teaching. Khumaidah said that English syllabus for kindergarten must offer simple, fun, and interest activities to the students.[23] The kind of syllabus which is appropriate for kindergarten students is topical syllabus.[24] In making English syllabus for kindergarten, the material can be started with vocabulary of everything around the children's environment. The chosen topic must be relevant to children's lives, such as school, food, sport, animal and all language should be used everyday context.[25]

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[21]Jean Brewster, Gail Ellis, Dennis Girard, *Op.Cit.,* p. 156

[22]*Ibid,* p. 156

[23]Shofkhatin Khumaidah , *Op.Cit.,* p.25

[24]Topical syllabus is the syllabus which is organized around different topics and how to talk about them in English. See at Jack C. Richard, *Op.Cit.,* p. 152

[25]Lynda Taylor, "Young learner testing", retrieved from http://www.teachingenglish.org.uk/think/articles/young-learner-testing, 21 November 2008

3. Teaching Methods

Teaching method is the way of teaching.[26] Harmer has defined method as the practical realization of an approach. The methods are arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization.

According to Brown, the teaching method definition is as follows: [27]

> *"Method is a generalized set of classroom specifications for accomplishing linguistic objective. Method tends to be concerned primarily with teacher and students roles and behaviours and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts"*

There is relationship among teaching method, approach, and technique. Method is the practical realization of an approach, and includes various procedures and techniques.

The methods used to teach English for kindergarten students should not be forced. It means that classes can be enjoyable experience for teacher and students. The teacher can use songs, chants, rhyme, action, or acting out a role play.[28] Gesture and facial expression also can be used in teaching English at kindergarten. It can accompany some instructions, stories, songs, and rhyme by action and mime to the meaning indirectly.[29] The mother tongue is also necessary to be used because it can make the students are easier to understand the lesson.[30]

Moeslichatun has been explained the teaching techniques at kindergartens. But, it is not specific for English language teaching. The

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[26]Moeslichatoen R., *Methode Pengajaran di Taman Kanak-Kanak*, third Ed, (Jakarta: Rineka Cipta, 2004), p. 7
[27]H. Douglas Brown, *Op.Cit.,* p. 16
[28]Vannessa Reilly and Sheila M Ward, *Very Young Learner,* (NewYork, Oxford University Press, 2003), p.4
[29]*Ibid.*, p.5
[30]*Ibid*

writer thinks that they can be applied in English teaching. The principle of the techniques is relevant with the children's development.[31]

1) Playing Technique

At kindergartens, playing is essential activities because it have some advantages; it is as essential need for children, the children can exercise their muscle coordination, they can try to use their cognitive skill for solving problems, they can develop their creativities and their language, they can exercise their emotion sensitivity, and also they can develop their social skill.

The kinds of playing relevant with children social development are playing solitarily, playing parallel, associative playing, and cooperative playing. Playing solitarily is playing which the children play alone, but they are guided by the teacher. Playing parallel is playing which the children play in pairs. Associative playing is playing which the children play together. Cooperative playing is playing which the children play in group; discussing and planning the game.

Based on the children's hobby, the kinds of playing are free or spontaneous playing, simulation playing, building or arranging playing, and champion playing. Free or spontaneous playing is playing there is not some rules. Simulation playing is playing that uses the imagination, such as simulation in the market, in the home, as police, etc. Building or arranging playing are such arranging puzzle, boxes, drawing, etc. Champion playing is playing that compare children's ability with others.[32]

2) Touring Technique

This method is done outdoor. According to Hildebrand, and Foster and Headly, cited by Moeslichatun, by touring students will obtain the chance to observe and getting information directly from the

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[31]Moeslichatoen R., *Op.Cit.*, p. 15
[32]*Ibid,* p. 37-44

object. Welton and Mallon said that touring can give the learning experience from outdoor which is never obtained in the classroom.[33]

3) Conversation Technique

By this method, the kindergarten students will develop their ability to communicate with others to express their thinking and feeling.[34]

4) Story telling Technique

By this method, the kindergarten students can communicate about culture, social, religion, work, time, nature, children fantasy, and can develop children cognitive and language skill.[35]

5) Demonstration Technique

Demonstration means showing, doing, and explaining. By this method, the students are expected can more be easy for understanding the lesson.

6) Project Technique

By this method, the students are taught to do the project and solve the problems independently.

7) Task Technique

In this method the students is given some task, and then the result will be discussed by the teacher.

There are some popular methods in English language teaching learning which are going to be discussed below.

1) The Grammar Translation Method

The fundamental purpose of Grammar-Translation method is to make the students able to read literature written in target language.[36] It usually consist of an explanation of grammatical rule, with some example of sentences, a bilingual vocabulary list, a reading section exemplifying grammatical rule and incorporating the

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[33]*Ibid, p. 25*
[34]*Ibid,* p. 26
[35]Jane Willis, *A framework for Task- Based Learning*, (Malaysia: Longman, 2004), p. 128
[36]Bambang Setyadi, *Op.Cit.,* p. 33

vocabulary, and exercises to practice using the grammar and vocabulary.[37]

The procedure of teaching English is simply a combination of activities of teaching grammar and translation. The teaching begins with English rules, isolated vocabulary items, paradigm and translation. The teacher explains the rules in students' firs language and then simple words are put into slots of grammatical rules. The grammatical rules are memorized as units. The teacher provides the class with other words and translation. The students, then, practice using the rules by using the words provided. The students are expected to be conscious of the grammatical rules of the target language. The text to translate is usually easy classics; this type of text is used to have students practice understanding the literature in the target language. The students should memorize list of words.[38]

2) **Direct Method**

This method involves all discussion in the target language. The teacher uses example of language in order to inductively teach grammar; the students are to try to guess the rules of the language by example are provided. Teacher interacts with the students a lot, asking them question about relevant topics and trying to use grammatical structure in the conversation. Accuracy is sought and errors are corrected. It still focused on the grammar.[39]

3) **Audio lingual**

This method uses the stimulus-response reinforcement model. In this method, the grammatical rules are introduced in the dialog which is reinforced. This method also uses drilling to teach the acceptable pronunciation.

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[37]Reid Wilson,"*A Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition"*", http://www.languageimpact.com/articles/rw/krashenbk.htm, 19 September 2008

[38]Bambang Setyadi, *Op.Cit.,* p. 35

[39]Reid Wilson, *Op. Cit*

4) Presentation, Practice, and Production.

This method has similarities with the audio lingual. They are same in the use of drilling. But, PPP is contextualized by the situation that has been presented by the teacher. Later the students, using the new language, make sentences of their own, and this referred as production.[40]

5) The Communicative Approach

In this method, the students should have desire to communicate something. They should have a purpose for communicating (e.g. buying a ticket, make a point, etc). They should focus on what they are saying or writing rather than on language structure.

6) Task Based Learning

In this method, the students are given a task to perform and only when the task is completed, the teacher discuss the language that was used, making correction and adjustment which the students' performance of the task has shown to be desirable.[41]

7) Community Language Learning

In this method, the students are sitting in a circle; they decide what they will talk. If they say any sentence in their native language, and the teacher who is standing out side them will translate their sentences in the target language. If the students say any sentence in the target language, the teacher will translate in their native language. This is in order to encourage the students to make utterances.[42]

8) The Silent Way

In this method, the teacher helps the students to acquire the foreign language by gesture or expression. Later students guess them. And the teacher shows the correction of students' guessing verbally.[43]

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[40]Jeremy Harmer, *Op. Cit.,* p. 80
[41]*Ibid,* p. 87
[42]*Ibid,* p. 88
[43]*Ibid,* p. 89

9) Suggestopedia

This method provides a very low stress, attractive environment in which the acquisition can occur. The teacher should creating the right atmosphere and in acting out the dialogues in the target language, although at the beginning the teacher use first language.[44]

10) Total Physical Respond

This method involves the students listening and responding to command given by the teacher, such as sit down, walk, stand up, etc. There are some types of total physical respond. First, TPR which uses commands were an easy way to get learners to move about and loosen up. For example, *Open the window, close the door, and stand up*. Second, TPR which uses imperative sentence by more complex syntax. For example, *draw a rectangle on the blackboard, walk quickly to the door and hit it*. Third, TPR which uses humor imperative sentence. For example, *walk slowly to the window and jump, put your toothbrush on your book.* Forth, TPR which uses interrogative sentence. For example, *where is the book?, where is the able?, etc.*

4. Learning Assessment

Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning.[45]There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students' need to be supported

[44]Reid Wilson, *Op. Cit*
[45]Jean Brewster, Gail Ellis, Dennis Girard, *Op.Cit.,* p. 244

(diagnostic). And forth, it is also to check the effectiveness of teaching method and learning material (evaluative).[46]

According to Brown, there are two kinds of assessment, formal and informal assessment.[47]

1) Informal assessment

Informal assessment is assessment which is incidental and unplanned. It is involved evaluative coaching and feedback on task designed which shows students' language performance. It is not for recording result and making judgment about students' language competence.[48]

Informal assessment usually is called formative evaluation; assessing students in the process of forming students' competencies and skills in order to help them continue that growth process. The teacher can give assessment trough his or her subjective opinion of students' attitude, participation, or cognitive development. For example, when the students' respond to the teacher's question, offers comment, tries out new words or structure, the teacher can make assessment by giving feedback or correction.[49]

For informal assessing, the teacher must give feedback or correction for students' mistakes whether the mistake are slips, errors, or attempts. Slips are mistakes which the students can correct themselves when the mistakes are pointed out to them. Errors are mistakes which the students can not correct themselves; they need the teacher's explanation. Attempts are the mistakes occurred when the students try to say something but they do not yet know the correct way of saying it.[50]

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[46]*Ibid.,* p. 245
[47]H.Douglas Brown, *Op.Cit.,* p. 402
[48]*Ibid*
[49]*Ibid*
[50]Jeremy Harmer,*Op.Cit.*, p. 99

Those mistakes may be occurred in accuracy activities, fluency activities, or in the activity emphasized both of accuracy and fluency. Accuracy activities are the activities which focus on presentation of structures, functions, and vocabularies. And fluency activities are the activities which focus on information sharing and information exchange.[51]

There are two techniques of giving corrective feedback of accuracy activities; showing incorrectness and getting it right. For showing incorrectness, there are some alternative techniques. First, repeating, the teacher asks the students to repeat what the students said which indicate it is not clear or wrong. Second, echoing, the teacher repeats the students' wrong utterances. Third, statement and question, the teacher says "that is not quite right or "is it right". Forth, expression, the teacher uses facial expression or gestures to show students' mistakes. Fifth, the teacher gives quiet hint to show the students' mistakes. Sixth, reformulating, the teacher repeat what the students said correctly but not detail as same as the students' said, just reformulate. The way of getting it right is repeating what the students' mistake correctly in detail, not only reformulate that mistake.[52]

When the students are able to do the tasks or answer what the teacher asks correctly, the teacher should give the praise or reward for them because the praise and reward can give extrinsic motivation for the students.[53]

2) **Formal assessment**

Formal assessment is assessment which is for recording result and making judgment about students' language competence by exercises or experiences specifically designed. Formal assessment usually is called

[51]Jack Richard and Charles Lockhart, *Reflective Teaching in Second Language Classroom,* (USA: Cambridge Language Education, 1995), p. 119
[52]Jeremy Harmer,*Op.Cit.*, p. 106
[53]H.Douglas Brown, *Op.Cit.,* p. 78

summative evaluation. It can occur at the end a lesson, unit, or course. It can be done through test. And test is an instrument or procedure designed to elicit students' language performance with the purpose to measure the students' ability or knowledge.[54]

There are some principles of testing for kindergarten students. It should take account of children's and young people's cognitive and social development. It means that what will be tested is what has been taught and suitable with students' level. Test also should be done by good practice; fun, relevant, and look interesting (by using various color, pictures, or other things that make it look interesting). The test also should be relaxed and not threatening for the students. It uses language with clear context and accessible tasks. It means that the test have a simple format with simple instructions for the learners.[55]

For kindergarten students, the first language skills that are emphasized are speaking or listening because they are still learning to read and write in their first language. Nevertheless, any writing activity also can be taught. But, it is just in limited words or phrases which are relevant for children level.

The teacher also can give summative assessment through the tasks or project. A task is defined by David Nunan, cited by Lochana, as an activity (or technique) where students are urged to accomplish something or solve some problem using their language.[56] There are some principles of testing the students by the tasks. The task should be interesting and suitable with children's and young people's cognitive and social development.[57]

The examples of task activities that relevant for young learners are listen and do activity, through story telling, encourage the students to

[54]*Ibid.*, p. 401

[55]Lynda Taylor, "Young learner testing", http://www.teachingenglish.org.uk/think/articles/young-learner-testing, 21 November 2008

[56]Meena Lochana, et al. *Task Based Teaching: Learning English without Tears,* retrieved from http://www.asian-efl-journal.com/Sept_06_ml&gd.php, 3 September 2008

[57]Lynda Taylor, *Op.Cit*

listen and act out familiar stories, through any game, such as collecting games, matching games, memory games, and traditional game, puzzle, such as verbal hide and seek, or modeling, matching words to pictures, sentences building, stories, products for display. [58]

There are some ways for assessing students' work. First, the teacher can do it by comments, marks, grades, or writing reports to inform the students' achievement for students themselves, the school, and the parents.[59]

B. Children Language Acquisition

Before discussing further about English language teaching learning in kindergarten, the researcher is going to explain about children language acquisition first. In children language acquisition, there are two familiar terms; "first language acquisition" and "second language acquisition". In the first few years of life (about 1-3 years old), when children acquire a language which no other language before it, it can be called as "first language acquisition" (FLA). In FLA, there are monolingual FLA and bilingual FLA. The term "monolingual FLA" is used for FLA which the children just acquire one language in the first few years of life. And term "bilingual FLA" is used for FLA which the children acquire two languages and one of them is not over yet in developing.

Second language acquisition (SLA) is used when the children acquire a language and they have acquired another language which its' developing is over. There are two kinds of SLA; child SLA and adult SLA. Child SLA is SLA which occurs in about 3-4 years old until puberty age. Adult SLA is SLA which occurs in the puberty age[60].

[58]Jane Willis, *Op.Cit.,* p. 128-130
[59]Jeremy Harmer,*Op.Cit.*, p. 101
[60]Klein Wolfgang, *Second Language Acquisition,* (Cambridge, Cambridge University Press, 1990), p. 15

1. **The Stages in Language Acquisition**

The process of language acquisition is fast, but it is not instantaneous. It must be through linguistic stages. They begin by babbling, producing their first words, and in just a few months they begin to put words together into sentences, as briefly explained below.[61]

a. The Babbling Stage

In the first few months, usually around the six-month period, the infants begin to babble. They produce a large variety of sounds. During the babbling period, they learn to maintain the right sound and eliminate the wrong sound. They also begin to imitate adult intonation although there are first linguistic contras among what student perceive and produce.

b. The Holophrastic Stage

After one year, children begin to use the same string of sounds repeatedly to mean the same thing. At this point, they have learned that sounds are related to the meanings and they are producing their first words. This stage also can be called as one sentence stage because in this stage most children have tried to use one word to express one sentence. For example, when children ask to be got up, they just say "up". It means "get me up"

c. The Two-Word Stage

In second year, children begin to produce two-word utterances to express one sentence. In this stage, there are no syntactic or morphological markers, such as to be, inflections for number, tense, etc. For example, when children want to say "sweater on the chair", they just say "sweater chair".

d. Telegraph to infinity

When a child starts stringing more than 2 word together, the utterances may be two, three, four, five words or longer. Many linguists

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[61]Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to languages,* (United States, Heile Thomson, 2003), p. 352

believe that children who are producing utterances which on average are 2, 3 to 3, 5 morphemes seem to have acquired other, similar aspect of the grammar. But, their utterances have special characteristic. Usually the small function words (such as to, the, can, is) are missing. Only the words that carry the main massage occur. For example, when children want to say "I am sitting on the chair", they just say "I sit on chair"

If the children acquire more and more language or more approximately adult grammar, they not only begin to use syntactic or grammatical function words, but they also use derivational and inflectional morphemes of language.

According to Jenkins and Eliason[62], children's normal verbal development is as follows:

1st year: Imitates sounds

Between 9 and 18 months begins to intentionally use words to communicate

Try to respond the word what they heard

2nd years: Puts several words together in a sentence

Can recognize and name many familiar objects and pictures

Has a vocabulary of about thirty words

3rd years: Uses words to express needs

Uses pronouns as well as nouns and verbs in speech

Identifies the action in a picture

4th years: Loves to talk

Verbalizes experiences by putting many sentences together

Recites songs, poems, and stories

Uses words to identify colors, numbers, and letters

5th years: Generally have few articulation problems

Talks freely, and often interrupts others

Sentences are long

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[62]Claudia Fuhriman Eliason and Lea Thomson Jenkins and, *A practical Guide to Early Childhood Curriculum,* (Ohio, Merrill Publishing Company, 1981), p. 330

Describes artwork

6th years: Asks the meaning of words

Few grammatical errors

Talks much like an adult

From the opinion above can be concluded that in kindergarten age, children language development is increasing highly. We can assume that in kindergarten age, they have mastered their mother tongue. And mother tongue can be used as medium to teach children, including teaching English language.

2. The Major Theoretical Approaches of Language Acquisition

There are various theoretical approaches concern in acquiring language which have been established by some linguists. They have reached them through some researches. They are behaviorism, innatism (naturalism), and functionalism (interactionalism).

a. Behaviorism

This theory is established by B.F. Skinner (1904-1990). According to behaviorist, language learning takes places through imitation, practice, reinforcement, habit formation. Learners receive linguistic input from speakers in their environment and they form association between words and object or events. These associations become stronger as experiences are repeated. They receive encouragement for their correct imitation and feedback on their errors because language development is viewed as the formation of habit, it is assumed that a person learning a second language starts off with the habits formed in the first language and then interferes with the new ones needed for the second language.[63]

b. Innatism (Universal Grammar)

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[63]Patsy M. Highborn and Nina Spada, *How languages are learned*, (New York, Oxford University Press, 2000), p. 35

According to innatist, language acquisition is based on the human physical endowments and their natural development. This theory is established by Noam Chomsky (1928). Chomsky suggested that children's language acquisition is innate, because they have language acquisition device (LAD).[64] Once speakers have acquired their first language, they have a certain knowledge about it, which is called "competence"; it can only be perceived through their performance.

c. Functionalism (Interactionism)

Different with behaviorism and innatism, this theory suggests that children language acquisition not only be influenced by external factor, but also influenced by internal factor. According to Gleason, this theory is more powerful arguments. He said that it compromise between behaviorism and innatism. Children language acquisition is influenced many factors; social, linguistic, maturational or biological, cognitive, etc.[65]

There are two views in interactionism, the first interactionism is established by Jean Piaget (1896-1980) and another view is established by Lev S. Vygotsky (1896-1934).[66] According Piaget, language acquisition goes along with the child's general development. This takes place in number of stages. Before children can use a linguistic item properly, it has to learn its meaning in the interaction with the world. In other words, they use language from deep structure sentence become surface structure sentence.[67]

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[64]The Language Acquisition Device (LAD) is a postulated "organ" of the brain that is supposed having the function to acquire language naturally. In other words, LAD is innate facility to acquire language. See at http://en.wikipedia.org/wiki/Language_acquisition_device, 20 October 2008

[65]Jean Berko Gleason, *The Development of Language*, (USA: Merrill Publishing Company, 1989), p.181

[66]"First Language Learning: Theories and Theorists" Http/www.yourdictionary.com/esl/second-language-acquisition-theory.html, 20 September 2008

[67]Deep structure sentence is the form of sentence which is abstract nature and is found only in speaker mind. And surface structure is the form of utterance that we hear or see it written.

According to Vygotsky, language acquisition is based on the development of cognition in social interaction. He requires help and social interaction to fully develop (e.g. conversational practice) and support the learners' understanding. The learners internalizes what happens in the interaction, and as result, they has private representation of it mind. In other words, children learn language rule from their sentences in their interaction with their social environment.

Those theoretical approaches of language acquisition can be approaches into language teaching practice for researcher or educator, including into second language teaching practice. There is no theory which is most accurate. Three of them equally contribute the insight into language teaching practice.[68]

C. Childhood Bilingualism

Bilingualism is occurred when some one exposed two languages. It is influenced by the languages which are used in his or her environment, although the environment is created intentionally or unintentionally. According to Gleason, geographical or political factor in a country also make bilingualism.[69]

If children are exposed more than one language, they will acquire them well. It same as Fromkin and Rodman opinion that as follows: [70]

> *"Young children who are exposed more than one language seem to acquire all the language equally well. There are many bilingual or multilingual speakers who have acquired their languages early in life. One language is the first learned, but if the child is exposed to second language, he or she will learn those languages."*

Many people believe that children are better language learners, the brain can more easily accept new things before puberty, and that acquisition

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See at Ramelan, *Introduction to Linguistic Analysis,* (Semarang: IKIP Semarang Press, 1992), p. 42

[68]Patsy M. Highborn and Nina Spada, *Op.Cit.,* p. 46

[69]Jean Berko Gleason, *Op.Cit.*, p.331

[70]Victoria Fromkin and Robert Rodman, *An Introduction to Language* (NewYork, Holt, Rineheat Wilson, 1983) p. 342

of language is possible without self consciousness at early stages. They are also sure that children have fewer negative attitudes to foreign languages and cultures than adult. And they also will be easy to acquire pronunciation like native's accent.[71]

In children bilingualism, there are simultaneous bilingual and sequential bilingual. Simultaneous bilingual is bilingualism which is started from children birth. They have heard more than one language virtually from birth. And sequential bilingual is bilingualism which is began to learn a second language latter.[72]

D. Bilingual Education

Bilingual education is the education that has the aims to make the students be literacy on two languages. There are various types in bilingual education. Based on social and cultural approach, Baker has divided them into weak form and strong form. Weak form bilingual education is bilingual education which more emphasize in L1 (majority language). Strong form bilingual education is bilingual education which more emphasize in L2 (minority language).[73] The types of weak form bilingual education are submersion, segregationist, transitional, mainstream with foreign language teaching, and separatist. And the types of strong form bilingual education are immersion, maintenance/ heritage language, two ways / dual language, and mainstream bilingual.

One of the types strong form bilingual education is immersion. It is most effective for developing proficiency of foreign language. Immersion is one of types of bilingual education which foreign language is used not only as subject lesson, but also as medium of instruction.

Based on the age, there are early immersions, delayed or middle immersion, and late immersion. Early immersion is immersion program at

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[71]Shofkhatin Khumaidah, *Developing English Syllabus for Kindergarten in Jember*, "In Fenomena", Vol.3 No.2 July 2004, p. p. 21
[72]Patsy M. Highborn and Nina Spada, *Op.Cit.*, p. 3
[73]Colin Baker, *Op.Cit.,* p.195

kindergarten or infant stage. Delayed or middle immersion is immersion program at nine to ten years old. And late immersion is immersion program at secondary level.

Based on the amount of time spent in immersion, there are total Immersion, partial immersion, double immersion, and two ways (dual) language. Total immersion is the type of immersion which the medium of instruction using foreign language fully (100%). Partial immersion is immersion type which foreign language is not used totally, but it is just used in 50%. This type is more appropriate for early immersion (bilingual education for children) because the mother tongue can be helpful in understanding lesson. Double Immersion is essentially a full immersion program with instruction in two foreign languages. Two-Way (Dual) Immersion is immersion type which children from each language group are mixed in the same classroom. The goals of two way immersion are for both language groups to become bilingual successfulness academically and develop positive inter-group relations.[74]

There are three headings strategies for literacy in bilingual school: general, reading, and writing.[75] By general strategies, the teacher can create a literate classroom environment; encourage collaborative and cooperative learning; or include literacy development as parts of the content of other areas of the curriculum.

In creating a literate classroom environment, the classroom environment should demonstrate the multiple function of literacy. For example, there are many writing in English language around school environment, such as attendance list, subject lesson schedule, class organization, or some writing which is pasted on the class wall.

In encouraging collaborative and cooperative learning, the teacher should encourage children to learn each other as well as to learn from the teacher. Children need to learn cooperatively and independently on project.

[74]Jack Brondum and Nancy Stenson, *Types of Immersion Education: An Introduction.* The ACIE Newsletter, February 1998, Vol. 1, No.2. 19 July 2007
[75]Colin Baker, *Op.Cit.,* p. 343

And also children need to work on literacy events independently and interdependently, with the teacher attending to small groups and individuals to provide attention where it is needed.

Literacy is achievable throughout the curriculum through inter-disciplinary project work. For example, engaging one of the crucial issues of the day may lend critical perspective to literacy development. Such as air pollution, destruction of forest, water use. Those project make learners active participants in their own literacy development, integrate oral with reading and writing development, promote interaction with others as central to literacy development, allow risk taking and initiative, requiring topics that are linguistically stimulating, intellectually challenging, rigorous and demanding so as to enable full literacy development.

For reading strategy, the teacher can use utilize predictable books. For example, the teacher use the big book which contain relatively predictable stories in enlarged text that enable a larger group of children to red the text and see the picture with the teacher. He or she also can read aloud to children daily, organize the responses of children to the literature they read, or include opportunities for self selected reading.

For writing strategy, the teacher can utilize written personal narratives, utilize dialog writing, or make successful classrooms engage a variety of different purposes for writing.[76]

For students in bilingual kindergarten, the reading and writing strategies is still difficult to be used because they are not yet able to do it. They are still learning to reading and writing.

E. Previous Research

The previous research related with this study is the research that had been done by Fatchur Rohman (3100008), Tarbiyah faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo) Semarang by the title "Studi Komparasi Pelaksanaan Kurikulum Pra Sekolah di TK Harapan Bunda

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[76]*Ibid*., p. 343-345

Penggaron dan TK Raudlotul Atfal di Palebon Semarang". He had done a research to find out how the implementation of preschool curriculum in two kindergartens. He investigated all activities there, including all of teaching; not only English teaching, but also teaching all of subject lesson. After collecting data from library and field data resources, he get the result that learning approach in preschool should concern to some aspect; it should recognize student's development; students' need orientation; make the syllabus thematically; using creative and innovative method; trying to create learning environment which is comfort, conducive, and pleasure; and also the teacher should be sensitive with the students' culture. And after analyzing the data, the learning approach of two kindergartens that become subject of research has concerned those aspects.[77]

Similar to the research above, the researcher will investigate the implementation of preschool curriculum in the kindergarten. But, Rohman did not focus in English subject lesson. Instead, he investigated all of the courses there. Different with research above, the researcher just focus on the teaching and learning experiences in English course.

Another previous research related with this study is the research that have been done by Ainun Ni'mah (3101402), Tarbiyah faculty of Walisongo State Institute for Islamic Studies (IAIN Walisongo) Semarang by the title "Aktivitas Bermain Implikasinya terhadap Proses Belajar Mengajar Pendidikan Islam (Studi Analisis di TK Muslimat "Tarbiyatul Athfal" Ngagel Dukuhseti Pati)". She wants to investigate the playing activities of Tarbiyatul Athfal kindergarten, Islamic education teaching learning process, and the implication of playing activity for Islamic education teaching learning. It has the result that playing is done for pleasure. For teaching learning, it needs the teacher's guidance. The teachers should organize teaching learning as well as they can. They should decide the objectives of teaching learning, select

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[77]Fatchur Rohman, *"Studi Komparasi Pelaksanaan Kurikulum Pra Sekolah di TK Harapan Bunda Penggaron dan TK Raudlotul Atfal di Palebon Semarang"*, (Semarang: IAIN Walisongo, 2007), unpublished thesis.

appropriate materials and methods. They should use teaching aids to help the students understand the lesson clearly.[78]

Similar to the research above, this research also will investigate teaching learning practice at kindergarten. But, it does not focus on Islamic education teaching learning, but focus on English language teaching learning.

[78]Ainun Nikmah, *"Aktivitas Bermain Implikasinya terhadap Proses Belajar Mengajar Pendidikan Islam (Studi Analisis di TK Muslimat "Tarbiyatul Athfal" Ngagel Dukuhseti Pati)"*, (Semarang: IAIN Walisongo, 2006), unpublished thesis.

CHAPTER III
RESEARCH METHOD

A. Research Approach

Before stepping further about the methodology of this research, the researcher will elaborate what research is. Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.[1]There are two kinds of research namely Qualitative research and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers. Reichardt and Cook (cited in Nunan's book: "*Research Method in Language Learning*") draw a distinction between quantitative and qualitative research as follows:[2]

> *Quantitative research is obtrusive and controlled, objective, generalisable; outcome oriented, and assume the existence of facts which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to context or situations beyond those in which data were collected).*

The types of quantitative research are experimental study and comparative study. On the other hand, the types of qualitative research are ethnographic research (ethnography), case study, and classroom observation.

From that elaboration, the researcher choses qualitative approach for this research because the data are descriptive in the forms of written and spoken. Furthermore, the technique is adaptive and sensitive to be applied.

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[1]David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992), p.3
[2]*Ibid*

This research combines library and field research. Library research is to get secondary data and field research is for getting primary data from participants directly. Therefore, researcher will visit to the setting to do observation.

B. Source of Data

In a qualitative research, source of primary data are the actions and the words and the source of additional data is the written data, documents such as written data, pictures, or statistical data.[3] If the researcher uses questioner or interview to collect the data, some one who responds or answers the researcher question is the source of data. If the researcher uses observation to collect the data, the source of data is the movable thing or the process which is observed. The source of data in this research is as follows:

1. The headmaster who give further information about the history of establishing school, the aims in Teaching English for kindergarten students, and school curriculum.
2. The teacher who give some further instructional information.
3. The teaching materials, learning assessments, and teaching methods employed in Citischool bilingual kindergarten that has been observed by the researcher.
4. The school files (the data of teachers and students, lesson schedule, proposal of establishing school), students' worksheet, students' exercise book, and pictures.

C. Scope Of The Study

The focus of this research is English teaching learning practice at the Citischool bilingual kindergarten classroom in terms of teaching materials, teaching methods, and learning assessments.

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[3] Lexy J Moloeng, *Metode Penelitian Kualitatif*, (Bandung, Pt. Remaja Rosdakarya, 2005), p. 216

D. Time and Setting

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. So, the researcher has to go to the setting directly.[4] Therefore, selecting the suitable setting is necessary to be concerned. The researcher selects Citischool Kindergarten as Setting of this research because it is bilingual kindergarten and of course it introduce English for their students. In other words, this setting is suitable with the goal of this research. And the researcher had collected the data during three weeks on September in academic year 2008/2009th . Nevertheless, the researcher just observed on one class, that is kindergarten-2 class.

General Illustration of Citischool Bilingual Kindergarten

a. History of Establishing School

Citischool bilingual kindergarten is established by institution of Satrya Wacana which is led by Dr. Radminingsih Asmara Dewi. It is established in 2004th . In the begin of establishing school, the school principal is Anna Kusnomo, M.A but started from 2008th the school principal is substituted by Rr. Catur Septa Diana, A. M.d.

b. Vision and Mission

Cited from the Citischool kindergarten's proposal of establishing school, Citischool kindergarten has the vision to develop the students' potential to be smart, skilful, and have good behaviour. This is in order to prepare the students to benefit fully in their higher education.[5]

And it has the mission as follows:[6]

1. Try to create the active, creative, and pleasure teaching learning situation

2. Teach the students to develop independently suitable with their age level

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[4]Nurul Zuriah , *Metodologi Penelitian Sosial dan Pendidikan,* (Jakarta: PT. Bumi Aksara, 2006), p.93
[5]Citischool Bilingual Kindergarten's Proposal of Establishing School, p. 17
[6]*Ibid*

3. Develop students' creativity, activity, and curiosity in the positive thing

4. Give the material, and stimulation for the students which is suitable with their age level for creating spirit in progressive learning

5. Try to create the learning atmosphere which is save, comfort, and happy

6. Prepare the mental, spiritual, social, and physic of students to benefit fully in their higher education

7. Give the students' some provisions to know universal discourse until they are ready to know technology progression and global world.

c. School Facilities

Citischool kindergarten has enough facilities. They are outdoor one playground, one indoor playroom, two classrooms, one computer room, one dining room, one administration room, one teacher room, one warehouse, one kitchen, swimming pool, and two bathrooms.

d. School Location

Citischool kindergarten is located in Jl. Yos Sudarso No. 9 Semarang. In the past time, it is known as Puri Anjasmoro P no.100, Tawang Mas, west Semarang. This location is comfort and calm. So this is good location for learning.

E. Technique of Data Collection

1. Classroom Observation

Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted.[7] In this classroom observation, the subjects of observation are teacher and students' activities in English language teaching learning. It focuses on the teaching methods, learning materials, and learning assessment.

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[7]David Nunan, *Op.Cit.,*p.93

The researcher uses non participatory observation. According to Zuriah, in non participatory observation, the researcher does not participate in the activity of the research object.[8]

In this research, the observation is systematic. The researcher had decided the observation scheme. Generally, the observation scheme contains teaching material consist of teaching materials, textbooks, and teaching aids, teaching methods, with particular reference on the teaching methods and the medium of instruction, and learning assessments covering the technique of learning assessment and feedback. (See attachment)

The researcher had done observation by going to the school directly. She did it five times in three weeks because in a week there are two days for English lesson (Tuesday and Thursday). The first observation is on Thursday, 4 September 2008. Second observation was on Tuesday, 9 September 2008. Third observation was on Thursday, 11 September 2008, Forth observation was on 16 September 2008, and fifth observation was on Thursday, 18 September 2008. In Five times observations, begin; the researcher noted the observation results chronologically. Then she included them systematically in the observation scheme.

2. Interview

Interview is the technique of data collection by asking question to the respondents and the answer will be noted or recorded.[9]

Interview was done to obtain further instructional information about English Language Teaching Learning at Citischool bilingual kindergarten. The researcher had interviewed the headmaster and the teacher who teach kindergarten -2 class.

In the interview, the researcher used semi-structural interview.[10] The researcher used the general idea to interview. In interviewing the

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[8]Nurul Zuriah, *Op.Cit., p. 172*
[9]M. Iqbal Hasan, *Pokok-Pokok Metode Penelitian dan Aplikasinya,* (Jakarta: Ghalia Indonesia, 2002), p. 85
[10]In semi structured interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question. See at David Nunan, *Op.Cit.,* p. 149

Headmaster, the general idea which had asked are the history of establishing school, the aims in Teaching English for kindergarten students, and school curriculum. The researcher interviewed the headmaster once time that is on Friday, 19 September 2008. In interviewing the teacher, the general idea includes the teaching method, selecting material, and how assessing the students. The researcher interviewed the teacher on Thursday, 4 September 2008 as same as what has been scheduled. This is to obtain further information about teaching methods, teaching material, and learning assessment which not be obtained from observation.

The researcher also did unscheduled interviews every after class. This is to obtain further explanation about what the researcher watch in the classroom observations.

3. Documentation

It is done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc.[11] The researcher used this method to obtain documents which is related with this research. They are school files (the data of teachers and students, lesson schedule, proposal of establishing school), students' worksheet, students' textbook, and pictures.

F. Technique of Data Analysis

Technique of Data Analysis that the researcher will do is as follows:

1. All of the data that have been collected through observation, interview, and documentation is categorized to be as follows:
   a. Teaching materials
   b. Teaching methods
   c. Learning assessments
2. Each data above is described as detail as the researcher gets.

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[11]Lexy J Moloeng, *Op.Cit.,* p. 216

3. The researcher will analyze what extend the instructional practice described above meet the principle of English language teaching for kindergarten students. The analysis will find out what English language teaching for young learners principles employed in teaching learning practice at Citischool bilingual kindergarten classroom.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher is going to describe English language teaching learning at Citischool bilingual kindergarten in terms of teaching materials, teaching methods, and learning assessments. Then, that description is going to be analyzed by the principle of English language teaching learning for very young learners.

A. Finding

1. English Language Teaching materials at Citischool Bilingual Kindergarten

a. The Objective of English Teaching Learning

Before selecting materials, Citischool bilingual had decided the objectives of English language teaching learning. It is to prepare the students to learn English in higher school. The students are expected to get the vocabularies of everything around them, pronounce, and write them accurately.[1]

b. The Teaching Material

Teaching materials had been selected, planned, and organized in a syllabus. They are more emphasized on the developing vocabulary of daily things and events of children, pronunciation, and word-writing. The syllabus is organized by the themes. The themes contain the topics. All of the materials are the vocabulary related with the topic.

In the first semester, the themes are as follows:

1)   About Me

This theme contains a topic; my body. So, the materials are the names of parts of body including Head, shoulders, knees, toes, eyes, ears, mouth, nose, cheek, hand

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[1]Interview with the headmaster (Rr. Catur Septa Diana, A.md), September 19th 2008

2) My Environment

This theme contains three topics. They are My Family, Our House, and Our School. The materials of My Family topic are the vocabulary including Father, mother, sister, brother, grand mother, and grand father. The materials of Our House topic are the vocabulary bedroom, bathroom, living room, dinning room, and kitchen. The materials of Our School topic are the vocabulary including Window, door, floor, desk, blackboard, book, bag, pencil, flag, teacher, and students.

3) My Daily Need

This theme contains three topics; Our Food, Things I wear, and Health, Cleanliness, and Safety. The materials of Our food topic are the vocabulary including Bread, drinks, ice cream, rice, milk, noodle, biscuits, spoon, fork, egg, vegetable, fruit. The materials of Things I Wear topic are the vocabulary including uniform, cap, hat, socks, short, dress, belt, glasses, shoes, and tie. The materials of Health, Cleanliness, and Safety topic are the vocabulary including Soap, shampoo, toothpaste, toothbrush, comb, take a bath, brushing teeth, washing hand, and water.

4) Animals

This theme contains a topic; Animals. The materials are the vocabulary of the name of animals including Cat, rabbit, elephant, lion, mouse, butterfly, duck, monkey, bird, bear, tiger, and crocodile.

5) Plants

This theme contains a topic; Plants. The materials are the vocabulary including Flowers, Garden, leaves, root, stem, and grass.

c. Textbooks

In Citischool bilingual kindergarten, the teacher uses several textbooks to support language teaching. The titles of those books are

Bermain Sambil Belajar Bahasa Inggris, Bahasa Inggris untuk TK, My first Book series: Pintar Bahasa Inggris, Phonics Activity: Fox in Book, Phonics: Alphabets. The teacher does not make a textbook become the teaching program. It means that the textbooks are just as complementary material support because there is no a textbook which contains all of the material needed.[2] Another source of students' activity is worksheet produced by Citischool kindergarten itself.

d. Teaching Aids

In Citischool bilingual kindergarten, the teacher always uses teaching aids. They are to help the students to understand the lesson. They are pictures, flashcards, and real physical object, such as real vegetables, fruits, clothes, etc.[3]

2. English Language Teaching Learning Methods Used at Citischool Bilingual Kindergarten

a. Teaching Learning Methods

English language teaching learning at Citischool uses eclectic method; in every meeting of English language teaching learning, the teacher does not only use a method. There are various methods used, among other, Communicative language teaching method, Audio lingual, Total Physical respond, Silent way.

From the observation result, it can be described the methods of English language teaching learning as follows:

1) Communicative Language Teaching Method

This method is used in English language teaching learning at Citischool bilingual kindergarten by various techniques; conversation, story telling, and playing simulation.

a) Conversation Method

This technique is done for opening. Usually the teacher and the students sit down on the mat in circle formation to talk about everything related the topic will be and have been taught and learned.

For example, the teacher invites the students to talk about cleanliness. The students not only listen what the teacher said, but, they also express what they are thinking and feeling by mixing in Indonesian and English language. Indirectly, the students learn the vocabulary about cleanliness. The teacher tries to involve the students' life as the topic in conversation by asking about what their mothers use in washing some clothes, what they use in taking a bath, combing the hair, and sweeping the floor.

b) Story Telling Technique

This technique is done for brainstorming. The teacher tells a story related the topic what will be taught and learnt. For example, when the topic of English teaching learning is about things I wear, the teacher tells a story about her experience a day before by mixing Indonesian and English language. She went to the market by motor cycle (she is acting out how riding motor cycle). She bought some clothes includes uniform, tie, sort, socks, skirt, small dress, cap, hat (she is acting out by take those clothes and put into the basket like some one who buy the clothes in the market) by mentioning their names in English. The students does not only listen that story but they also ask or express their respond of the teacher's telling.[4]

c) Playing Simulation Technique

This technique is done for informal assessing. In is done by teacher-student and student-student. As an example of playing simulation which is done by teacher-student is playing simulation in the market. The teacher becomes the seller and the students become the buyers. Every student has to buy a vegetable or fruits by

[4]*Ibid*

mentioning its name and put it in correct basket; the red basket is for the fruits and the green basket is for the vegetables.[5]

The examples of playing simulation which is done by students- students are playing simulation becoming seller and buyer and playing simulation becoming teacher and students. First, the students simulate becoming seller and buyer. Three students become the sellers and other students become the buyers. The buyer has to buy using English although in simple utterances. The teacher guides the students how to say in buying something by English language.

Second, the students simulate becoming the teacher and the students. Who becomes the teacher he or she has to teach their students (their friends) by interchanging. Who becomes the teacher has to show one of the concrete physical object and say what that is in English. For example, a student takes a comb. He or she has to show it and say "this is a comb". Other students who become the students have to imitate what the teacher (their friend) said.

2) Audio Lingual Method

By this method, the teacher shows the physical object directly and drills by mentioning the vocabulary. The students imitate what the teacher said. It is done repeatedly. Beside for teaching vocabulary, for teaching the spelling of the vocabulary also uses drilling, imitation, and repetition.

3) Total Physical Respond (TPR) Method

This method is used for informal assessing. The teacher says interrogative sentences and the students have to respond by pointing out what the teacher asked. For example, the teacher asks, "Where is cap?" and The students have to respond it by pointing out the cap.

4) Silent Way

This method is also used for informal assessing. The teacher uses gesture and the physical objects and the students have to guess

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[5] Observation September 9th 2008

the vocabulary of those physical object. When the students' guessing is incorrect, the teacher just uses gesture or facial expression to show incorrectness.

Besides using the methods above, songs are also used for English language teaching learning at Citischool bilingual kindergarten. For example, in teaching spelling of words, the teacher uses ABC song.[6] And when the topic of English teaching learning is cleanliness, the teacher and the students sing the songs about cleanliness. The lyrics are as follows:

"This is the way I comb my hair

Comb my hair

So early in the morning"

"This is the way I brush my teeth

Brush my teeth

So early after eat"

"This is the way I take a bath

Take a bath

So early in the morning"

b. The Medium of Instruction

As bilingual kindergarten, in Citischool bilingual kindergarten, the medium of instruction used is English and Indonesian language. The amount of time used those language is about 50% of school time. The teacher mostly used English for instructions. In explaining, the teacher uses English language and keeps using Indonesian language to make the students understand the lesson clearly. The students have to use English for simple expression, such as thanking, greeting, permission for going to bathroom or washing the hand, finishing in doing the task, etc.[7]

English language is used not only in English lesson, but also for other lessons including Math, Science, Cognitive area, Physical education, Art

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[6]Observation, September 9th and 11th 2008
[7]Observation

area, and reading and writing area. However, it is not used for Indonesia language lesson.[8] Beside used as medium of instruction, English also used in daily ritual activities, such as praying and singing in opening, recessing, and closing the school time.[9]

Citischool bilingual kindergarten has done the strategy for literacy in bilingual school by creating a literate classroom environment. The environment demonstrates the multiple function of literacy. There are many writing in English language around the school environment, such as attendance list, subject lesson schedule, class organization, and some writing which is pasted on the class wall and others around the school environment.[10]

3. **Learning assessment at Citischool Bilingual Kindergarten**

For successfulness in English teaching learning, In Citischool, the teacher also makes assessment whether informal or formal assessment. Informal assessment is for formative, diagnostic, and evaluative purposes. And formal assessment is for summative and informative purposes. Most of the assessments are in accuracy activities than fluency activities. The focus os assessing is on accurate vocabulary and pronunciation, and word writing.[11]

a. **The Techniques of Informal Learning Assessment**

Informal assessments are done by some techniques. They are playing simulation, asking the students to mention the vocabulary of the physical object showed by the teacher, using question, and using tasks

1) Playing Simulation

By playing simulation, the teacher assesses students' performance of mentioning accurate vocabulary and pronunciation.

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[8]Interview with the teacher (Dwi Lestari), September 4th 2008
[9]Observation
[10]Observation, September 18th 2008
[11]interview with the teacher (Dwi Lestari), September 18th 2008 and observation

For example, the teacher becomes the seller and the students become the buyer. The students as buyer have to buy the vegetable or fruit by mentioning its' name one by one. All of the students can mention the vocabulary correctly, but, they make wrong sentences; mixing in English and Indonesian language. For example, they say, "*aku mau beli* orange" or "*aku beli* spinach" and the teacher gives the corrective feedback by reformulation. She says, "I want to buy …." And the student says, "I want to buy orange".[12]

In playing simulation which is done by students-students, three students become the sellers, and other students become the buyers. The students as buyer have to buy something. However, the teacher guide them how to say in buying something without mention what will be bought. She just says "I want to buy…..".[13]

In playing simulation becoming teacher and students which is done by students-students, who becomes the teacher has to show one of the real physical object and say what that is in English. For example, a student takes a comb. He or she has to show it and say "this is a comb". Other students who become the students have to imitate what the teacher (their friend) said.[14]

Those activities are combination of accuracy and fluency activity. But, it is more emphasized to teach vocabulary because the basic purpose of that activity is to find out students' memory of vegetable and fruit vocabulary.[15]

2) Asking The Students to Mention The Vocabulary

Informal assessment is also held by asking the students to mention the vocabulary of the physical object showed by the teacher.

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[12]Observation, September 9th 2008
[13]Observation, September 18th 2008
[14] *Ibid*
[15] interview with the teacher (Dwi Lestari), September 9th 2008

For example, when the teacher tells that she bought the clothes, the teacher takes those clothes and mentions their name. Some time, she takes some clothes silently and the students are given the hint to mention their name English.[16]

3) Question

The teacher also assesses students' learning by the questions, such as "what is….?", "where is…?".

When the teacher and the students discuss about cleanliness, the students are asked about what their mothers use in washing some clothes, what they use in taking a bath, combing the hair, and sweeping the floor. When they answer by Indonesian, the teacher asks again "what is….?". Finally, if there is no answer it in English, the teacher gives attempts to translate it in English.[17]

T : "What do you use to take a bath?
   Kalau mandi pakai apa saja coba?"
SS : "water, shampoo, *sabun*,…… "
T : "What is *sabun*?"
SS : "…….."
T : "Soap, what?"
   (The teacher asks the students to imitate what she said)
SS : "Soap"

The teacher also uses question "where is….?" and the students have to point out what the teacher asked.[18]

4) Task

Informal assessment is also made by the task, for example matching the words with the pictures and labeling something by the flashcard contains its name.

The teacher provides vegetable and fruit vocabulary list on the white board and the students have to paste the picture matching their correct name. This assessment is for individual students, so,

[16] Observation, September 9th 2008
[17] Observation, September 16th 2008
[18] *Ibid*

the students have to do it one by one. Many of the students do it correctly.[19]

The teacher provides some cards which contain the English clothes vocabulary. The students have to label the clothes by those cards. Then, the result was discussed together.[20]

b. The Techniques of Formal Learning Assessment

In Citischool bilingual kindergarten, the teacher makes formal assessment by the tasks. For example, pasting the picture and write the words. The teacher provides some vegetable and fruit pictures. She asks the students to paste them on their books and write the names of those pictures in English.[21]

As another example of formal assessment using task is matching the pictures with the words. Every student has to match the pictures which had been pasted by the teacher with their correct names by make a line.[22]

c. Feedback

In assessing students learning, Citischool kindergarten teacher give feedbacks including corrective feedback, praising, giving reward, and grading.

1) Corrective feedback

For corrective feedback, the teacher uses question "Is it right?", gesture; shaking her head, facial expression, getting it right, reformulation, and quite hint.

2) Praising and Giving Reward

The teacher also gives praising and reward for the students who can do the task correctly; the teacher says "good students" and giving sticker picture as reward.

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[19]Observation, September 4th 2008
[20]Observation, September 9th 2008
[21]Observation, September 4th 2008
[22]Observation, September 18th 2008

3) Grading

        For formal (summative) assessments, the teacher grades the students' work by comments such as excellent, good, bad, and fail.

B. Discussion

1. Analysis of English Language Teaching materials at Citischool Bilingual Kindergarten

        To make teaching learning more successful, the material must be selected appropriately. Before selecting material, the teacher must decide the objectives of English language teaching. According to Brewster, Ellis, and Girard's, the basic objective of teaching English language for children is to prepare them to learn it at higher school. Psychologically, it means that they will motivate to learn English for interest and fun and they will become aware that what they say and write in their first language can be said and written in English language. Citischool bilingual kindergarten has decided the objectives of English language teaching. It agrees with Brewster, Ellis, and Girard's opinion. In Citischool bilingual kindergarten, the students are expected to will get the vocabularies of everything around them, pronounce, and write them accurately.[23]

        For being guidance, syllabus should be produced. It is for supporting the English language teaching. Khumaidah said that English syllabus for kindergarten must offer simple, fun, and interest activities to the students.[24] The kind of syllabus which is appropriate for kindergarten students is topical syllabus.[25] In making English syllabus for kindergarten, the material can be started with vocabulary of everything around the children's environment. The chosen topic must be relevant to children's lives, such as school, food, sport, animal and all language should be used

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[23]Interview with the headmaster (Rr. Catur Septa Diana, A.md), September 19th 2008

[24]Shofkhatin Khumaidah , *Op.Cit.,* p.25

[25]Topical syllabus is the syllabus which is organized around different topics and how to talk about them in English. See at Jack C. Richard, *Op.Cit.,* p. 152

everyday context.[26] The English teaching materials for kindergarten students must be fun, enjoyable, and not pressure.

The English syllabus had been produced by Citischool is appropriate for kindergarten students; suitable with the principles of English syllabus for kindergarten students. The material is started with the vocabularies of everything around the students' environment. All of those materials are relevant with children's life and about the vocabularies of everything around kindergarten students' environment because the students as young children are continually searching meaningful relationship in their environment.[27]

In the implementation of English language teaching at Citischool kindergarten, the teacher has consider that The kindergarten students need gesture and physical objects for teaching aids to help them acquire English language.[28] Children are more sensitive to anything that touches the senses and react easily to physical object. They will be easier to get new vocabularies trough concrete object or by presentation experience. So, the teacher uses real physical object, flashcards, and picture for teaching English language.

In the other words, selecting appropriate teaching material in Citischool bilingual kindergarten is suitable with the principle of English language teaching material for kindergarten students.

2. **Analysis of English Language Teaching Learning Methods Used at Citischool Bilingual Kindergarten**
   a. **Teaching Learning Method**

   The methods used to teach English for kindergarten students should not be pressure. It means that classes can be enjoyable

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[26]Lynda Taylor, "Young learner testing", retrieved from http://www.teachingenglish.org.uk/think/articles/young-learner-testing, November 21th 2008

[27]Marjoeri J. Kostelnik, *TeachingYoung Children Using Themes,* (USA: Good Year Book, 1991), p. 2

[28]Bambang Setyadi, *Op.Cit.,* p.179

experience for teacher and students. The principle of the methods is relevant with the children's development. .[29]In deciding what methods will be used for English teaching learning, the teacher has to consider the students' characteristics.

English language teaching learning methods used at Citischool bilingual kindergarten are appropriate for kindergarten students. They are suitable with the principles of the principles of English language teaching learning for kindergarten students.

The methods used are various, among other, Communicative language teaching, Audio Lingual, Total Physical Respond, and Silent way method.

1) Communicative language teaching

Communicative language teaching method is also used in English language teaching learning at Citischool kindergarten. It can be indicated by the characteristics of communicative language teaching which appears; language is used in pragmatic, authentic, functional use for meaningful purpose, there are fluency and accuracy activities.

The activities of communicative language teaching method can make interaction. From interaction, the students can obtain English language input. It is the same as functionalism (interactionism) theoretical approach of language acquisition. The students will internalize the meaning what happen in the interaction. At least, the students can acquire English language.

Communicative language teaching in Citischool is implemented by some techniques; conversation, story telling, and playing simulation. It is appropriate for kindergarten students because the techniques are suitable with the students' characteristic. They will be explained below:

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[29] Moeslichatoen R., *Op.Cit.*, p. 15

a) In conversation technique, the teacher and the students sit down on the mat in circle formation to talk about everything related the topic will be and have been taught and learned. The teacher tries to create non formal teaching situation. It is suitable with one of the students' characteristics that the kindergarten students are less amenable in formal teaching. They are easier to understand the lesson through non formal teaching.

b) The teacher tries to involve the students' life as the topic in conversation. This is can make the students are interested. It is suitable with one of kindergarten students' characteristics which they are egocentric. They are enthusiastic in talking about themselves and something related with their own life.

c) In story telling and playing simulation, the students learn English by lot of hearing and experiencing. This is suitable with the kindergarten students' characteristic that they are easier in acquiring English language through lot of hearing and experiencing.

2) Audio Lingual Method

According to Prator and Celce Murcia, cited by Brown, there are some characteristics of Audio lingual method. First, new material is presented in dialogue form. Second, there are imitations and memorization of sets phrases. Third, there is no or little grammatical explanation. Forth, vocabulary which is taught is limited strictly and learned in context. Fifth, there is much use many visual aids, tapes, or language laboratories. Sixth, teaching is automatically drilling the pronunciation. Seventh, the use of mother tongue is very little. Finally, there are successful responses in reinforcement immediately.[30]

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[30]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed, (San Fransisco: Longman, 2001), p. 23

There are some characteristics of audio lingual method appeared in English language teaching learning at citischool kindergarten. There are imitation and memorization. There is no grammatical explanation. Vocabulary which is taught is strictly. Using many visual aids and drilling the pronunciation. There are successful responses in reinforcement immediately.

Audio lingual method is the implementation of behaviorism theoretical approach of language acquisition.[31] In behaviorism theoretical approach, language learning take place through imitation, practice, reinforcement, and habit formation.

3) Total Physical Respond

This method involves the students listening and responding to command given by the teacher by acting. The implementation of TPR in Citischool kindergarten is using interrogative sentences. It is "where is…?" and the students have to point out what the teacher asked.

This method is suitable with the kindergarten students' characteristic that they are easier in acquiring English language through lot of hearing and experiencing. Because in TPR method, the respond of teacher' command is motor activity which experienced by the students.

4) Silent Way

In this method, the teacher helps the students to acquire the foreign language by gesture or expression. Later students guess them. And the teacher shows the correction of students' guessing verbally. The implementation of it in Citischool kindergarten is the same of the principle of silent way method. The teacher shows something silently and the students guess it.

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[31]Rod Ellis, *Instructured Second Language Acquisition,* (USA: Basil Blackwell, 1990), p.
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b. Medium of Instruction

Based on the amount of time spent in using foreign language in immersion class, the type of immersion program at Citischool is partial immersion. It is a type of immersion which foreign language used as medium of instruction just in 50 % of the school time. It is the same as in Citischool, English is used as medium of instruction just in 50 % of the school time. Based on the age, the type of the immersion program in Citschool kindergarten is early immersion because this immersion program is at kindergarten or infant stage as like what have been explained in chapter two. [32]

English is also used in daily ritual activities, such as praying and singing in opening, recessing, and closing the school time.[33] If we see at behaviorism theory, the language can be acquired through imitation, practice, reinforcement, and habit formation. So, the daily ritual activities using English is the habit formation, so, the students can acquire English language through them.

In the other words, the strategies of bilingual literacy in Citischool bilingual kindergarten suitable with the principles of the strategies of bilingual literacy for kindergarten which help the students to acquire English language.

3. Analysis of Learning assessment at Citischool Bilingual Kindergarten

Assessment is described as an attempt to analyze the learning which the students have achieved over a period of time as a result of teaching learning.[34] There are some purposes of assessment. First, assessment is to increase in continuous learning process (formative). Second, it is to give feedback for the students on their progress or achievement (summative) and inform it to teacher and parents (informative). Third, it is to identify students' need to be supported

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[32]From the observation and interview with the teacher (Dwi Lestari), September 4th 2008
[33]Observation
[34]Jean Brewster, Gail Ellis, Dennis Girard, *Op.Cit.,* p. 244

(diagnostic). And forth, it is also to check the effectiveness of teaching method and learning material (evaluative).[35] Citischool kindergarten teacher makes informal assessment for formative, diagnostic, and evaluative purposes. And formal assessment is summative purpose.

a. The Techniques of Informal and Formal Learning Assessment

In Citischool kindergarten the assessments (formal and informal) that have been done is appropriate for kindergarten students. The technique of learning assessment in Citischool is playing simulation, asking the students to mention the vocabulary of the physical object showed by the teacher, using question, acting out the role play, and using tasks. Those techniques are suitable with the principle of assessing kindergarten students. That is the technique should be interesting and suitable with children's and young people's cognitive and social development.

b. Feedback

For informal assessment, the teacher must give feedback or correction for students' mistakes whether the mistake are slips, errors, or attempts. It is for students' progress in learning. When the students are able to do the tasks or answer what the teacher asks correctly, the teacher should give the praise or reward for them because the praise and reward can give extrinsic motivation for the students.

In Citischool kindergarten, the teacher have give appropriate feedback for the students, whether corrective feedback, praising, and giving reward. The teacher gives appropriate corrective feedback because it is not make the students threatened and suitable with the principle of giving corrective feedback.

The teacher mostly praise and gives reward for the students who success doing or answering the teacher's question correctly. It is suitable with the kindergarten students' characteristic that they are still need individual attention as much as possible.

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[35]*Ibid.,* p. 245

CHAPTER V
CONCLUSION AND RECOMMENDATION

A. Conclusion

In this chapter, the researcher is going to draw the conclusion from the previous chapters which have been discussed.

1. English language teaching materials at Citischool kindergarten are appropriate for kindergarten students. The teaching materials had been selected and organized in the syllabus. The materials mostly focus on vocabulary developing. The vocabularies are related with students' daily things and events. Textbooks are used as complementary materials. The teaching aids such as pictures, flashcards, and concrete physical object used to help the students to understand the lesson clearly.

2. English language teaching methods at Citischool bilingual kindergarten are appropriate for kindergarten students. The decision of teaching techniques is considered the characteristic of kindergarten students as language learner. The methods used are eclectic, combination from various methods. From the description of teaching techniques in English language teaching learning, it can be assumed that the various methods used include Communicative Language Teaching (CLT), Audio Lingual method, Total Physical Respond (TPR), and Silent way method. The medium of instruction is English and Indonesian language. English language is mostly used for instruction.

3. English language learning assessments at Citischool bilingual kindergarten are appropriate for kindergarten students, whether informal or formal assessment because the techniques of learning assessment are suitable with students' level. They are playing simulation, asking he students to mention the vocabulary, question, and task. The teacher also give appropriate feedback; correction,

praising, and giving reward. The assessments are more emphasized in accuracy activity than fluency, focusing on the accurate vocabulary, pronunciation, and word-writing.

B. Recommendation

In English language teaching and learning at kindergarten, the teacher must create enjoyable, fun, and interesting situation as possible as the teacher can. However, the decisions of teaching materials, learning assessments, and teaching method should be structured appropriately and consider the students' characteristic as very young language learner.

In making assessment activity whether formal or informal assessment, kindergarten teacher should create enjoyable, fun, and interesting situation. It is in order to make the students not be threatened in learning English as foreign language.

As very young learner, the kindergarten students still need the teacher individual attention as much as possible. They need to be guided to learn individually. So, kindergarten teacher should give individual attention as much as possible for the students. For example, when doing the task, the teacher can go around and asking about the students' work.

This research have found out the description about English language teaching learning at Citischool bilingual kindergarten in terms of teaching materials, learning assessments, and teaching methods. Because of the short time of collecting data, may be the finding is not too detail. For example, this research can draw the description of summative assessment on the end of semester at Citischool bilingual kindergarten because the time of collecting is endless.

Finally, the writer realizes that this thesis is far from being perfect, but she hopes this will be useful the readers and researcher of similar discourse.

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CURRICULUM VITAE

Name	: Zakiyatus Syarifatul Afif
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Address	:

1. Home:

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Academic Background

1. MI Tarbiyatul Athfal (1998)
2. MTs Raudlatul Muallimin (2001)
3. MA Banat NU Kudus (2004)
4. IAIN Walisongo Semarang (Ninth semester)

The teacher and the students discuss about everything related with the teaching toping

The teacher shows the physical object in teaching vocabulary

The students label the physical objects with the cards containing their name

The students play simulation becoming the sellers and buyers

The students play simulation becoming the teacher and the students

SYLLABUS OF ENGLISH LESSON FOR KINDERGARTEN 2 FOR FIRST SEMESTER

Unit	Theme	Topic	Description	Objectives	Time allocation
1	About Me	My body	Head, shoulders, knees, toes, eyes, ears, mouth, nose, cheek, hand	The students can understand, pronounce, and write the vocabularies well	2x
2	My Environment	My Family	Father, mother, sister, brother, grand mother, grand father		1x
		Our House	Bedroom, bathroom, living room, dinning room, kitchen		1x
		Our school	Window, door, floor, desk, blackboard, book, bag, pencil, flag, teacher students		2x
3	My Daily Need	Our food	Bread, drinks, ice cream, rice, milk, noodle, biscuits, spoon, fork, egg, vegetable, fruit		2x
		Things I wear	Uniform, cap, hat, socks, short, dress, belt, glasses, shoes, tie		2x
		Health, Cleanliness, Safety	Soap, shampoo, toothpaste, toothbrush, comb, take a bath, brushing teeth, washing hand, water		2x
4	Animals	Animals	Cat, rabbit, elephant, lion, mouse, butterfly, duck, monkey, bird, bear, tiger, crocodile		2x
5	Plants	Plants	Flowers, Garden, leaves, root, stem, grass		2x
6	Review Week	-	-		1x

OBSERVATION SCHEME

Allocated Time	Activities	Teaching Material					Teaching Method								Medium of Instruction		Assesment																				
																	FocusSkill/Knowledge						Activity Focus		Purpose					Feedback							
		Topic	Text Book	Worksheet	Picture	Teaching realia	Audiolingual	TPR	Silence Way	CLT	GTM	Suggestopedia	CTL	Direct Method	English	Indonesian	Vocabulary	Pronounciation	Speaking	Writing	Reading	Listening	Accuracy	Fluency	Accuracy and Fluency	Summative	Formative	Informative	Diagnostic	Evaluative	Repeat	Encoding	Statement & question	Quiete hint	Reformulating	Getting it right	Praise	Reward
5 minutes	The teacher and the students discuss about everything related with the teaching topic	Things I Wear																																				
10 minutes	The teacher teaches the vocabulary by drilling, imitation, reinforcement, repetition, and showing the physicval object																																					
5 minutes	The teacher shows the physical object silently and the students have to mention the vocabulary																																					
5 minutes	The teacher asks "where is…?" and the students have to point out what the teacher asked																																					
5 minutes	The teacher and the students read the vocabulary together																																					
15 minutes	recessing																																					
20 minutes	The students have to paste the vegetable and fruit pictures and write their names in their books																																					

Allocated	Activities	Teaching Material
10 minutes	Reviewing the lesson; the teacher ask the students to match the vegetable and fruit pictures with their names in the white board	

OBSERVATION SCHEME

Allocated	Activities	Teaching Material	Teaching Method	Medium	Assesment

Time		Topic	Text Book	Worksheet	Picture	Teaching realia	Audiolingual	TPR	Silence Way	CLT	GTM	Suggestopedia	CTL	Direct Method	English	Indonesian	Vocabulary	Pronounciation	Speaking	Writing	Reading	Listening	Accuracy	Fluency	Accuracy and Fluency	Summative	Formative	Informative	Diagnostic	Evaluative	Repeat	Encoding	Statement & question	Quiete hint	Reformulating	Getting it right	Praise	Reward
3 minutes	The teacher and the students discuss about everything related with the teaching topic	Things I Wear																																				
5 minutes	The teacher reviews the previous lesson by asking the student to playing simulation in the market. The have to buy vegetable or fruit and mention their name.																																					
5 minutes	The teacher tells the story about her experience a day before																																					
7minutes	The teacher teaches the vocabulary by drilling, imitation, reinforcement, repetition																																					
5 minutes	The teacher asks "where is…?" and the students have to point out what the teacher asked																																					
5 minutes	The students have to label the physical objects by the cards containg their name																																					
15 minutes	recessing																																					
15 minutes	The students sing alphabet song and learn how to spelling the words																																					

15 minutes	The teacher asks the students to spell the words in the flashcards																																									

Date: September 11th, 2008

OBSERVATION SCHEME

Allocated	Activities	Teaching Material	Teaching Method	Medium	Assesment

Time	Activity	Topic	Text Book	Worksheet	Picture	Teaching realia	Audiolingual	TPR	Silence Way	CLT	GTM	Suggestopedia	CTL	Direct Method	English	Indonesian	Vocabulary	Pronounciation	Speaking	Writing	Reading	Listening	Accuracy	Fluency	Accuracy and Fluency	Summative	Formative	Informative	Diagnostic	Evaluative	Repeat	Encoding	Statement & question	Quiete hint	Reformulating	Getting it right	Praise	Reward
5 minutes	The teacher and the students discuss about everything related with the teaching topic	Things I Wear																																				
10 minutes	The students play the game; move the body to shape like the alphabet																																					
3 minutes	The teacher and the students sing alphabet song by walking consecutively around the clssroom																																					
7 minutes	Thw teacher teaches how to spell the vocabulary accurately by drilling, imitation, reinforcement, and repetition.																																					
5 minutes	The teacher mention the words and the students have to spell those words																																					
15 minutes	recessing																																					
15 minutes	The teacher gives the blank cards and dictates the words and the students have to write those words																																					

Allocated	Activities	Teaching Material	Teaching Method	Medium	Assesment
15 minutes	The students' work are discussed together. Each students comes forward and write their works on the whiteboard				

Date: September 16th, 2008

OBSERVATION SCHEME

Time	Activity	Topic	Text Book	Worksheet	Picture	Teaching realia	Audiolingual	TPR	Silence Way	CLT	GTM	Suggestopedia	CTL	Direct Method	English	Indonesian	Vocabulary	Pronounciation	Speaking	Writing	Reading	Listening	Accuracy	Fluency	Accuracy and Fluency	Summative	Formative	Informative	Diagnostic	Evaluative	Repeat	Encoding	Statement & question	Quiete hint	Reformulating	Getting it right	Praise	Reward
															of Instruction		FocusSkill/Knowledge						Activity Focus			Purpose					Feedback							
5 minutes	The teacher and the students discuss about everything related with the teaching topic	Health, Cleanlines, and safety																																				
10 minutes	The teacher and the students sing the song about everithing related with teaching topic.																																					
5 minutes	The teacher teaches the vocabulary by drilling, imitation, reinforcement, and repetition																																					
5 minutes	The teacher asks "where is…?" and the students have to point out what the teacher asked																																					
5 minutes	The teacher shows the physical objects silently and the students have to mention their name																																					
15 minutes	recessing																																					
20 minutes	The students have to paste the vegetable and fruit pictures and write their name in their books																																					
10 minutes	Reviewing the lesson; the teacher shows the physical objects and asks "what is this?" and the students have to																																					

aswer it.

OBSERVATION SCHEME

Allocated Time	Activities	Teaching Material					Teaching Method								Medium of Instruction		Assesment																						
																	FocusSkill/Knowledge								Activity Focus	Purpose					Feedback								
		Topic	Text Book	Worksheet	Picture	Teaching realia	Audiolingual	TPR	Silence Way	CLT	GTM	Suggestopedia	CTL	Direct Method	English	Indonesian	Vocabulary	Pronounciation	Speaking	Writing	Reading	Listening	Accuracy	Fluency	Accuracy and Fluency	Summative	Formative	Informative	Diagnostic	Evaluative	Repeat	Encoding	Statement & question	Quiete hint	Reformulating	Getting it right	Praise	Reward
5 minutes	The teacher and the students discuss about everything related with the teaching topic	Health, Cleanlines, and safety																																				
5 minutes	The teacher provides the physical objects and the students have to label them by the cards containing their names.																																					
10 minutes	The teacher asks the students to play simulation as the sellers and the buyers																																					
10 minutes	The teacher asks the students to play simulation as the teacher and the students by interchanging																																					
15 minutes	recessing																																					
20 minutes	The students have to match the pictures and the words.																																					
10 minutes	Reviewing the lesson; the teacher and the students discuss about the students' works																																					

Date: September 4th ,2008

OBSERVATION SCHEME

| Allocated Time | Activities | Teaching Material | | | | | Teaching Method | | | | | | | | Medium of Instruction | | Assesment | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | FocusSkill/Knowledge | | | | | | Activity Focus | | | Purpose | | | | | Feedback | | | | | | | |
		Theme	Text Book	Worksheet	Picture	Teaching realia	Audiolingual	TPR	Silence Way	CLT	GTM	Suggestopedia	CTL	Direct Method	English	Indonesian	Vocabulary	Pronounciation	Speaking	Writing	Reading	Listening	Accuracy	Fluency	Accuracy and Fluency	Summative	Formative	Informative	Diagnostic	Evaluative	Repeat	Encoding	Statement & question	Quiete hint	Reformulating	Getting it right	Praise	Reward
5 minutes	The teacher and the students discuss about everything related with the teaching topic																																					
10 minutes	The teacher teaches the vocabulary by drilling, imitation, reinforcement, repetition, and showing the physicval object																																					
5 minutes	The teacher shows the physical object silently and the students have to mention the vocabulary																																					
5 minutes	The teacher asks "where is…?" and the students have to point out what the teacher asked																																					
5 minutes	The teacher and the students read the vocabulary together																																					
15 minutes	recessing																																					
20 minutes	The students have to paste the vegetable and fruit pictures and write their name in their books																																					

10 minutes	Reviewing the lesson, the teacher ask the students to match the vegetable and fruit pictures with their name in the white board																																			