

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research**

About this research, there are some researches that almost have some topics or idea with this research. The writer describes some works which are relevant to this thesis to make the thesis arrangement easier and avoid to repeat the same study. There are some researchers have done in describing the teaching and learning process.

Muhammad Ahabab(063411010), students of English Department of IAIN Walisongo Semarang. And his study entitled” Teaching and Learning Process in Speaking Skill (A Descriptive Study at The Fourth Graders of SD Isriati 1 Semarang in Academic Year of 2010/2011)<sup>5</sup>.

He observed of how is the implementation of English language learning of speaking class in terms of teaching materials, teaching methods, and learning assessment to the students the fourth grade students in SD Isriati Semarang and only in speaking class.

Similar to the research above, the researcher will investigate the implementation of learning process. But,

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<sup>5</sup>Muhammad Ahabab, *Teaching and Learning Process Skill (A Descriptive Study at the Fourth Graders of SD Isriati 1 in Academic Year of 2010/2011)* thesis (Semarang: IAINWalisongo,2010)

Muhammad Ahbab focused in English subject lesson in speaking skill. Being different with research above, the researcher focused on the teaching and learning experiences in English course in kindergarten level.

Beside the researcher is Olpa Maria ( 0707193 ), a students of Indonesian Educational University . And her study entitled “The Teaching English Language Learning to Young Learners (A Descriptive Study of How Teacher at There Kindergartens in Northern of Bandung (TK Al-Manshuriyyah, TKIT At-Taqwa, and TK Lab. School UPI).<sup>6</sup>

The researcher was to investigate the process of teaching and learning English language to young learners and the process of assessment of English language to young learners. The participants in this research were three English teachers from three kindergartens in Northern part of Bandung. The result of this research revealed that : firstly, all respondents in general implemented various methods in teaching English to their students. These methods were songs, games, storytelling, media and total physical response. Secondly, all respondents have implemented suitable techniques of assessment to young learners. These techniques included observations, portfolio and self-assessment. However, these techniques of assessment were not optimally implemented yet. Thus, it can be concluded that not all the English teachers of young learners are able to conduct

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<sup>6</sup> Digital Library Thesis UPI Bandung at 04 November 2012

assessment appropriately. Further, to improve teachers' knowledge and ability in young learners are needed more trainings, seminars and workshops as well as reading any related books about that.

Similar to the research above, the research also will investigate teaching learning practice on English language learning at kindergarten. Being Different with research above, she investigated three kindergartens and compared it. But, the researcher just focused on one kindergarten.

## **B. English Language Teaching and Learning at Kindergarten**

### **1. English Language Teaching and Learning**

Language as a complex, specialized skill which develops in the child spontaneously, without conscious effort of formal instruction is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information of behave intelligently.<sup>7</sup>

On the other hand, there are syntheses of standard definitions of language "Language is system of arbitrary or a

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<sup>7</sup> H. Douglass Brown, *Principles of LangageLearning and Teaching*, ( New York: PearsonEducationCompany,2000), p 7-8

given community to communicate intelligibly with one another.”

Consolidations of a number of possible definitions of language are the following composite definitions<sup>8</sup>:

- a. Language is systematically.
- b. Language is a set arbitrary symbol.
- c. Those symbols are primarily vocal but many also are visual.
- d. The symbol has conventionalized meanings to which they refer.
- e. Language is used for communication.
- f. Language operates in a speech community or culture.
- g. Language essentially human, although possibly not limited to humans.
- h. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

Based on the explanation above, it is clear that language has crucial function in human live. Particularly. In social environment as universal instrument in communication.

According to Hornby, teaching means giving the instruction to ( a person): give a person ( knowledge skill,

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<sup>8</sup>H.Douglass Brown, *Principles of Language and Teaching*, p 79

etc).<sup>9</sup> 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.<sup>10</sup> Based on the definition above it can be concluded that teaching is guiding and facilitating learning, setting the condition for learning.

Learning is relatively permanent change in a behavioral tendency and as the result of reinforced practice. Learning is an activity to gain knowledge or skill<sup>11</sup>. Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry.<sup>12</sup>

1. Learning is acquisition or “getting”
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.

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<sup>9</sup>Hornby,A.S, *Oxford Advanced Learner's Dictionary of Current Language*, (Oxford: Oxford University Press,1995), p.37

<sup>10</sup>Donna M. Johnson,*Approaches to Research in Second language Learning*, (New York: Longman Publishing Group,1991),p.10

<sup>11</sup>Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Oxford:oxford University Press, 1995), p.237

<sup>12</sup>H.Douglass Brown, *Principles of Language and Teaching*, P 85

4. Learning involves active, conscious focus on, and acting upon events outside or inside organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behaviors.

These concepts can also give way to a number of subfields within the discipline of psychology: acquisition process, perception, memory, system, recall, conscious, learning style and strategies, reinforcement and the role of practice.<sup>13</sup> Very quickly the concept of learning becomes every bit as complex as the concept of language.

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.<sup>14</sup>

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<sup>13</sup>H.Douglass Brown, *Principles of Language and Teaching*, P 85

<sup>14</sup>Donna M. Johnson, *Approaches to Research in Second Language Learning*, (New York: Longman Publishing Group, 1991), p. 10

For deciding teaching material, method, and learning assessment, the kindergarten teacher must know the students well, consider their characteristic. Because of different characteristic between children and adult, it will be different of teaching material, method, and learning assessment.

## **2. Kindergarten Students**

A **kindergarten** (from German), literally "children's garden" is a preschool educational institution for children. The term was created by Friedrich Frobel for the play and activity institute that he created in 1837 in Bad Brandenburg as a social experience for children for their transition from home to school. His goal was that children should be taken care of and nourished in "children's gardens" like plants in a garden. The term *kindergarten* is used around the world to describe a variety of different institutions that have been developed for children ranging from the ages of two to seven, depending on the country concerned. Many of the activities developed by Frobel are also used around the world under other names. Singing and growing plants have become an integral part of lifelong learning. Playing, activities, experience, and social interaction are

now widely accepted as essential aspects of developing skills and knowledge.<sup>15</sup>

In Indonesia, the kindergarten level is usually for children 4-6 years old.<sup>16</sup> They may easily feel bored and you will have to find a way to keep them focused. In addition, an EFL or ESL teacher will find it daunting teaching a language to very young learners in the same way older learners are taught.

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 be discussed more detail. There are some characteristics of kindergarten's students<sup>17</sup>: Active and energetic, they have short concentration span, they need concrete experiences in order to understand, their first language is still developing, their writing and reading skills are still rudimentary, they are readily engaged in play, they

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<sup>15</sup>[http://peni.staff.uns.ac.id/2008/10/very\\_young-learner-characteristics](http://peni.staff.uns.ac.id/2008/10/very_young-learner-characteristics)  
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<sup>16</sup>Muhammad Fadhillah, *Desain Pembelajaran Paud*, p. 75

<sup>17</sup><sup>17</sup>Muhammad Fadhillah, *Desain Pembelajaran Paud*, p.56



naturally curious, love to play and use their imagination, they are comfortable with routines and enjoy repetition.

According to John Stuart Mill (a British philosopher) there is a big difference between what children of four can do and what children often can do. Some children develop early some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that at the age of five all children can do *x*, at the age of seven can do *y*. But, it is possible to point out certain young characteristics of young children. As a teacher we can only draw your attention to the characteristics of average child which are relevant for language teaching.<sup>18</sup>

There are some characteristics of four to seven years olds<sup>19</sup>.

- a. They can talk about what they are doing.
- b. They can tell someone about what they have done or heard.
- c. They can plan activities.
- d. They can use a wide range of intonation patterns in their mother tongue.

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<sup>18</sup>Wendy A. Scott and Lisbeth H.Ytreberg,*Teaching English to Children*,( New York: Longman, 1990),p.1

<sup>19</sup>Wendy A. Scott and Lisbeth H.Ytreberg, *Teaching English to Children*, p. 2-3

- e. They can understand direct human interaction.
- f. They have a very short attention and concentration span.
- g. They sometimes have difficulty what is fact and what is fiction.
- h. They are often happy playing and working alone, but sometimes they want to work together.
- i. Young children love to play and learnt best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is “real” work.
- j. Young children are enthusiastic and positive about learning. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning.

From explanation above we can conclude that the teacher's of kindergarten students must make the students have fun, enjoyable in the teaching and learning process.

### **3. Teaching Materials**

Components of teaching and learning are objectives of learning, materials or teaching materials, methods and media, evaluating, students, and teachers. Materials are learning materials that must be mastered by students according to the learning objectives.

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.<sup>20</sup> There are types of materials that teachers can use: (1) print materials: course books, workbooks, exam handbooks, practice test books, supplementary books such as dictionaries and grammars. (2) Electronic materials: materials on CD-ROM, online materials, video or DVD. (3) home-made materials: the teacher's materials, the student's materials.<sup>21</sup>

The English teaching materials for learners must be interesting and fun, one of the forms 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.<sup>22</sup> With

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<sup>20</sup>Brian Tomlinson, *Material Development in Language Teaching*, (Cambridge: Cambridge University Press, 2003) p. xi.

<sup>21</sup> Sally Burgess, Katie Head, *How to Teach for Exams*, (England: Pearson Education Limited, 2007), p.20-21.

<sup>22</sup>Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide*, (China, Penguin English Guides, 2008), p.152.

interesting and fun learning atmosphere, the students will be more motivated to study.

Although textbook provide the majority of materials, there are negative aspects of using textbook; depending too much on the textbook keeps the teacher from engaging the students in interactive activities, students can become bored, and textbook may not fit the levels of the students.<sup>23</sup> So, teacher must 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 internet, 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. The teacher can produce his or her own material if the textbook does not provide enough practice; exercises, activities, or visual aids.<sup>24</sup> The visual are such as, making worksheet, flashcards, pictures, etc.

There are some of basic principles of second language acquisition relevant to the development of

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<sup>23</sup> Veronica Listiyani, et. al., *Becoming a Creative Teacher: A Manual for Teaching English to Indonesian Elementary Students*, (Jakarta: Embassy, 2009), p.18-19.

<sup>24</sup> Jean Brewster, Gail Ellis, Dennis Girard, *The Primary English Teacher's Guide*, p.156.

materials for the teaching of languages, they are materials should achieve impact, help learners to feel at ease, to develop confidence, and should require and facilitate learner self-investment. Then, materials should expose the learners to language in authentic use, provide the learners with opportunities to use the target language to achieve communicative purposes. Furthermore, materials should take into account that the positive effects of instruction are usually delayed, take into account that learners differ in learning styles in affective attitudes, and should permit a silent period at the beginning of instruction. Besides that, materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, materials should not rely too much on controlled practice, and materials should provide opportunities for outcome feedback.<sup>25</sup>

From explanation above, teaching material has important roles of teaching, so to make teaching and learning more successful, the material must be selected appropriately. One of the forms of material support for language teaching comes from textbook, there are many textbooks available, so teachers should be able to choose

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<sup>25</sup>Brian Tomlinson, *Material Development in Language Teaching*, p.7-21.

the most appropriate one. Teacher should look at any course book to use with a critical eye and check over each unit to see whether it suits students' goals. so, teacher can go ahead with it. If not, teacher might want to choose a different book or still with the same book and find other material that can fulfill the lack of material. It is important to look at these aspects before using the book. Omitting some parts of the book which is too difficult and giving addition to the lacking material or too easy parts are necessary.

#### **4. Teaching Methods**

One of the various components of learning to achieve the learning goal is to determine the accuracy of the learning method. Because of the right method the learning materials can be well received. The method described as a tool that can be used in a process of achievement of learning objectives. Without a method, the materials will not be able to proceed effectively and efficiently in learning activities.

According to Douglas Brown that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of

as being broadly applicable to a variety of audiences in a variety of contexts.<sup>26</sup>

It can be defined that method is a procedure or process for explain an object as a systematically plan and followed in presenting materials for instruction during process of teaching and learning between teachers and learners.

Actually there are so many methods to teaching learning English, but the writer wants to make specific methods that can be used in teaching learning to kindergarten students.

There are several methods that the writer thinks that they can be applied in English teaching.

a. The Total Physical Response ( TPR )

Total Physical Response (TPR) is a language teaching method build around the coordination of speech and action; it attempts to teach language thought physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California. He claims that speech directed to young learner consists primarily of commands, which children respond to physically before they begin to produce verbal responses.<sup>27</sup>

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<sup>26</sup> H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*, (New York: Long Man, 2000). 2<sup>nd</sup> Ed, P 16

<sup>27</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (United States: Cambridge University Press, 2001) 2<sup>nd</sup> Ed, p.73

This method can also be linked to the “Tracy theory” of memory in psychology (Katona 1940), which holds that the more often or the more intensively a memory connection is traced, the stronger the memory association will be and the more likely it will be recalled. Combinedtracing activities, such as verbal rehearsal accompanied by motor activity, hence increase the possibility of successful recall.<sup>28</sup>

Learners in Total Physical Response have the primary roles or listener and performer. They listen attentively and respond physically to commands given by the teacher. This method is suitable for beginners’ course.

For example:

New commands, these verbs were introduced.

- Wash
  - Your hands
  - Your face
  - Your hair

Hold

- The book
- The cup
- The soap

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<sup>28</sup>Jack C.Richard and Theodore S.Rodgers, *Approachess and Method in Language Teaching*,p.74



## Brush

- Your teeth
- Your pants
- The table

Other items introduced were:

Rectangle      Draw a rectangle on the chalkboard.

Quickly      Walk quickly to the door and hit it.

Quickly run to the table and touch the square.

Triangle      picks up the triangle from the table  
and gives it to me.

Catch the triangle and put it next to the rectangle.

### b. Question and Answer Method

Question and answer method is the way of presenting the subject in the form of questions to be answered, especially from teachers to students or may be from students to teachers.<sup>29</sup>

As Allah says in A Holy Quran surah Al-Nahl: 43

وَمَا أَرْسَلْنَا مِنْ قَبْلِكَ إِلَّا رِجَالًا نُوحِيَ إِلَيْهِمْ فَسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا

تَعْلَمُونَ ﴿١٣﴾

We have not sent any before you but men to whom we revealed (scriptures). Ask the knowledgeable if you do not know.<sup>30</sup>

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<sup>29</sup>Armai Arief, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, (Jakarta: Ciputat Pers, 2002), p.141.

The verse above explains that in the pursuit of knowledge should not be afraid to ask, using question and answer method student's understanding can be obtained more stable. So any form of misunderstandings and weaknesses of students' comprehension can be eliminated.

The strength of question and answer method is able to stimulate students to think and develop their memory, but it also develops the courage and skills of students in the answers and express opinions. The weakness of question and answer method is waste of time if the students can't answer a question, students feel afraid when teachers could not encourage students to dare and to create a relaxing atmosphere.<sup>31</sup>

c. Direct method ( DM )

This method developed as a revolution against the Grammar-Translation Method. Gouin had been one of the first of the nineteenth century reformers attempts to build a methodology around observation of child language learning. This method is popular with “natural method”<sup>32</sup>.

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<sup>30</sup> Mahmud Y. Zayid, *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar Al-Chouro, 1980), p.193.

<sup>31</sup>ArmaiArief, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, p.142-143.

<sup>32</sup>Jack C.Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, p.11

Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native language if meaning was conveyed directly through demonstration and action. According to Franke, a language could best be taught by using it actively in the classroom. The teacher replaced the textbook in the early stage of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures.<sup>33</sup> The teachers need to be active, demonstrating the language, organizing practice, and correcting the learners. The learner roles are to listen carefully, imitate and participant as much as possible in the oral practice of the language.

In practice it stood for the following principles and procedures<sup>34</sup>:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.

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<sup>33</sup>Jack C.Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, p.11

<sup>34</sup>Jack C.Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, p.12

3. Oral communication skills were built up in a carefully graded progression organized around questions and answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught demonstration, objects, and pictures; abstract vocabulary was taught by association ideas.
7. Both speech and listening were taught.
8. Correct pronunciation and grammar were emphasized.

From explanation above, we can conclude that teachers who use the Direct Method must be active, and can use mime and demonstration well. So that the students can understand easily.

d. Communicative Language Learning Method

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. This method usually used by teacher because wants to their students to learn how to use target language communicatively from the beginning of instruction. They don't speak at first. The teacher helps the students to understand her by using pictures and occasion words in the student's

native language and by being as expressive as possible<sup>35</sup>.

e. Suggestopedia.

Suggestopedia, also known as Desuggestopedia, is a method developed by Georgi Lozanov, suggestopedia sees the physical surroundings atmosphere of the classroom as of vital importance. By ensuring that students are comfortable, confident and relaxed, the affective filter is lowered, thus enhancing learning.

By using Suggestopedia method, the learners learn not only from the effect of direct instruction but from the environment in which the instruction take place. The bright decoration of classroom, the musical background, the shape of the chair, and the personality of the teacher are considered as important in instruction as the form of the instructional.<sup>36</sup>

f. The Grammar-Translation Method

This method was used for the purpose of helping students read and appreciate foreign

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<sup>35</sup>Jack C.Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, p.90

<sup>36</sup>. Jack C.Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, p.100-103

language literature. It was also hoped, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.<sup>37</sup>

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' first 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.

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<sup>37</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, 2<sup>nd</sup> Ed, (New York: Oxford University, 2000) p.11.

g. The Silent Way

Language is not learned by repeating after a model. Students need to develop their own inner criteria for correctness to trust and to be responsible for their own production in the target language.<sup>38</sup> 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.

h. Community Language Learning

Community Language Learning represents the use of Counseling-Learning theory to teach languages. CLL draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and learners (the clients) in the language classroom.<sup>39</sup> 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 outside them will translate their sentences in the target language. If the students say any sentence in the target

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<sup>38</sup> Diane Larsen Freeman, *Techniques and Principles in Language Teaching*. 2<sup>nd</sup> Ed, p.60.

<sup>39</sup>Richard C Jack and Theodore S Rodgers. *Approaches and Method on Language Teaching* 2<sup>nd</sup> Ed, p.90.

language, the teacher will translate in their native language. This is in order to encourage the students to make utterances.

i. Using game

Both of these games are relatively easy to develop and are fun ways for faculty to challenge students and provide immediate feedback so students can assess their own comprehension and, consequently, their need for further study (Ulrich & Glendon, 2005). Teacher-delivered factual material is often tedious and boring, while games are highly motivating and accomplish the same objectives.<sup>40</sup>

j. Using sing a song

We know that children can engage best with a musical activity if it is sung "live." So put away that recording and start singing! Here are a few techniques to keep in mind: Play with sound, play with rhythm and rhyme, Start with the whole song.. use your hands, use familiar tunes.<sup>41</sup>

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<sup>40</sup><http://www.ncbi.nlm.nih.gov/pubmed/16094796>. 07/11/2012 at 10:20

<sup>41</sup><http://www.scholastic.com/teachers/article/teaching-techniques-sing-songs-children> 07/11/2012 at 10:10



k. Playing Technique

At kindergartens, playing is essential activities because it has 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.<sup>42</sup>

l. 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 object. Welton and Mallon said that touring can give the learning experience from outdoor which is never obtained in the classroom.<sup>43</sup>

m. Story Telling Technique

This method is kind of method which telling about some story, or experience to children. The kindergarten students can communicate about culture, social, religion, work, time, nature, children fantasy, and can develop children cognitive and language skill. And teacher can tell a story about legend, fabel, my the, etc., and the teacher can give the moral value to the children according to the story.<sup>44</sup>

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<sup>42</sup>Muhammad Fadhilah, *Desain Pembelajaran Paud*, p.168-169

<sup>43</sup>Muhammad Fadhilah, *Desain Pembelajaran Paud*, p.177

<sup>44</sup>Muhammad Fadhilah, *Desain Pembelajaran Paud*, p.172

This method is suitable for teaching young learners, it can give some positive developments for students, such as the moral value, language and social - emotion.

## **5. Language 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.<sup>45</sup> 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 and inform it to teacher and parents. Third, it is to identify student's need to be supported. And forth, it is also to check the effectiveness of teaching methods and learning material (evaluative).<sup>46</sup> According to Brown, there are two kinds of assessment, formal and informal assessment.<sup>47</sup>

### **a. Informal Assessment**

Informal assessment is assessment which is incidental and unplanned. It is involved evaluation coaching and feedback on task designed which shows students language performance.

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<sup>45</sup>Jean Brewster, Gail Ellis,Dennis Girard, *The Primary English Teacher's Guide*, p.244

<sup>46</sup>Jean Brewster, Gail Ellis,Dennis Girard, *The Primary English Teacher's Guide*,p.245

<sup>47</sup>H. Douglass Brown, *Language Assessment Principle and Classroom Practice*, ( New York: Pearson Education Inc.2004),p.5

It is not for recording result and making judgment about student's language competence.<sup>48</sup> It is done to see the students comprehension of the material taught, then teacher can determine whether the learning objective is reached or not and give the response.

Informal assessment usually is called formative assessment; assessing students in the process of forming students' competencies and skills in order to help them continue that growth process.<sup>49</sup> Formative assessment gives teachers information about how well the student is doing. The teacher makes constant decisions about how to respond, based on the student's response or the student's work so far. For informal assessing, the teacher must give feedback or correction for students' mistakes.

Informal or formative assessment often involves diagnostic assessment, when teacher analyze learner's specific strengths and weaknesses. Diagnostic assessment also be planned and carried out through a special diagnostic procedure. Formative assessment is predominately used for pedagogic purposes, though increasingly, teachers are asked to observe student's performance over time. Thus, the purpose of

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<sup>48</sup> H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, ( New York : Wesley Longman Inc.2001 ),p.402

<sup>49</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, p.6.

formative assessment can possibly shift from involving low-stakes decisions to more high-stakes decisions.<sup>50</sup>

According to the explanations, informal or formative assessment involves interaction in the classroom when teachers assess the behavior of their students, when a teacher around the room checking students who are doing their job, watching a student read a paragraph aloud, or observing students working cooperatively on a class project, it can be said that the teacher was doing an informal assessment. Informal or formative assessment also included when the teacher asked the students and pay attention to student responses.

#### b. Formal Assessment

Formal assessment is assessment which is for recording result and making judgment about students language competence by exercises or experience specifically designed. Formal assessment usually is called summative evaluation. It can occur at the end a lesson, unit or course. It can be done though test. And test is an instrument or procedure designed to elicit students' language performance with the purpose to measure the student's ability or knowledge. It is important to

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<sup>50</sup> Penny McKay, *Assessing Young Language Learners*, (New York: Cambridge University Press, 2008), p.22.

have good formal assessment to check the development of the student's competence<sup>51</sup>.

There are some ways for assessing students work. First, the teacher can do inform the student's achievement for students themselves, the school, and the parents. Commonly the formal assessment is down in written form in the end of chapter, semester or the end of academic year.

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<sup>51</sup>Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT. Bumi Aksara. 2010) p. 38