

CHAPTER IV

FINDINGS

In this chapter, the researcher would like to present the research finding which are gotten from the observation, interview, and documentation. It deals with research questions.

A. Data Presentation

1. The Strategy Used by the Teacher in Teaching English at Happyfeet

Bilingual Kindergarten

Strategy in teaching is a technique used by the teacher in order to help the students to get easier in understanding the material. In this case, the strategy refers to a technique used by the teacher in Happyfeet Bilingual Kindergarten to help the students get easier in understanding the material. In teaching, the teacher uses the strategy that inclined to 'study and play'. Play here means students physical activities like jumping, pointing out something, etc. It can be seen from the following statements:

"for the strategy, it is inclined to 'study and play'. Because they are children, so they will not get bored if in the teaching there are some physical activities. When students study while play, they will be better in understanding and remembering, for example: when teacher gives the vocabulary 'play', the students also do the jumping. By this

strategy, the students indirectly practice the vocabulary” (see appendix 2: U.1)

Based on the result of interview and observation, the data show that the teacher uses that strategy because she thought that it is suitable with the children in age 5-6 years old. When students do a physical activity, they will not be bored and the researcher found that in the classroom, teacher asked students to show or point out where is the car, helicopter and bus. Students pointed out the toy car, helicopter and bus around them. By doing this strategy, the students also indirectly practice the vocabularies. It can be seen from the following statements:

“Forthemore, it is bilingual school, so students have to practice vocabularies in English everyday because the most main point in teaching English here is to introduce the vocabularies. So in every week, there are new vocabularies. When in a school learn about certain vocabularies then they will have a homework about those vocab with different style of questions.” (see appendix 2: U.2)

The data above shows that Happyfeet Bilingual Kindergarten is a bilingual kindergarten, so it is a must to the students to practice vocabularies in English everyday because the main point of teaching English in kindergarten is to introduce the vocabularies. So, teacher support them to practice the vocabularies and new vocabularies, teacher also gives them a homework relating to the new vocabularies in different style of questions.

The researcher found in the student's worksheet that when in the school they learn new vocabularies about recreation places and have a questions in filling the blank, then they have a homework about those same vocabularies in connecting the picture and the name.

Based on the teacher explanation, the strategy above strengths listening and speaking skills for the students. The teacher thought that because they are all still in kindergarten ages, so she just introduce them the vocabularies and make them familiar with those words. It is does not matter if they don't know what is exactly talking in the conversation, but at least they understand the main point and know the response. Usually they know how to response in English, but sometimes theyresponse it in Bahasa Indonesia, at least they understand. It can be seen from the following statements:

"I just introduce them the vocabularies and make them familiar with those words. Maybe they don't know what is exactly talking in the conversation, but at least they understand the main point and know the response." (see appendix 2: U.3)

Beside that, the researcher found there are other strategies in teaching English at Happyfeet Bilingual Kindergarten based on the teaching learning observation. The strategies are Demonstration, Look and Say, Pictorial Illustration and Questioning. :

“I also use Demonstration, Look and Say, Pictorial Illustration and Questioning. In my opinion, those strategies are also good in increasing listening and speaking”(see appendix 2: U.4)

The teacher applied Demonstration Strategy when she presented the kind of transportations. She asked the students to point the toy cars, helicopter, and bus. There are a lot of educational game tools in the classroom, some of them are the toys of car, helicopter, and bus. It makes the teacher easy to show them the replica of the transportation and the students would be so happy point out the toy.

Then, Look and Say Strategy is also implemented by the teacher when she taught English to the students. The researcher found in all the teaching learning activity observation that teacher asked students to repeating a word that written in the worksheet after the teacher. This strategy is especially for new vocabularies. By this strategy, teacher will know if the students pronounce the word correctly or not and she can correct the students pronunciation if they are false. Like what the researcher found in the third observation that the teacher asked the students to mention what is the name of a thing in the certain picture, some of the students said it ‘boob’ then the teacher correct it if it is must be ‘boot’.

Besides, the Pictorial Illustration Strategy is also implemented by the teacher when she taught English to the students. The researcher found in every

teaching learning observation that the teacher use picture to make the students more understand about the lesson. It means that in every teaching learning activity, teacher uses Pictorial Illustration as one of her strategies.

Then, the last strategy is questioning. Teacher used questioning in every teaching activities that the researcher observed. The example like in observation three that the teacher asked the students to mention what is the differentiation between ship and boat. Then the students showed their ideas. Then the teacher told the correct differentiation.

2. The Media Used by the Teacher in Teaching English at Happyfeet

Bilingual Kindergarten

Media are tools or physical things used by the teacher to make the material easy to be understood by the students. In this case, media is tools used by the teacher in Happyfeet Bilingual Kindergarten to make the material easy to be understood by the students. The teacher in Happyfeet Bilingual Kindergarten uses everything around her as the media to teach English to the student. Everything around her like she uses educational game tools that already available in the school, real object, video and picture. It can be seen from the following statements:

“Usually, I use thing in around us, there are some educational game tools like puppets or toys about doctor’s tools. For the puppets, there are a lot of animals. If the theme is plants, I instruct them to find the plants outside so they will know where is the root, flower, leaf, etc. Then they stick it on the worksheet.” (see appendix 2: U.5)

From the data above, it can be concluded that the teacher use a lot of media as everything around her that match to the lesson, educational game tools like puppets or doctor tools, or even real object like plants. Those media are used for different theme of lesson. If the lesson is animal, the teacher uses puppets about animals. Then, if the theme is profession, the teacher use the toy of profession. If the theme is plants, the teacher uses real plants to show the students. Then, the theme when the researcher did observation is 'Recreation and Transportation' so the teacher use different media. It can be seen from the following statements:

“There are some educational game tools that can be used. Like car toy, helicopter toy. Besides, we can use video or picture” (see appendix 2: U.6)

Besides, she also use worksheet as the media. There are some picture in cartoon that they searches from internet. She use worksheet as the main material because based on her opinion, she can make fariative style of questions in worksheet, there for the students will not be bored because they are not do the same task. The example of the questions are: (1) filling the blank, (2) connecting the picture and the name, (3) thicken dots, (4) write the name of the certain thing, (4)coloring the certain picture that the teacher said, (5) connecting the half of picture and the another, and (6)crossword puzzle. Besides, worksheet is appropriate to use in this school because there is no certain book for teaching English in the school yet. It

can be seen from following statements:

“because I think it will make more fariative in teaching. For example
In worksheet, they can make connecting between word and picture,
fill in the blank, colouring the picture, stick the picture, etc.” (see
appendix 2:U.8)

From the data above, it shows that the teacher uses educational game tools like car toy, helicopter toy, or bus toy that already available in the classroom. besides, she use video and picture to introduce and deepen their knowledge. It revealed that in all of teaching learning activity observation that the teacher always use the picture as her media and only in the second observation she used video to introduce the children about recreation at beach. She searched the picture and the internet from internet. Besides she used educational game tools like car toy, helicopter toy and bus toy to deepen the student’s knowledge about the kind of transportation.

3. The Material Used by the Teacher in Teaching English at Happyfeet Bilingual Kindergarten

Material is any knowledge that the teacher gives to the students. In this case, the material means the knowledge that the teacher gives to the students in Happyfeet Bilingual Kindergarten. Here, in Happyfeet Bilingual Kindergarten, the teacher uses vocabulary as the main material. It can be seen from the following statements:

“I just introduce them The vocabularies and make them familiar with those words. Maybe they don’t know what is exactly talking in the conversation, but at least they understand the main point and know the response.” (See appendix 2:U.3)

The vocabularay is covered in a theme that was ‘Transportation and Recreation Theme’. It can be seen from the following statements:

“The theme now is ‘Transportation and Recreation’.” (see appendix 2:U.6)

She creates the material because there is no certain book for teaching English in the school yet, but there is a clear reference that is curriculum 2013. It can be seen from the following statements:

“here, in this school, there is no certain book about teaching English. The teacher has to explore by herself.” (see appendix 2: U.7)

From the result of observation and interview it revealed that the teacher use vocabulary in ‘Transportation and Recreation Theme’ as the material. She makes the material by herself with the reference is curriculum 2013. She has to develop the material by herself based on her creativity. It can be said that she applied topic-based planning.

4. The Assessment Techniques Applied in Teaching English at Happyfeet Bilingual Kindergarten

Assessment is the process of gathering information from multiple and diverse sources in order to have a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences. In this case, assessment refers to the process done by the teacher to understand what students know and understand. There are two kinds of assessments that the teacher does those are Formative and Summative Assessment. For the Formative assessment, the teacher always gives the students a homework on student's worksheet after teaching learning process. The homework will be submitted a day after the instructions. Besides, the children have to come forward and the teacher will ask them about the previous lesson. It can be seen from the following statements:

“they learned English every Wednesday. On that day, they will learn new vocabularies, then on Thursday. I asked them about the vocabularies they got. I ask them one by one.” (see appendix 2: U.9)

Beside the formative assessment, the summative assessment is done in the form of written midterm test or final test. There are seven questions for four previous themes. In every number of questions, there are two choices and the students have to colour the choices that they choose after the teacher will read each question for them. It can be seen from the following statements:

“When midtest, I read the questions on the paper for them firstly then they answer on their paper. The example is a questions in English ‘kicking the ball’ then they have to cross the answer, there are a picture of foot and hand.” (see appendix 2: U.10)

Then, they will not ask anything because they are understand if it is midterm test and English time. When the test is over, the teacher ask them to come forward one by one and ask them about the questions in the paper to make sure that it is really their own answer. It can be seen from the following statements:

“Sometimes maybe they are not really sure about their answer of maybe they are cheating, so I have to make sure it to ask them come forward and ask them about the questions then they have to answer orally. So I have to cross check it before giving star.” (see appendix 2: U.11)

The teacher has a guide to give score to the students. The score is in the form of star sign, there are one until four stars which has different meaning as follows:

Star Sign	Meaning
★	Students really don't understand yet

★ ★	Students understand but they still need a guide from the teacher
★ ★ ★	Students understand and no guidance
★ ★ ★ ★	Students understand, need no guidance, and are able to justify their friends

Table 4.1 the score (star and the meaning)

In four star, students who are able to justify their friends means they can correct their friend's answer if teacher ask to their friends. It can be seen from the following statements:

For example, if I give a question for a student then he/she cannot Answer it and other students know that their friend's answer is wrong then they can answer it. (see appendix 2: U.12)

After the teaching learning activity in one semester is done, the teacher write the development of students in their report card to show it to their parents. The report card is done in the form of narrative and number of stars.

From the assessment technique, the teacher will know the result of student's achievement and what are they still confusing about. So from the result of assessment, the teacher will give more attention to the students with low achievement. The teacher also tell the parents so they can teach their children at house. Besides, the teacher evaluate the quality of teaching from the assessment. The teacher make the strategy,media,material,and assessment

better in the future. Those are the technique to pursue the delays of students.

They will be more understand and increase the achievement.

B. Data Finding

Based on explanation above, the researcher can conclude in this table below:

No	Aspect	Sub aspect
1	Strategy	<ul style="list-style-type: none"> • Study and play • Demonstration • Look and say • Questioning
2	Media	<ul style="list-style-type: none"> • Visual • Audio Visual
3	Material	<ul style="list-style-type: none"> • Vocabulary in a theme
4	Assessment technique	<ul style="list-style-type: none"> • Formative • Summative

Table 4.2 The aspect and sub aspect of teaching English at Happyfeet Bilingual Kindergarten