

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the discussion of the research. The researcher would like to interpret the relationship among the patterns, categories and dimensions found in research finding. In this research, the teaching English activity is consist of the strategy, media, material and assessment technique which used by the teacher. Here is the broad explanation about the strategy, media, material and assessment technique used in Happyfeet Bilingual Kindergarten. The researcher would like to explain the position of research finding to the existing body of knowledge or theories.

#### **A. The Strategy Used by the Teacher in Teaching English at Happyfeet Bilingual Kindergarten**

Based on the data finding about strategy used to teach English at Happyfeet Bilingual Kindergarten, there are four strategies used by the teacher. Those are: lessons with physical activities / learn and play strategy, demonstration strategy, look and say strategy and the last is questioning. Teacher combines those strategies in teaching learning activities to achieve the goals.

This study was in line with the study conducted by Sabila Nur Masturah, Myrnawati Crie Handini, Sofia Hartati, Elindra Yetti (2018) with the title “Improving English Language Ability of Children Aged 4-5 Years Old by Using Creative Dance” found that using physical movement in

teaching English for bilingual kindergarten students is good enough. the physical activities such as dancing.

This study was also in line with study conducted by Yuni Yulastri and Rismareni Pransiska (2019) found that the teacher tries to make the teaching learning become interesting by using some strategies like question and answer, demonstration, and also singing.

But, this study was contrast with study conducted by Yi-fen Yeh and Chien-ju Chang (2009) stating that the teacher was dominant, leading the learning activities, while the students were passive, following the teacher instruction and only have more speaking during the story telling activity. here, in this study, the teacher leading the learning activities and also attract the student's answer in orally. Because one of the goals of Happyfeet Bilingual Kindergarten is to strengthen speaking skill, so the students will produce a lot of speaking.

The study is also contrast with study conducted by Komang Ary Purwanti, Pande Agus Adiwijaya, I Putu Suyoga Dharma (2020) in their study "the Implementation of Bilingual Education at Bali Bilingual School Kindergarten (a Case Study)" found that the application of two languages is only done at the beginning of activities such as prayer, students' attendance activity, singing and meditation. In the core activities the teacher is more dominant in using Indonesian language to explain the material, textbooks and magazines that are used as learning media are also only available in Indonesian. Only in simple instructions the teacher use English like greeting.

## **B. The Media Used by the Teacher in Teaching English at Happyfeet Bilingual Kindergarten**

Here, the media that the teacher used in teaching English is everything around her that can be used as the media to teach English. Everything around her means educational game tools that already available in the school, real object, video and picture. Those media can be included on visual and audio visual media. The visual media are flash card, puppets, real object, educational game tool, picture, chart, blackboard, and worksheet. Then the audio visual media is video.

This study was in line with kind of media that stated by Suyanto (2010:102) that media can be classified in three forms, those are: audio, visual and audio visual media. Here, in this study, the teacher only used two kind of media those are: visual and audio visual media because the two media are the most suitable media for Happyfeet Bilingual Kindergarten. The students will more give attention on those two media.

This study was also in line with study conducted by Komang Ary Purwanti, Pande Agus Adiwijaya, I Putu Suyoga Dharma (2020) in their study “the Implementation of Bilingual Education at Bali Bilingual School Kindergarten (a Case Study)” found that the media used in the school are

theme movie with English and pictorial cards with two languages. nevertheless, there are some media contrast with the study such as storybook in two languages and poster. This study was also in line with study conducted by Yuni Yulastri and Rismareni Pransiska (2019) found that the teacher uses interesting media such as the miniature of the thing related to the theme.

#### **C. The Material Used by the Teacher in Teaching English at Happyfeet Bilingual Kindergarten**

The teacher chooses vocabulary as her material to teach English. The vocabularies are related to one theme called ‘transportation and recreation theme’. This study was in line with the materials stated by Anamaria Pinter (2016) that the teacher can create the materials related to one topic.

#### **D. The Assessment Techniques Applied in Teaching English at Happyfeet Bilingual Kindergarten**

Teacher at Happyfeet Bilingual Kindergarten uses formative and summative assessments as her way to assess the students. The formative assessment used every week by giving the students homework. Besides, the children have to come forward and the teacher will ask them about the previous lesson. The teacher also observe what is the students have done in the class. Then, the summative assessment is done in the form of written midterm test or final test. Besides, the teacher has a guide to give score to the students.

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

This study was in line with study conducted by Yi-fen Yeh and Chien-ju Chang (2009) stating that when the teacher gives questions to one students and the students cannot answer it or wrong answer, then the teacher will request answer from all the pupils instead of answering directly by him. here, in this study, the teacher also do the same thing and observe that for the formative assessment.

This study is also in line with study conducted by Komang Ary Purwanti, Pande Agus Adiwijaya, I Putu Suyoga Dharma (2020) in their study "the Implementation of Bilingual Education at Bali Bilingual School Kindergarten (a Case Study)" found that There are three stages of learning evaluation that applied by Bali Bilingual School kindergarten, namely daily evaluation, monthly evaluation and semester evaluation. This assessment is carried out every day during the teaching and learning process by the teacher.

Besides, this study was also in line with a study conducted by Yuni Yulastri and Rismareni Pransiska (2019) found that the teacher evaluates the children by

observing them. The teacher takes a little note about what each student does in the teaching learning activity