**CHAPTER IV**

**RESEARCH FINDING**

This chapter presents and discusses the findings of the research based on the data gathers during the investigation. In line with the research problems, it explores the research finding concerning: the activities, the feedback, and learning environment for students in Mardi Putra Kindergarten.

1. **Data Presentation**
2. **Learning activities for the kindergarten students**

Activities provided for kindergarten students were mostly required them to create something with their hands, like drawing, cutting, coloring, and gluing. They also could not be given complex activities. Kindergarten students are easily distracted and get bored. When they were given complex activity, they were likely to leave it when they could not solve it. The activities given by each teacher are described as follows:

* 1. **Teacher 1 (T1)**

T1 was the English teacher for class of group B or class B. The teacher views English teaching in kindergarten as an additional knowledge for the students. As she stated in the interview:

It is not an obligation. I mean English is not a lesson that has to be taught to the children, since it is not the mother tongue. And just like in any other schools, English is considered as an extra lesson.

When asked about the activities given to the students, T1 said:

For activitites, besides the greeting, giving meaning to words, I also gave them worksheet that is appropriate with kindergarten curriculum like gluing, cutting, piercing, montage, collage, etc. Writing activity is only used to balance other activities. So besides teaching English, I also teach them the lesson like in the curriclum.

Based on the observation, T1 always started the lesson by greeting the students in English, salaam, and asking their condition. The teacher also said some words inviting them to study English like, "Are you ready to study English?” After that, she asked the students to sing songs. Singing songs were routine established by the teacher, so every time the English class starts, the students and the teacher would sing some English songs. The observation showed that some students were excited to start class with singing songs.

After singing songs, the teacher would introduce the theme for that day. Mostly, the materials taught were about vocabulary. The teachers prepared the material themselves. T1 said, “I looked for some references and guidance books that have been used years ago, I also looked for the references from internet or my acquaintances who also teach English.” It was because, like what had been stated by her, that English was just an additional lesson decided by the headmaster to be taught. It wasn’t included in kindergarten curriculum. When introducing vocabularies, the vocabularies were written down on the whiteboard accompanied by the pictures. And then, she spoke the words one by one and asked the students to repeat after her. The listen and repeat activity was repeated for 3 until 4 times before the teacher asked the whole class what English words are for certain vocabularies. Only a few students were able to answer with the correct answer. Other students tended to answer the vocabulary with the last English word they heard.

The following activities were ones that required students to do or create something. Sometimes, the activity was coloring, gluing, or drawing, etc. For this kind of activities, when asked about the media used, T1 said:

For coloring and cutting, the students have their own tools in their lockers. I will give the media if, for example the activity is origami, then I would give them the papers. Or if I ask them to glue then I will give the students the papers.

In the first observation, the researcher found the activity done was gluing. The theme for that day was shape. Teacher wrote down some vocabularies of the shapes in the whiteboard as well as the pictures of the shape. There were four shapes being introduced to the students: rectangle, circle, triangle, and square. After the listen and repeat session, the teacher explained what they would do in Bahasa Indonesia. She distributed some colorful paper that had been cut into shapes being learnt. She distributed the shape paper one by one. Before that, she asked the students what was the shape and what color was the paper. They were going to make a house by gluing those papers to their workbook. The teacher used her own workbook as the model by clipping it and hanging it on the wall, so students could see and follow. The teacher also mentioned some vocabularies used as the components of the house in English, like door and grass. Once all of the students finished doing their work, the teacher asked them to draw and write in their book of what had been written in the whiteboard by the teacher. She said, “I included the writing activities in their task after I taught speaking. The writing is not complex so I just asked them to copy what I’ve written on the whiteboard.” Finally, the works were submitted to the teacher.

* 1. **Teacher 2 (T2)**

T2 was the English teacher of class group A or class A. The teacher views English teaching as the process of introducing English to the students. As she stated in the interview, “…to make the students know English early in simple context like things and colors.”

Also when asked about the activities given to the students, T2 stated, “Mostly the activities given are coloring, gluing picture using colorful papers, piercing, and cutting.” As for the material, T2 developed the material based on the themes that have been determined by PGTKI.

Based on the observation, the activities provided by T2 were similar to activities provided by T1. At first, the teacher greeted the students. After that she introduced the theme: vegetable. The teacher asked the students to mention some vegetable in Bahasa Indonesia. After that, she said the name of the vegetable one by one in English and asked the students to repeat after her. Besides asking them to repeat her words, teacher also asked them the color of the vegetables. Some students were able to say the right color. Teacher kept repeating the words by saying the English followed by Bahasa Indonesia, and the students repeated after her. For example, during this activity, the teacher said, "Eggplant - terong. What is the English word for terong?" Most students were able to say the words. The teacher also related the words to the daily life by asking, "Do you ever eat potato?" And sometimes, the students would also comment like, "Potato is red!" in which the teacher would respond, "Is there the green one?" However, these conversations are mostly conducted in Bahasa Indonesia. To help students learning, the teacher used a colored picture of vegetable and pointed the certain vegetable for the students to say the name. She also asked what color the vegetable was.

The next activities were quite similar to T1. The teacher distributed printed papers to each student. In the paper was a picture of colorless vegetable. The instruction was to color the vegetable just like the example that the teacher had given.

That was the sequence of activities that both teacher employed to teach their students. The activities employed were already decided in certain order. What make it different were the followed activities which involved hand movements, like drawing and coloring. For one day, the activity could be drawing, but for the other day, the teacher might ask the students to color or glue papers.

1. **Feedbacks on the students’ performance**

Feedback is one essential component of teaching and learning. By giving feedback to the students, teachers are letting the students know their performance. The feedback given should provide information to the students about how to do the right thing of the task given.

In this case, both teachers had the same ways or strategies in giving feedback to their students. Most feedback given was in form of praise, when the students did a good job, and correction, when they made mistakes. T2 stated, “If the students did a good job we will give them encouragement, so that they feel appreciated. If they made mistakes we will help them to correct their works.”

Based on the observation, during the listen and repeat activity, the teachers would ask the students in group or a whole class to repeat the word she said. When the students followed them with the right pronunciation, they would show a thumb up, and confirmation words like "good", "very good", "good job", "clever" etc. The feedback was given in both language, English and Bahasa Indonesia.

For the correction, however, according to T1, she couldn’t correct evenly to the students in speaking (in this case, listen and repeat activity) because she couldn’t check the pronunciation one by one but in whole class. The pronunciation was spoken in group. But when she heard some still made mistake she would ask the students to repeat until they got it right.

As for their worksheet, the teacher sometimes went around the class to check their works and gave correction if the made some mistakes. After the works were submitted, the teacher would give stars as the score as well as her appreciation of the students’ works. It was like what T1 stated in the interview, "...for the correction in writing, after the worksheet are submitted, I will correct their work before giving them stars (score)."

1. **Teachers’ efforts to create a supportive learning environment**

Learning environment is the environment in which the students could learn. For young learners, environment is an important component for their learning, because their experienced are obtained from it. Setting a supportive environment for learning is one of teachers' responsibilities to facilitate students' learning.

* 1. **Class A**

Class A consists of 15 students. This class was considered as small class, with an area of approximately 3m x 3m. For seating arrangement, the students were seated in groups. One desk could be occupied by two students. But there were also some desks that were occupied by three students. Some students sat face to face –some were facing the left side of the classroom, some others were also facing the right side of the class– and the others were facing the blackboard (the class). The classroom was decorated with colorful walls, like most classes of young learners. However, there was not much of wall decoration. There was only one board used as a patch work of the students, but it seemed like it hadn’t been used for a long time.

Not only setting the classroom layout, based on the interview done with T2, she said that learning environment was important for students. She also said, "One of my ways to set a supportive learning environment is by using interesting media to teach the students. In that way, the students will be comfortable during learning process." She provided the activities in certain order, so that the students adjusted to her teaching style. The lesson for both classes were started by the greeting, singing songs, after that the teacher introducing new vocabulary related to theme, and followed by activities to promote students' fine motor skills like drawing and coloring.

The teacher also gave instruction to the students as clearly as possible. She did not always give instruction in English, but also in Bahasa Indonesia and sometimes in Javanese.

* 1. **Class B**

According to the teacher, the classroom was a large class. It consisted of 28 students. The class has size of 5m x 4m, and it was a combination of two groups of students, B1 and B2. The seating arrangement was organized to be in groups. This is because, like T1 said:

We have tried to arrange the seating position like in common elementary school by facing the front of the class. But it seemed like it made the students less interact with each other. So we grouped the students to make the atmosphere wouldn’t be tense in the classroom.

In the large class, the students were seated in some groups based on their intelligence. The middle row consisted of smart students, the left was for smart enough students, and the right was for less smart ones. T1 stated, “After the students adapt to the classroom, for maybe around one or three months, we will know their ability. From there, we can divide their seating arrangement.” The teacher said that it was not meant to discriminate the students, but to make the teaching process easier. It was intended so that the teacher could pay more attention to the less smart students.

The classrooms were also decorated colorfully. The walls were painted in different colors. There were also some wall decorations, like painting, posters, and other attachments. Some decorations that might support students learning were number, letters, and family member.

Just like in class A, the lesson in class B was also arranged in certain order. The teacher used English more compared to the students in class A, even though she sometimes also translated what she had said in English to Bahasa Indonesia and Javanese. T1 stated, “I used many languages. When introducing the students’ new vocabulary and opening the class activities I used English. However when I gave them assignment I used English as well as Bahasa Indonesia, and sometimes also in Javanese.”

Unfortunately, the English teachers only had limited authority to the physical environment of the classroom. It was because they did not have their own room to teach English. Therefore, they would need the classroom teachers’ approval if they wanted to modify the classroom layout.

1. **The Findings of Research**
2. **Findings on the Activities to Facilitate English Learning**

Based on the interviews and observations conducted by the researcher, it could be seen that the activities provided by the teacher to support students learning of English were:

* 1. Singing Songs

The class was started with teacher and students sing English songs. The English songs were used to stimulate students’ interest in learning English. The singing activities were led by the teacher. The teacher mentioned the song titles and started singing so that the students followed along. This activity also required students to move along, whether it was their clapping or pointing at objects.

* 1. Listen and Repeat

In Listen and Repeat, the students were given task to repeat words or vocabularies that had been said by the teacher. Teacher would repeat the activities until the students were able to pronounce correctly as well as refer to the meaning in their mother tongue. This activity was used by the teacher to introduce the material or theme for that day.

* 1. Straight copying

For written activity, the teacher applied straight copying. The teacher wrote the words in the whiteboard and asked the students to rewrite them in their own workbooks. The level of literacy taught was still in the word level.

* 1. Gluing, Coloring, and Drawing

These activities were the follow-up activities. They were given after the teacher introduced new vocabularies based on the theme to the students. The students might be asked to give color to a colorless picture in a piece of paper. For the next week activity, the students might also be asked to draw pictures based on what the teacher had set as example.

1. **Findings on the Feedbacks Given for the Students’ Performance**

Based on the data presentation, the feedback given to the students is in the form of:

* + 1. Corrective Feedback

The corrective feedback was given when the students could not follow the teachers’ examples correctly. It was often given during listen and repeat activities. The teachers would repeat the correct pronunciation of the words until the students who repeated after her could say the words with correct pronunciation.

* + 1. Evaluative Feedback

Evaluative feedback was mostly given for the works that have to be submitted to the teacher. When the works were submitted, the teacher would check them and give her evaluation. For the kindergarten, the score given was in the form of stars. The more stars they got, in means their works are better.

* + 1. Strategic Feedback

Strategic feedback was given to the students who were not able to pronounce words correctly. The teacher would help them how to say the words by giving example slowly.

* + 1. Positive Feedback

Positive feedback was the type of feedback given when the students were able to perform well or when they provided correct answer of a task. The feedback given to the students of class A and B were in the form of:

* + - 1. Acceptance

When the students were able to give the correct answer, the teacher would comment using words such as 'good', 'very good', clever', etc.

* + - 1. Acknowledgement

Besides giving positive comments to the students who answered correctly, the teacher also showed signals such as nodding and raising her thumbs. It was shown that the students had done nice job in following the lesson.

1. **Findings on the Teachers’ Effort to Create A Supportive Learning Environment**

Based on the observation and interview done with the teachers, the teachers' effort to create supportive learning environment could be summarized as setting classroom layout or the physical environment of the classroom by managing the seating arrangement and decorating classroom wall, establishing routines, providing feedback, and giving clear instruction.

The classroom layout includes the seating arrangement and the wall decoration used to support students learning of English. The seating arrangement of the classrooms was combination of separated tables and orderly rows. Since the activities given to the students were all as a whole class activities, this kind of seating arrangement was not being a problem for both the teachers and students. The classrooms were also decorated with some wall attachments and posters relating to English, and some other lessons. The walls were also painted colorfully to look attractive.

To help students adjust to the teachers' teaching style, the teachers established routines for each meeting. The routines established were in the order of the activities given to the students. The order was starting from the greeting, singing some English songs, introducing theme and the vocabularies, and followed by activities to train students' fine motor skills.

The teachers also provided feedback for the students. The feedback given has purpose to improve students' performance as well as to motivate them to learn English. More about feedback given has already been discussed in the previous point.

Other effort done by the teacher to support students' learning was by giving clear instruction in every activity. It was done by the teacher by giving instruction both in target language and students' mother tongue. Since the students' vocabulary was limited, the teachers explained what they need to do in their mother tongue, so they were able to do like what had been instructed.