**CHAPTER I**

1

**INTRODUCTION**

In this chapter I ( Introduction ) included Background of the Study, Problem of the study, Objective of the study, Significance of the study, Scope and Limitation of the study, Definition of Key Terms.

1. **Background of the Study**

The education in Indonesia was shocked by gread number of high school students who get bad and also good score when they do National Final Examination.. It is very far from standart quality. It can see from human index of international education quality. Indonesian get number 102nd from 106 countries in the world. If we compare, in Asia, South Korea is a modern country that gives better priority for education development than other sectors. Because, they believe that good education will be able to solve and control the problem in their country.

The progress of the country is determined by human resources’ level of education. A lot of natural resources will be nothing without qualified human resources. That is why Educational is very important in our life and the development of a Country is determined by national education that. From this reality ,it is a big responsibility for us as Indonesia people,to increase the good or smart students and produce clever generation . So,Indonesia will be ready to face the challenge of globalization era in 21st century.

Language is an instrument to express an idea, opinion, mind,and feeling. Current in Diane Larsen (1986) describe that language is for communication. In Indonesia, English as a foreign language that it is not national one. We know that English is used for communication the most of the countries in the word or as an international language ( Larsen-Freeman,1986,102 ). John Gals Worthy in Anonimous said that “ any important sacurity made at this moment of time must place English at the head of all language as the most likely to become in a natural, unformed way. The single inter communicating tongue (Anonimous,8).

1

Muhtarom and Muhsin Manaf in Uma Farida thesis (2004) said that” In globalization era, Indonesia has to enter the global community. In that case the used of International language become a nescessity, especially English.” It is useful for the development of science, technology and trade. Because of the important of English, it is learned by students in the country, from elementary school up to university. Even it should be tought since the students were still in the kindergarten in order to improve the students ability in English either in oral or written. Introducing English start from early age is very important for the children language ability. Especially in mastery English as foreign language,besides the ability in first language and second language acquisition. There is a big difference between what children of five can do and what children of ten can do (Wendy and Lisbeth,1992,1).

According to Korney Chukovsky in Thomas Armtrong (2004.28-29) regart that:

All of the children at the age of Kindergarten grade (pre-school) as genius linguist, because they have a phenomenal ability to create innovative metaphor in their spoken language. With language and other type of symbolic games they communicate their typical experience to other (Armtrong,28-29).

They begin to draw, paint, play block-box games, play dramas, and play their experiences in joke with their own ways. They used their feeling and their desire as the inspiration to faced this world.

Danny D. Steinberg (1993:207-208) argues that the rote (the kind of simple memorization by psycolinguist, where word, phrases, and sentences are remembered just as they are) memory ability of very young children seem to be excellent in that they easily absorb a phenomenal amount of data. While children at age 5 or 6 still display a phenomenal ability at rote memorization, it seems that older children do not. Evidence shows that the particular motor skills of speech pronounciation are best developed at a younger age. So the memory is essential for language learning. And good pronounciation, which is related to the ability to control the organs of speech, is clearly an essential part of learning a foreign language. But at some age it begins to decline. With some decline beginning around 8 years of age and with more of a decline from about 21 years of age. And the reason for this decline is as yet unknown (Steinberg,1993,208).

That is why Indonesia is trying to develop its quality of education. Govermen gives a passing grade from kindergarten that increases more and more, from year to year. Many years ago, before elementary school we just study in kindergarten, but it not same with now. Before we study in kindergarten, we can study in PAUD or PLAYGROUP. So the children can study anything in their school. They also can increase their knowledge.

The students who have good ability and aptitude in English,they can get the good school in Elementary school. Because of this students is better than other. They also easy to follow in teaching learning process. It is can influence to success or not the student . In learning English don’t have interest to learn it, the student will get problem in their learning,but it not for students who have good ability in this Kindergarten.

To know more about the manner of produce a good and smart students since in kindergarten, the writer has been doing some kind of early research or more sufficiently named,pre-research about students’ that good and smart especially in learning English. During the observation done in PADU PERINTIS KARANGAN TENGGALEK, the writer found many manner such as students’ have media to study English, and English music to listen kind of animal, fruit, colour and sing a song in English language. Such a manner, the writer to a pre-conclussion that many students of PADU PERINTIS have interest in learning English,so in make students to be good students.

Kindergarten Padu Perintis is a school that learn many skill for the children. In this Kindergarten,the teacher do not teach just about ability but also the teacher teach about islam knowledge,for example before the teacher teach about many skill for the students,they teach about pray,mengaji,tajwid to the students. So the student get many skill from this Kindergarten.

Teacher in Kindergarten Padu Perintis also teach an English skill to the students. They know that English is very importen for the students. The student also eassy to study English ,if they learn English from the Kindergarten. So the teacher explain and give more knowledge in English, then students give respond and try to understand what teacher teach in the classroom.

In other hand, the activities of children at school also influence the success in English learning. There are some activities that children can do at Kindergarten like study with the teacher, listen English song, memorize the name of fruit,animal,flower,colour,, etc. So teacher in Kindergarten Padu Perintis have a manner in order the children like English very much.For example the teacher follow the student for study with beautiful song and game,they also give some short story with English for named the animal. With it the student can easier to memorize of English language.

From the explanation above the writer is interested in conducting a research entitle: “A STUDY ON THE TEACHING OF ENGLISH AT PADU PERINTIS KARANGAN TREGGALEK”.

1. **Problem of the Study**

Based on the background above, the problem of this study is formulated as follows:

1. What activities are provided to support students learning?
2. What are the teaching material used by the teacher?
3. What are the teaching media used by the teacher?
4. **Objective of the Study**

Based on the formulation of the research problems above,the main objectives of this research are,as follows:

1.To know the activities provided to support students learning.

2. To know the teaching material used by the teacher.

3. To know the teaching media used by the teacher.

1. **Significance of the Study**

The writer considers the result of the study to be useful input for:

1. Students

As feedback to give them self motivation to be a good and smart students.

1. Teachers

To motivate teacher to make their students more good smart in every year.

1. Institution

To give input about new experience as consideration research which deal with smart students.

1. **Scope and Limitation of the Study**

Discussing about the students at kindergarten. The researcher has been found some students at kindergarten Padu Perintis Karangan Trenggalek.

Due to the limited ability, knowledge, time and finance. The writer limits this study on student’s activities are provided the support students learning, and how the kindergarten learn English.

1. **Definition of Key Term**

In order to avoid any vague idea on term used in this study ,it is necessary to define them as the following.

* + - 1. Conceptual Definition
         1. Descriptive study

According to Oxford Learner’s Pocket Dictionary, the meaning of study are: process of learning something, investigation into a subject and resulting from research ( Martin,1991,113). And descriptive is intending to describe ( Martin,1991,413).

Winarno Surachmad, M. Sc. Ed. Said that descriptive study is the research that explain, make an analysis, and make a classification, through survey, research interview, observation, or test, study problem, comparative study, changing of time study, quantitative analysis, cooperative study or operational ( Winarno,1990,139).

According to Sugiono, descriptive study is the research that aims to know about dependent variable, however, there are many variable in this research without making a comparison, or making correlation study with other variable ( Sugiono,2005,11).

Drs. Mardalis said that “......descriptive study aims to find out information about everything at present, and study between some variables ( Mardalis,2005,26).

There are many devinition about descriptive study but actually we can conclude that descriptive study is the research that have aim to describe something in details.

* 1. Study

According to Hornby, study means devotion of time and though to getting knowledge of,or to a close examination of a subject, especially from books, something that attracts investigation that whichis investigated give time and attention to learning or discovering something ( Hornby,1987,859 ).

* 1. Media

According to Arif S. Sadiman, the use of media means the use of media teaching learning process to explain and to serve messages in order to get variation in stimulating the silent students ( Sadiman,1986,17 ). In other word, the use of media can create a good learning activity and give a good interaction between teacher and students.

* 1. Teaching - Learning English

Many experts have devined the understanding and scope of learning in many different but similar ways. Learning may be devined as the process whereby an organism changes behavior as result of experience . because this devinition is deceptively simple ,we should look closely at its various components. But, concerning the idea of the study in this thesis, the term of learning English is devined specially as the teaching-learning activities in class’s dialogue with four skills they are reading,writing,speaking ,and listening, which involve students who learn and theachers who teach English as the subject material being learned ( Barliner and Gage,1984,252).

2. Operational Definition

In this research,the researcher describe abaut the students at kindergarten learn English. The objective of descriptive research is to describe the activities are provided to support students learning. The researcher also describe about how the method use by the teacherand how do the kindergarteners learn English.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter II (Review of the Literature) include Definition of the students, Learning, Styles of learning, Models of learning, Types of learning, Definition of Methods, Definition of teaching,Method of teaching English,Teaching Strategies,Direct teaching,Mastery Learning,Cooperative Learning.

1. **KINDERGARTEN**

**Kindergarten** ( German, literally means “ children’s garden) is a school or class for young children, usually four to six years old, that is intended to prepare them for entry to formal schooling. Kindergarten develops basic skills and social behavior by games, exercises, music, and simple handicrafts. In some places kindergarten is part of a formal public or private school system; in others it may refer to nursery school ( pre-school) or daycare.

The goal of kindergarten is to provide a warm and welcoming learning environment for all children, regardless of their level of development. The learning environment at Kenny is designed to help all students achieve the Minneapolis Public School expectations in reading, mathematics, writing as well as develop psycally, socially, and emotionally. Kindergarten is an integral part of the elementary school experience. It builds on the child’s past experience at home, in preschool program, and provides the foundations for success in the Minneapolis Public School throughout their education experience ( Kenny. Mpls. K12).

10

1. **LEARNING**

What is learning ? Brown considers some traditional definitions. A search in contemporary dictionairies reveals that learning is “acquiring or getting of knowledge of a subject or a skill by study,experience, or instruction” (Brown, 1987:6).

Modern authors,who study the theory of language learning,consider the term ‘’learning’’ or ‘’learned system’’ as ‘’the product of formal instruction and it comprises a conscious process which result in concious knowledge about the language, for example knowledge of grammar rules”.(Schotz,2007).

From the definition above ,we can conclude that learning mean acquiring new, modifying existing knowledge, behavior, skills, values, or preference and may involve synthesizing different types of information.

**1. Type of learning style**

The seven Learning Styles

1. Visual (spatial) : you prefer using picture ,images,and septial understanding.
2. Aural (auditory-musical) : you prefer using sound and music.
3. Verbal (linguistic): you prefer using word,both in speech and writing.
4. Physical (kinesthetic) : you prefer using your body,hand and sense oh tauch.
5. Logical (mathematical) : you prefer using logic,reasoning,and systems.
6. Social (interpersonal) : you prefer to learn in groups or with other people.
7. Solitary (intrapersonal) : you prefer to work alone and use self-study.

One of the most common and widely-used categorization of the various types of learning styles is Fleming’s VARK model (sometime VAK) which has three primary learning styles:

1. Visual learners
2. Auditory learners
3. Kinesthetic learners or tactile learners.

**2. Model of learning style:**

Here are some models of learning style.

1. Myers Briggs Types Indicators (MBTI)

The MBTI type prefences can be combined to form 16 different learning style types. For example ,one students may be an ESTJ ( extravert,sensor ,thinker,and perceiver ) and another may be an INFJ (introvert,intuitor,feeler and judger).

1. Kolb’s Learning Style Model

This model classifies students as having a preference for (1) concrete experience or abstract conceptualization (how they take information),and (2) active experimentation or reflective observation (how they internalyze information) (Felder ,1996). Kolb follow four main type of learning 1) concrete experience, 2) reflective observation, 3) abstract conceptualization ,4) active experimentation (Kolb,1984).

1. Dunn and Dunn Learning Style Model

Dunn conducted studies to determine whether there is any relationship between cognitive dimensions and students’ characteristics that appered to be more or less responsive to environmental, emotional, sociologycal, psiologycal, and psychological stimli (Dunn and Griggs, 1998; Prescott,2001)

1. Felder Silverman Learning Style Model

His model like the Jung-Myers- Briggs model classifies learning style info four dimensions :process,perception,input,and understanding. Felder and silverment develop a self-scoring web-based instrument called be index of Learning Style (ILS), that assesses preferences on four scales of the learning Style model (Felder 2002). This model clasifies students in this four dimensions: sensing learners or intuitive learners ,visual learners,or verbal learners,active learners or reflective learners,sequential learners or global learners.

**3. Types of Learning**

According to Muhibbin ,there are eight types of learning they are: ( Muhibin,2005,122)

1. Abstract learning

Abstract learning is learning that uses abstract way of thinking. The goal is to achieve an understanding and a solution abstractly. In this case the role of mind is so important besides mastering of principle and concepts.

1. Skill learning

Skill learning is process of learning which aims at achieving a certain skill through motoric movement. In this learning ,intensive and routine process of training is so needed. This kind of learning is also called as training.

1. Social learning

Social learning is learning that intends to achieve skill and understand the social problem and adapt the social value.

1. Problem solving learning

This learning directed to achieve skill and ability in solving various problems logically.

1. Rational learning

This kind of learning is directed to acchieve various skill in using principle and concepts to solve the problem. Through this learning, people are expected to have rational problem solving, that is the ability to solve the problem logically and systematically.

1. Habitual learning

This kind of habitual learning is the process of developing new habit or reconstructing the existed habit. The goal is to achieve new habit that is more suitable and positive related to context.

1. Appreciation learning

Learning is directed to achieve and improve the effective skill,that is ability to appreciate the important value of a certain object.

1. Study

Learning is a systematic learning program to master the learning material through investigation or research and experiment. This learning is aimed at achieving or adding information and understanding to a certain science which uusually need special strategy.

Hence it can be conclude that there are many kinds of learning, based on the goals of learning. Among those types of learning the suitable types of learning in learning English are appreciation learning and study. Appreciation learning have goals to improve the affective skill, that is the ability to appreciate the importance value of a certain object. In learning English we learn different culture from Indonesia culture. So we learn to appreciate other culture. In learning Language especially in learning English, we learn to appreciation many type of activity they are: listening,speaking,reading and writing. Study have aim at achieve or add information and understanding to a certain science, which usually need special stategy. In learning English we study four skill, they are listening, speaking, writing, and reading. To learn all of them we need special strategy, for example when we study about listening skill, the teacher can use to language laboratory.

1. **MEDIA**

To some people media refer only to complext items of equipment such as television or film. We would even include teacher as one of the presenter of media to students. Teachers have other functions to perform teaching activity and also conducting evaluation.

Sadiman mentioned that the word media are derived from Greek *medius* and it is singular from medium. Literally media are tools or transmitter. It means that media are means of communication to transfer learning message or information ( Sadiman,1986,6 ). This opinion is supported by Usman, stating that media are something that can send message and stimulate mind, feeling, and student’s interest that can support the learning process ( Usman,2002,11 ).

Encyclopedia of Educational Research in Hamalik claimed that we can improve learning result when media are integrated into the learning process, that equal amounts of learning are often accomplished in less time by using media, and that media generally facilitate learning and are preferred by the students when they are compared witha traditional instruction. Media can create interest, comprehension andretention. The hypothesis stated that the more abstract the context of a message, the more difficult to comprehend ( Hamalik,1989,15 ). Thus, it can be said that media function to create concreteness to any learning situation.

According to Hamalik media is a tools, methods and techniques used in teaching-learning process to make the communication between teachers and students become more effectively, because media are able to: 1) Activate students’ responses and participations, 2) Establish and direct attention, 3) repeat of stimulli ( Hamalik,1989,12 ). Beside that according to Heinich, Molenda and Russel in Arsyad media is a means of communication between source and receiver ( Arsyad,2003,4 ).

Based on the descriptions above, it can be concluded that media as means for sending the message from the source or sender to the receiver in teaching-learning process to gain the objectives of teaching and learning activity.

**1. The Function of Media**

Actually the teaching-learning process between teachers and students to develop their idea and mind. Sometimes the communication is not effective and efficient because there is verbalish. To raise the effective and efficient communication depends on supporting factors which are called aid and equipment. Thus, the interaction of communication will be more optimal when teachers use media.

The position of media in component of teaching method is as one of the ways to raise the process of interaction between teachers-students and interaction between students in the learning environment. According to Nana Sudjana the main function of media is as a medium of teaching that can support the use of teaching method used by teachers ( Sudjana,1989,7 ).

Every student has different way in learning because the standart of students’ intelegence is not same, so teachers will face some difficulties. The difficulties can be overcome by using media. Hamalik states that media can help the teachers become being creativein making and using media and also managing learning experience ( Hamalik,1989,6 ).

Moreover, Sadiman explore media as the following:

* + - 1. By using media, the message which will be communicated can be clear and undertanable.
      2. It is used for overcoming the limitation of the space, time and sense in teaching-learning process.
      3. It can raise the students’ motivation in teaching-learning process and is enable to direct interaction between the students with the learning environment and reality.
      4. It can give the same stimulation and the same learning experience and it can raise the same perception despite the differences in every student ( Sadiman, 1986,16 ).

Forms and kind of media have changed. However, their function in teaching-learning process has basically remained the same. According to Usman the function of media are as the stimulation presenter of information and raise the harmony in receipt of information. Thus,the function of media are to arrange the steps of advance and to give feedback ( Usman,2002,13 ). Media as a server and distributor information can represent teachers in conveying lesson to be more clear and interesting.

Hamalik states that the media used can build up a stick of experience more concrete to give meaning to the abstract representation of reality. Concrete and direct experience will make students study more easily to get, know, remember and use abstract symbols ( Hamalik,1989,34 ).

**2. The Kinds of Media**

In general, there are three kinds of media. They are audio, visual, and audio-visual media. Audio media are media that can be listened, while visual media are media that can be seen. Moreover, media that can be listened and seen are audio-visual media.

1.Visual media

Anderson says that the eyes have a great role or great function in finding information effectively and can save it in long term memory ( Anderson, 1987,49 ). Meanwhile, Sadiman states that the visual media include the grapic media that function as a server message through communication symbol of visual ( Sadiman,1986,28 ). The grapic media is media that combine the fact and idea through words and pictures.

2.Audio

Sadiman states that audio media is a means transmits the message in the form of audios, symbols, either verbal (oral) or non verbal (Sadiman,1986,44). Arsyad said that audio media are able to teach English as foreign language (EFL). It used to hear native speaker pronunciation in foreign language (English Language). Furthemore, it also can be used to record students’ pronunciation and to correct them with native speaker pronunciation ( Arsyad,2003,152).

Arsyad mentions several teaching variations by using audio media, they are: 1) Identify the topic such as mention the title, 2) Inform the students about the background of the topic, 3) After listening, discuss the topic with the students, 4) Give them keyword of the topic being discussed, 5) Explain them why they should hear that topic, the relation between them,and give them clear instruction with the topic given (Arsyad,2003,149-150).

According to Anderson audio medium is a source of material which is economy, enjoyable, easy to prepare and to use. In the teaching process applying audio, the teachers need skill and good preparation ( Anderson,1987,127).

3.Audi Visual

Audio-visual media are the instruction media that involve the sense of sigh and hearing, so this media can be seen and listened

**3. The Selection of the Proper Media**

Sudjana mentions some requirements in choosing media, they are:

* + - 1. It should be effective in teaching purpose; it means media is chosen in accordance with the instructional purposes.
      2. It should support the material, it means the material are about fact, principal, concept and generalization that need media to make eazy in understanding.
      3. It should be easy to get, it means media is easy to be made by teachers.
      4. The capability of teachers in using media, whatever the kind of media the main requirement is teachers have to be able to use media in teaching learning process.
      5. The availability of time in using media, so the media can be useful for students.
      6. It should be appropriate with the standart of students’ intelegence

( Sudjana,1989,4).

According to Soekawati, there are many steps in selecting media as follows: a) The cost is cheap, b) The suitability with the method of teaching, c) The suitability with the characteristics of students, d) The consideration in flexibilities and ease in caring, e) The availability of media and the spare parts of media in the market ( Soekawati,1995,75).

1. **TEACHING**

Teaching is the work of teacher ;she wants to go into teaching as a career. Teaching is a complex behavior to interpret it in simple terms lead to misunderstanding. This,in fact,is what is done by many non-educators, and result in distorted nations about the role of teacher and the need of schools. More logically, some teacher are also guilty of this kind simplistic, if well in tensioned, thinking as reflected in classroom approaches that disregard profesionally endorsed pedagogy and rely on unexamined traditional practice and personal intuition. Their concept of teaching is more likely to be a bag of tricks than a synthesis of sound principles.

Harmer (2001:56) noted that according to Cambridge international dictionary of English ,’’teaching’’ means to give (someone) knowledge or to instruct or train (someone) ,whereas the Longman dictionary of contemporary English suggest that it means to show somebody how to do something or to change somebody’s idea.

**1. Method of teaching English**

According to Anthony**,’’**method is defined as an overall plan for systematic presentation of language based on a selected approach’’.

According to Richard and Rodgers (1986),’’method is an umbrella term to capture redefined approaches,designs and procedures’’. Similarly, Prabu (1900) think of method as both classroom activities and the theory that informs them. For most researcher and practicing teachers ,a method is a set of theoretically unified classroom techniques thought to be generalizable accross a wide `variety of context and audiences.

In language teaching planning, a teacher must know the method of teaching because it will determine the success or failure of English language teaching. English is as a foreign language which can be learned successfully if there is a good planning involves here using some suitable methods there are many methods that can be used in teaching languages ; they are Grammar Translation Method (GTM),Communicative Language Teaching (CLT), Total Physical Response (TPR), Silent Way, and Suggestopedia.

**2. Teaching Strategies**

A. Direct Teaching

Direct teaching strategy does not fit the contructivist approach to teaching when it separates the curriculuminto smaller pieces of knowledge with emphasis on skill and content acquisition. Constructivist classrooms approach curriculum by working with larger concepts and encouraging students to identify the skill and additional content they will need to build the larger cognitive structure. How – ever, if direct teaching moves away from emphasis on the “correct answer” to building on the understanding of the students concerning concepts, then it can be both teacher directed and student centered.

In direct instruction, teachers are actively involved by introducing content, demonstrating skill, directing large-group experiencs with the content, check-ing students’ understanding and monitoring individual or small-group work, as well as providing review. The focus is on teacher interaction with students rather than students interacting mainly with materials after a brief explanation by the teacher.

Direct instruction is examined here as a key strategy because it emphasizes meeting specific objectives keyed to learning outcomes and is particularly effective for acquisition of basic skill. This approach continues to be widely used to day because it helps increase on-ask learning time (Gettinger, 1986) that contributes to student achievement.

This strategy also may be called *systematic teaching or active teaching.* The information about this strategy was obtained mainly from the following authors: Rosenshine (1976), Barnes (1981), Good (1982), Rosenshine and Stevents (1986), and Stalling and Stipek (1986). For more detail on this instructional approach, readers are urged to examined these key sources, as well as the work of Hunter (1994) and Russel (1981).

* **Purpose.** The purpose of direct teaching is to increase achievement by the objectives to be tested, and by active engangement of the student in academic tasks. Attention is to be given to promoting student success through a variety of means. The teacher takes charge of the classroom to provide a climate for learning, that is student involved and task oriented.
* **Focus**. The focus of the strategy is academic and teacher centered, with a structured curriculum useful for teaching skill and aquiring new information. Within this focus the teacher conveys that the business of the classroom is learning.
* **Role of Teacher.** This is a teacher-directed strategy, which means that the teacher chooses the activities and controls the time spent on the phases of the lesson. The strategy requires the teacher to be a good motivator to keep students on the lesson. The teacher’s immediate, corrective feedback is important for student learning. When teachers are not involved in the presentation or in leading group practice, they are monitoring students’ progress by moving around the room, keeping students on task, giving feedback, and working with individuals.
* **Method**. A teacher planning to use direct teaching would want to devide the curriculum into small segments or steps through such curriculum techniques as skill analysis and conceptual mapping. First, skill, processes, and concept are identified and arranged in a meaningful order. Then they can be presented in small steps, after which students are provided with classroom time for practice and feedback. Therefore, the basic elements of direct or systematic instruction include: (1) preparing students for the lesson, (2) presenting the lesson, (3) students’ practicing the lesson, (4) evaluating and providing feedback on the student learning (Barnes, 1981).
* **Role of Learner.** Whitin this academically focused classroom, the role of the learner is to follow, stay on task, and perform. If this structure appears to be stifling the creativity of the learner, the teacher can provide opportunities for the learner to use divergent and creative thinking in some of the learning experiences planned for the independent and review functions. For example, the student could demonstrate knowledge of the problem-solving process by describing a situation and the different steps groups of people might use to solve a problem (i.e,solving the problem of dealing with a class bully in an 8th-grade gym class).
* **Evaluation.** The direct-teaching strategy includes both formative (during instruction) and summative (conclusion and instruction) evaluation. The teacher giving corrective feedback during guided practice is a key to students’ achievement. Frequentciest are givent during the weekly and monthly reviews so that reteaching of key material can take place as needed.
* **Appropriate Subjects and Types of Learner.** This direct-instruction strategy is reported to werk best with teaching skill subjects such as reading, writing, mathematics, grammar, computer literary (Geider & Maggs, 1983), and factual parts of science and history (Rosenshine & Stevens,1986). Those bodies of knowledge that are hierarchical in structure with step-by-step progression can best be taught with the direct-instruction model. ( Kinsvatter DKK,1996,297)

**Another Model Using Direct Teaching**

Madeline Hunter’s Instructional Theory Into Practice (ITIP) constain many of the features of the direct teaching strategy and has been implemented via in-service workshops in many parts of the country. The program includes identifying clear instructional objectives, teaching at the correct level of difficulty, structuring, instruction with lesson functions almost identical to those named by Rosenshine and Stevens (1986,p. 377), and emphasizing the importance of comprehension checks and use of the principles of learning, such as motivation theories and reinforcement theories. It is a teacher decision-making model based on learning theory applied to practice.

During the 1980s many school administrators adopted the ITIP model as the effective way to teach. Teacher were evaluated as to their ability to follow the ITIP principles. At its peak the Hunter program was being used in districts in ail 50 states (Ellis & Fouts, 1993).

The ITIP model was the subject of through longitudinal study done from 1981 to 1985 in two school in Napa Valley, California, (Stalling, 1987). The findings were that achievement did improve in the target school over four years, but took a considerable drop in the fourth year. The study raised many questions about the model’s affectiveness in improving student achievement. The ITIP model was based on psycological research in the area of lerning, but the model had no research base concerning its effectiveness in raising student achievement (Ellis & Fouts, 1993).

From the Hunter movement, educators have learned that effective teaching that raises achievement develops students’ thinking skill and problem-solving abilities and uses a variety of teaching methods and strategies rather than a single method, such as direct instruction that is geared more appropriatelly for basic skill teaching. ( Kinsvatter DKK,1996,301).

**Mastery Learning**

This strategy focused on the student’s ability to learn through providing enough time and the righ conditions using a diagnostic-prescriptive approach to determine instructional decisions Mastery Learning is not a constructivist approach. It does provide an individualized instruction or small-group approach using a srtuctured curriculum devided into small groups of knowledge and skill to be learned. The strategy is tought with the belief that all students, given enough time, can-reach reasonable instructional objectives. The strategy is part of our-comes-based education –a school restructuring process that organizes the whole school around the outcomes the school wants to achieve. Mastery Learning is a key instructional component in the OBE model that is being adopted in many states. It also is widely used in many other countries (Hymel & Dick, 1992).

* **Purpose.** The purpose of mastery learning is the accomplishment of a specific learning task at a designated performance level by all the students. It assumes that through this approach learning can be improved and the variability in what students learn can be decreased. Accordingly, it also assumes that all children without learning handicaps can master learning tasks, given the necessary amount of time and instruction needed to learn the task.
* **Focus**. The focus of mastery learning is an academic one concertrating on the individual acquiring specified skills and knowledge within a flexible time frame. The complete model developed by Carroll (1963) included the following equation for learning (Gage & Berliner, 1984).
* **Role of Teacher.** This strategy is teacher intensive, with considerable responsibility on the teacher to promote students success. The teacher start by breaking the curriculum into units with prerequisite skill and identified knowledge. Objectives are aranged according to the scope and sequence of the units. During instruction, the teacher presents the material in a variety of forms, monitor students’ work, and tests students’ progress in mastering the objective. Using diagnostig/prescriptive techniques, the teacher identifies the areas that need remediation. Whole-class instruction, lecturing, and inquiry strategies can be used if the amount of time for individual students to achieve mastery remains flexible. In addition, the teacher must be able to provide alternative learning strategies for students when they encounter difficulties. Recording students progress and success in meeting defined performance objectives is an important part of the teacher’s role students need to know how they are progressing in accomphshing goals.
* **Method.** The diagnostic/prescriptive approach is used in this strategy. The teacher identifies prerequisites, assesses students’ present knowledge, and formulates testing to determine students’ progress in reaching objectives. The emphasis of instruction is usually on the idividualized approach with the teacher to-student relationship being the key. Peer instruction and small-group work also can be used. Indeed, the entire variety of instructional methods may be used with the total class or with a small group when the teacher covers the same part of the curriculum with everyone together. Supplemented alternative approaches must be used to accommodate different learning styles if students heve not learned the content.
* **Role of Learner.** The learner n mastery learning has more control than in direct instruction by determining the amount of practice time needed. This means than students are given considerable freedom in deciding how fast they move through the objectives. In Bloom’s (1980) LFM approach, the students take responsibility for mastering the task by working on their own, even though the class may be moving on to the next unit. In PSI classroom, the students control their rate of progress by working through structured materials and experiences at their own speed throughout the course. The progress of the students rests heavily on individual effort and preseverance.
* **Structure**

Phase I. The structuring of a course or a unit for mastery learning can be considered in five phases (Bloom, 1971). The first phase involves breaking down the content into small uits of learning, so students can learn and be evaluated on each incremental step. These uniits are arranged hierarchically with clear instructional objectives, and component skills and concepts are identified. Bloom recommended breaking the unit into a number of element ranging from specific means or facts to more complex and abstract ideas such as a hierarchy of learning tasks and concepts and principles.

Phase II. Phase II involves decisions concerning the use of appropriate instruction to enable students to accomplish the objectives. The methods of instruction are not prescribed in this model and are open to any number of strategies that accommodate the teacher’s teaching style and students’ learning styles.

Phase III. The teacher designs and administers formatives diagnostic tests that can be scored by the students to give themselves feedback on their progress. A formative test is given after each learning units is completed.

Phase IV. Students who have not achieved mastery are provided in phase IV with additional materials or individualized instruction, such as teacher or peer tutoring , or small-group instruction to help them learn the information. Students who have achieved mastery are provided with enrichment materials until the class is ready to move to the next unit. In Bloom’s LFM model, students are to relearn the material on their own time if mastery has not been reached when the class moves on the next unit. In Keller’s PSI model, students work indivudually through these phases at their own pace thoughout the course.

Phase V. The final phase involves summative testing to determine mastery. Students receive an incomplete until they have reached the mastery level.

* **Evaluation.** As has been mentioned throughout the discussion of the strategy, formative diagnostic testing is critical to the program. Students may score the tests themselves to identify areas of difficulty immediately. These errors are targeted in subsequent instruction. Finally, summative tests are administered at the end of a units or several units to determine grades. Most students are expected to reach mastery level;therefore, it is essential that realistic mastery levels are carefully set by each school or district. ( Kinsvatter DKK,1996,302)

**Cooperative Learning**

For the third achievement strategy, the reader my recall Mrs. Blaine’s classroom in the scenario in which she was planning to implement a cooperative-learning approach for her next unit. She had carefully considered the heterogeneous makeup of the class and decided that this cooperative strategy could benefit her students. She anticipated increases in both achievement and positive attitudes for her students caused by their working together. Mrs.Blaine knows that this third instructional-improvement strategy –cooperative learning- uses a noncompetitive, students-centered approach to learning, as did the mastery-learning strategy. However,this model emphasizes students working together in cooperative-learning projects, enganging in peer tutoring, and possibly receiving a grade based on the group’s performance as well as individual performance.

* **Purpose.** The purpose of this strategy is (1) to increase achievement through group collaboration that enables students to learn from each other; (2) to provide an alternative to the competitive structure or most classroom today that dicourages that poorer students; (3) to improve human relations in the classroom by promoting interdependent activies that teach collaborative skills.
* **Focus.** The focus of coopertive learning in both academic and affective, with emphasis on achievement of shared goals through cooperative efforts.
* **Role of Teacher.** The teacher role differs considerably in this strategy from traditional approaches to instruction. Theachers act as facilitators in cooperative learning by establishing groups whose members work together on shared goals. However,the teacher may teach basic concepts and skills. As facilitator, the teacher must monitor the functioning of the groups, intervene whenever necessary to teach small-group skills, provide assisstance when needed, and evaluate students and groups as to how well members work together (Johnson,Johnson, & Smith, 1991). Essential to the teacher’s role is his/her interpretation along with students input of what is happening in the classroom in terms of students’ thinking and understanding and the changes that need to be made as a result of that information. In the planning stage the teacher’s responsibilities include (1) structuring the curriculum into units with objectives that can be achieved cooperatively and (2) establising groups to work together on reaching shared objectives. These objectives must be clearly specified with both cognitive objectives and collaborative skill objectives.
* **Method.** The major methodology used is the small-group approach. Whitin that approach, discussion, inquiry, and methods may be used by the teacher. Certainly the strategy of cooperative learning would not be used exclusively for all class work. Students need to experience independent work and some competitive experiences as well. At times the teacher will teach the whole class, using a range of instructional methods. However,the methodology utilized most frequently will include methods that accommodate group process skills and cooperative-learning skills.
* **Role of Learner.** This strategy gives students much control within the group structure. They become both teacher and learner as they practice communication and group-process skill, as well as leadership skills. Each student is expected to utilize these skills to promote group success. Students are to give and receive assistance, feedback, reinforcement, and support to each other. Students are to be in a positive interdependent role in which one cannot succeed without all succeeding. Positive interdependence encourages students to see how their work benefit others and their group members’ work benefit them. They are responsible for each members’ learning. The reward structure promotes group importance and independence. In most cooperative-learning models, the studnts work in small groups of four or five and receive an individual grade for their work with the group.
* **Structure.** As one can observe in the scenario describing Mrs. Blaine’s planning for a unit, cooperative learning is structured around a curriculum designed to be learned through cooperative groups of students who have individual responsibilities for acomplishing their group’s goals. Specific lesson objectives are established within a group task. Much time mush be spent in planning how to implement the curriculum and to prepare students for this cooperative aproach to instruction. ( Kinsvatter DKK,1996,306)

PREVIOUS OF STUDY

Mappings

* + - 1. A Descriptive Study On English Teaching and Learning at “ TK Plus Taman Mardi Siwi “ Kauman Tulungagung.

By: Nurtiamah (2007)

TK Plus Taman Mardi Siwi has a good curriculum like:

In 2006/2007 year academic in this Kindergarten in Kauman Tulungagung using curriculum based competence as a basic curriculum. Because the National Curriculum center does not develop any syllabus for English instruction, so the curriculum for English is Curriculum Based Competence that adopted from basic competemce.

Beside of that , for the approach, material, media, evaluation, teacing-learning process and so on, in this Kindergarten still make a traditional manner. Like for media the teacher just make book, teacher voice and blackboard. It’s because the writer have this research in 2007. Basictly, the problem solving of the entire problem are still in the process that the headmaster and English teacher do for this.

* + - 1. A Study on the Use of Media in Teaching English for the Fifth Grade of SD Srikaton II.

By: Enik Muslimah (2007)

* + - * 1. There is media used in process of teaching and learning English for the fifth grade of SD Srikaton II.
        2. The teacher’s problems in applying media in the process of teaching and learning English are the teacher can not prepare the media first and there is the limitation of facility in the school.

**CHAPTER III**

**METHODOLOGY**

In this chapter III (Research Method) includes Research design,Setting and Subject of Research, Kind of Data and Data source,Population,Sampling, Instrument and technique of data collection, Data analysis.

1. **Research Design**

The research design of this study is a descriptive. The objective of descriptive research is to describe real condition in a certain situation. In this research, the researcher used the case approach to find out the case study on a sudents at Kindergarten Padu Perintis .

Before going to the point of the research, it is better to know what research is. Research is systematic attempt to provide answer to questions (Suryabrata,1983,59). To find the answer, of course the researcher must be follows some research procedure. To apply those procedures in conducting the research needs a research design which is suitable for the research situation. In this case, the research design has to follow the research methodology. Research designis the important thing in the research. Suryabrata also says that the research design is used by the researcher depend on the objective of research, the characteristics of the research has main role in the research design.. While based on the models, the research is devided into two kinds; they are quantitative research and qualitative research. The research design used in this research is descriptive qualitative research.

37

Suryabrata stated in his book that descriptive research is the research which has objective to describe method in certain situation systematically, accurately and factually. More over, Arif Furhan also said that descriptive research is designed to obtain the information concerning the current status of phenomena. It just determines the natures of situation as it exists at time of the research. The aim of this research is to describe the condition of variablein that situation. In this research the researcher will describe the situation as mentioned in the formulation of the research.

Based on the above explanation it can be concluded that descriptive research is designed to give information of the existence of the variable or the current status of the subject systematically, occurately, and factually. There for by having the descriptive design, the researcher tries to investigate and explore or describe happens inside the classroom. Especially interaction occurs during English class.

According to Bogdan and Taylor in Moleong, qualitative method is used as research procedures that resulted descriptive data containing of spoken or written words and people behavior which can be observed (Moleong,2000,3). The main characteristics of qualitative research are generalization in character, un-explicit variable, and it does not need numbers at all (Irawan,1999,77). This research is descriptive qualitative research and does not need the statistical data or quantitative data analysis. The researcher chooses the qualitative method since the method of structural analysis in this research will be conducted by using a descriptive design.

The writer wanted to learn intensively the learning activities, what activities are provided to support students learning, what are the teaching material used by the teacher, and what are the teaching media used by the teacher.

1. **Setting and Subject of the Study**

The subject of this study is the English teacher at Kindergarten Padu Perintis . the researcher has been found some students at Kindergarten Padu Perintis to be suject of the research .

1. **Data Source**

The kind of data that will be used in this study is descriptive.

Data source can be clasified into two kinds, they are:

1. Primary data is the data obtained from first source through procedure and technique of data collection using Eiciting Questions ,observation or other instrument . in this study the primary data from :teacher and students.
2. Secondary data is needed from indirect data source usually in the form of formal archives and documentation ( Azwar,2004,112). in this study the secondary data is from score list .it to know about the levels in every students.
3. **Instruments and Technique of Data Collection**

Data is importand thing in the research because the data constains some information needed. This study, tries to know the factors that influence students to be good and smart and their learning activities at school . Therefore, instrument that will be used as follow:

1. Eliciting Questions

One of the supported instrument of collecting the data is Eliciting Questions, besides, the researcher herself. Interview is used for getting information about learning activities, factor, levels and methode use by the teacher.

In this research, Eliciting Questions will be done by the researcher with the students and teacher directly. The data from Eliciting Questions will be taking from teacher and students. This data also to analyze what the activities are provided the support students learning, and how do the kindergarteners learn English.

1. Teacher

For this case, the researcher interviewed the teacher to ask about factors that influence the students, levels in every students,and methode use by the theacher.

1. Students

In this study ,the students complete or add what the student’s answer in Eliciting Questions. Furthermore Eliciting Questions with students to getting information about factors and student’s activities.

1. Observation

Besides the interview sheet,the writer also does observation as supported instrument of collecting data. One of the most common methods for describing data collection is participant observation . It requires that the researcher become a participant in the culture or context being observed.

1. Documentation

Documentation is the process of recording data about document. In addition, document is the instruments to gain an understanding of phenomenon under study that may also used by researcher ( Arikunto,158 ). These document may be personal, such as autobiographies, dieries and letter; official, such as file, report, or minutes that have been perpared by observer ( Donald Ary,43 ).

1. **Data Analysis**

In describe analysis, the final activities are analyze and describe data. In this study, the writer will do three steps in data analysis: describing data, summarizing data, documenting data.

After getting the data, the step is as follow

1. Analyze the result of interview about teacher support in children English learning and children English learning activity in Kindergarten . In this process, the first the researcher must organizing of Eliciting Questions and tape recorder. Then researcher analyze it.
2. Summarize the analysis of the activity

Researcher makes some statements about teacher support in children English learning. The researcher code the data into categories dealing with teacher view English lesson, teacher view English should be learned, kinds of teacher support, children activities at Kindergarten, and the extent of teacher method. Then researcher summarize by trying to find relationship among the categories.

1. Interprete the data

This process is difficult, because there are no set rules to follow. In this process, the researcher interprete the data depends on the background, perpective, knowledge and theoritical of the researcher.