**CHAPTER V**

**INTERPRETING RESEARCH FINDING**

In this chapter ( Interpretting Research Finding ) V included interpreting research finding . It consist of the relation among patern, categories and dimention found in data analysis.

1. **The analyze of teaching-learning process**

There is many kind in teaching learning's performing processes at school. Teacher gets combind some way in accordance with teaching learning processes what do they ordinary utilize. There are Pre-teaching, Whilst-teaching and Post-teaching. That activity is deliberate being programmed by the teacher, to be able to been study hard good program.

This activity in teaching learning processes there's not only on Elementary School, Junior High School and Senior High School only. But was beginning at Kindergarten also. As well as if previously Kindergarten just is divided as 2 groups they are A and B. But now is divided as 3 bases age, which is (2 - 3 years), (4 - 5 years), (6 - 7 years).

That is arranged at Consolidated Kindergarten Perintis. With marks sense the program, teachers easier to arrange teaching learning process that at chooses to be utilized appropriate aged or participant level is taught. In this teaching learning processes executed by teacher, don’t make the children feel lazy to study. Are not too make childern feel bore.

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Teaching learning processes that at performs at Consolidated Kindergarten Perintis also ranges three steps which is Pre Teaching, Whilst teaching, and Post teaching. That activity done orderly, that wonted protegeby programs that and increaseorder attitude on after-glow child. The constitute main purpose of that program.

1. Pre – teaching

 As preparation of the English teaching-learning process, the teacher has some note books for the students, magazine that has much a picture, many kind media and flash card and dot card, that consist of the vocabularies and number, it’s meaning based on the topic that the teacher gave. Next, she used that note book and magazine as a guide for her English teaching. So the students easier to study and review about the lesson in yesterday.

This strategy based on Ibrahim book ( Ibrahim, 2005, 3) Based and interest already being explained above and to the effect assesmen is done, therefore needed strategy design variation assesmen well formal and also informal to help teacher gets clear photograph about student progress that will diases.

1. Whilst – teaching

 With three steps opening that consist of pray together and review about the lesson in yesterday. Content that consist of drilling and study together, the teacher give many kind of material in this day dan give a new topic to the students. The last is closing that consist of remembering about the lesson in this day, the teacher also give a game and question about it and close the study. The teacher more eassy to teach the students. It also make the teaching learning process is more stead.

This strategy based on Ibrahim book ( Ibrahim, 2005, 2 ) Assesmen is process information gathering and make decision base that information. If studying result is needed information source to make decision about student, therefore information which is netted about that studying result has to give whole picture about student.

1. Post - teaching

The teacher gave to the students some homework, in order to the students can study at home. The teacher also collects and gave the students’ magazine again after she gave the score (good score) and its attendent list to.

1. **The analyze of material data**

 The material that given by the teacher , it is better and make a students fun, lively, and interest for pupils, so they would absorb it well. Moreover, they would interest and love English. Like in YAYASAN PADU PERINTIS the teacher give to the student a material that eassy to understand, with sing a song in English language, Game in English language, Flash card in English language that consist of animal and fruits, and Dot card about number. With the material so the students can study English well and can eassy to memorize the material.

 Before going to the class, the teacher also used a BCCT ( beyond center and circle time ) method. The student march a circle time and sing a song with English language. In the time the teacher also ask to the students for answer the teacher question abaut the colour of teacher dress, throuser, shoes, and the name of the day. It can make the students enjoy with the study.

The strategy above based on Anggraini Sudono’s books ( Anggraini Sudono, 2010, 16 ) Perintis Trenggalek utilize modern material that adjusted by age step on protege Material that utilized by teachers at PAUD. To increase this education consciousness on age child 0-8 years, there are grammatically by player that majors on lingual developing or mathematics. For example Kindergarten at Australian or Europe state a large part utilize Cuissenair logs to coach child conservation abilities that at a swoop applies Teory of Piaget.

To increase ability gets language, Peabody on year 1981 develops various base skills get languages for child what does cover science about place information. Lexicon in point indigenous environment is hovered and gets to be developed by face so not palls on child. Can too adjust by child so regular imagination noises about them.

The step to impact on player type that adjusted by child requirement. Montessori divides nine terms, namely:

0 - 3 years : Absorption term total: acquaintanceship, and sensoric experience faculty

1,5 - 3 years : Lingual developing.

1,5 - 4 years : Developing and coordination among winks and its muscle, Child attention goes to little objects

2 - 4 years : Developing and movement completion – movement. Child attention goes to fact thing. Begin of available consciousness about time and room thread.

2,5 - 6 years : sensoric completion and purpose.

3 - 6 years : Susceptible to affecting adult.

3,5 - 4,5 years : Beginning scores out

4 - 4,5 years : Sensoric is feeler begins amends

4,5 - 5,5 years : Sprout gives a damn to read

Of each this term, we can choose tool suitably divide requirement and also child ability step. E.g. on age 0- 3 player elect years would be convenient are that made from flexible plastic and ground or player of cloth.

1. **The analyze of media data**

 A many great applicable media type on learning at Kindergarten. As flash card, Sempoa tool, game tool, etc. Is that Media, utilized to prop child achievement. Besides they can study while play. The media that utilized by teachers at Consolidated Kindergarten Padu Perintis. But then Proteges more likes flash card and dort card. Maybe since proteges perceives that flash card makes they perceive enjoy and gets squashy creative.

( Maimunah hasan, 2010, 72 ) Initially a lot of one is into minds about and incredulous if game *flashcards / dots card* (F / D.) can increase child is intelligence. Is it really fairly because game F/D. At Indonesia is still at environment that really limited for playF/D. Which did by points out image rapid fire (1 / second image) will *mentriger* right brain for active accept emerging information before eye.

Basic such benefit F/D. *Card* in early age child education. Stimulasi application by methodic, will give positive impact up to character it is not forces, adjusted by step, and no target which wants to be reached. If has available target, his character haven’t play again. But then, baby was forced for studying. This one shall be avoided. Childhood is term play. They can't be charged for silent and studying with a material. If it is thrust, alarmed by child will saturated before this time, since this conduct have *over stimulation .* More thing ironical again if parents ambitious and wants particular target. While is chastened child, child on the contrary frustasi because parents ambitious is over. This one jeopardizes. Therefore, does stimulation F/D *card* by plays and easy going.