

English teaching and learning method for students in the sixth grade of
SD Islam NDM Kauman Surakarta

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CHAPTER I

INTRODUCTION

A. BACKGROUND

The acquisition of foreign language especially English as an international language has become more and more important in facing the globalization. Everyone has to be able to communicate to foreigners because there will be no boundaries among the countries. Indonesia, which is located in a strategic area, will get a strong effect of this phenomenon. Ordinary people especially the old generations might not feel the direct effect caused by globalization. However, the children have to be ready to face it, as the next generation who will be responsible for their better future.

Considering that English nowadays has played the role of the basic needs in the world of communication, national education department includes as school subject in the curriculum. They employ it in senior high school and junior high school, although compare to other subjects, English is relatively very limited.

Introducing English to the people as a new language is not as easy as introducing Indonesian to them this is because they knew Indonesian since they were younger, they grew up with Indonesian, so that they can easily communicate in Indonesian. Different from Indonesian language, English is more complicated for the

new learner besides as a foreign language, English also has different sentence structure. Therefore English should be applied earlier to the learner, the younger, and the better, in order to master English and to be able to speak English.

The proper age studying English or other foreign languages is actually fit when the learner is in younger age. Compared to the adult one, children are more able to accept new things on their surrounding and they are quicker to learn something. If the children are introduced with English and use it regularly they will be fluent to speak English as they grow older. Although English is already become a part of the curriculum in elementary school, applied on the 5 up to 6 grade, it is considered insufficient for the process of learning whereas children under that grade also need to learn English.

Considering the above situation, nowadays parents are willing to spend their money to send their children to the English course, so that their kids are able to know English at early age. They normally realize to send their children to the courses when their children start to enter their first school in kindergarten. On that age children will be ready to accept new information and they will try to learn to communicate and to get involved in a community.

Kindergarten students are usually are on the age of five and they are still enjoying their children world, although they have a good and a fresh memory in their brain and can quickly imitate something, in this case imitating, some one to say a word, they are not be able yet to write a word in English and they are still difficult to focus on one thing. Moreover they still like to play and get busy wit their fantasy. Children on that age are also spoilt and require special attention. Children are always influenced by their feeling. If they are happy they will probably enjoy the lesson, but when they are upset they do not even want to listen to their teacher. This condition

might become a problem and a teacher needs to find a way to get the children's attention when he or she to give the lesson, and applies certain method that help the children understand English and motivate them to make a progress in learning new language, so that the activity of teaching and learning English for children will be effective.

LTI, as one of the courses, provides English for children class and it is applied for the elementary students and for the kindergarten students. On this occasion, the writer decided to focus on the children class for the kindergarten students and tried to figure out the English teaching method and its effectiveness in the classroom.

B. Problem Statement

The problem under discussion in this report are based on the background that has been explained previously, they are:

1. What method is used in teaching English to the children?
2. How effective is the teaching method applied in the classroom?

C. Objectives of the report

The objectives of the report are:

1. To find the method that is used in teaching children.
2. To clarify how effective the method that is applied in this classroom.

D. Benefit of the report

1. The writer wishes that this report could be used for the next generation.
2. The writer hopes that this report can be used for teachers to consider the method to be applied in their class.

CHAPTER II

LITERATURE REVIEW

C. Teaching English to Children

An early beginning with different language is necessary because the same language change through time (Bolinger, Wright, 1968: vii), so that an infant born with a pattern already set would be at disadvantage. Besides an ethnologist, Horasio Hale declared that young children have more potential to learn because they have an instinct for language (ibid : 160). So to get efficiency to learn English and to be able to speak English fluently, the proper start is needed to be applied to a learner in young age.

Paul Fletcher and Michael Garman on their book *Language Acquisition*, said that children learn new language from what they hear and they use their ability to imitate a sound of world from the adult (Fletcher and Garman : 1986 : 210). It means that the children are learning a new word by watching people say and try to practice it. They are trying to understand a meaning of a word by producing the same sound like what they heard from the adult.

To teach the children, a teacher needs a modes of speaking to help them understand the important thing first, one psychologist noted the following ways in which she simplified her own speech when talking and teaching the children:

1. The use of a more striking variant of a sound when saying a word. For example using the *t* of table, when saying the word butter almost like *budder*.
2. Exaggerated intonation.
3. Slower rate.
4. Simple sentence, for example using word order with verb: stand up, sit down, etc. (Bolinger, Wright, 1968 : 168).

Considering the above explanation it is clear that the important part of teaching a second language to children is the teacher themselves. However the teachers have to be experience in the language and the methodology of teaching children that is different from teaching other kinds of subjects in an education system.

According to Brumfit on his book *Teaching English to Children*, he stated that there are two important for teachers. Firstly, the teachers need to study the language. They have to achieve the language in proper way. However the teachers here are introducing a brand new language to children, means that they have to teach more in vocabulary, spelling, and pronunciation rather than foreign culture itself (Brumfit, Moon, Tongue : 1995 : vii)

Secondly, teachers must have a good competence, skills and methodology, in teaching children. Teachers need to emphasize the role of story (Garvic in Brumfit, 1995 : viii). Dances, role play and puppet activity, model making and so on and they will need to center much of their teaching on topical rather than formal organization (ibid.). Here, children need to have other learning activities, which are different from the adult and similar to their characteristic of enjoying playing games. So the teaching activity is based on learning by playing activities concept much.

The way teachers give instruction to the children also becomes crucial, because the activity in class will not run well and it will be wasting of time if the students do not understand what they are suppose to do (Harmer, Jeremy: 1998 : 4). It means that teacher should understand how to give instruction to the children.

According to Jeremy, the instruction must be kept as simple as possible, and the instruction must be logical (ibid.). Dealing with that statement, Jeremy also stated that the teachers must ask themselves the following question before giving instruction:

- a. What is the important information that the teachers trying to convey?

- b. What must the students know if they are completing the activity?
- c. Which information do they need first?
- d. Which should come next? (*ibid.*).

Those questions are important to make sure that the children understand what to do and see how the exercise works, so that the teaching and learning process in the class is effective and successful.

The succeed of delivering instruction is not the only key to get the successful teaching, however teachers also need to be able to manage the teaching and learning in their class through their behavior. The way the teacher moves, how he or she stands, how physically demonstrative he or she is, all these habits play their part in the management of a class (*ibid.*:15). Therefore in some ways teachers should create a good perception especially for the children class, so that the children will enjoy the class.

Language Teaching Technique

The first step for learners studying a new language is trough sound and spelling. Teaching a sound usually begins with hearing practice as it is believed that such practice also improves pronunciation (Henning in Nalton : 1974: 1). So it is important for the learner to catch a sound of a word then try to pronounce it.

Since the children are good in imitating sound, the right method for them is drilling. According to Samalonis on his book *Method and Materials* the best way to deliver vocabulary and factual information to the learners is trough drilling, which is usually applied with games (Samalonis : 1970 : 17). To help the children understand the difference between one sound of a word to another, it is necessary to use a picture, so that the children will easy to remember the sound of a word by seeing pictures (Nalton, Paul : 2). It is a fun way to learn new language and with some practice they will understand how to use the words

D. SCOPE OF THE REPORT

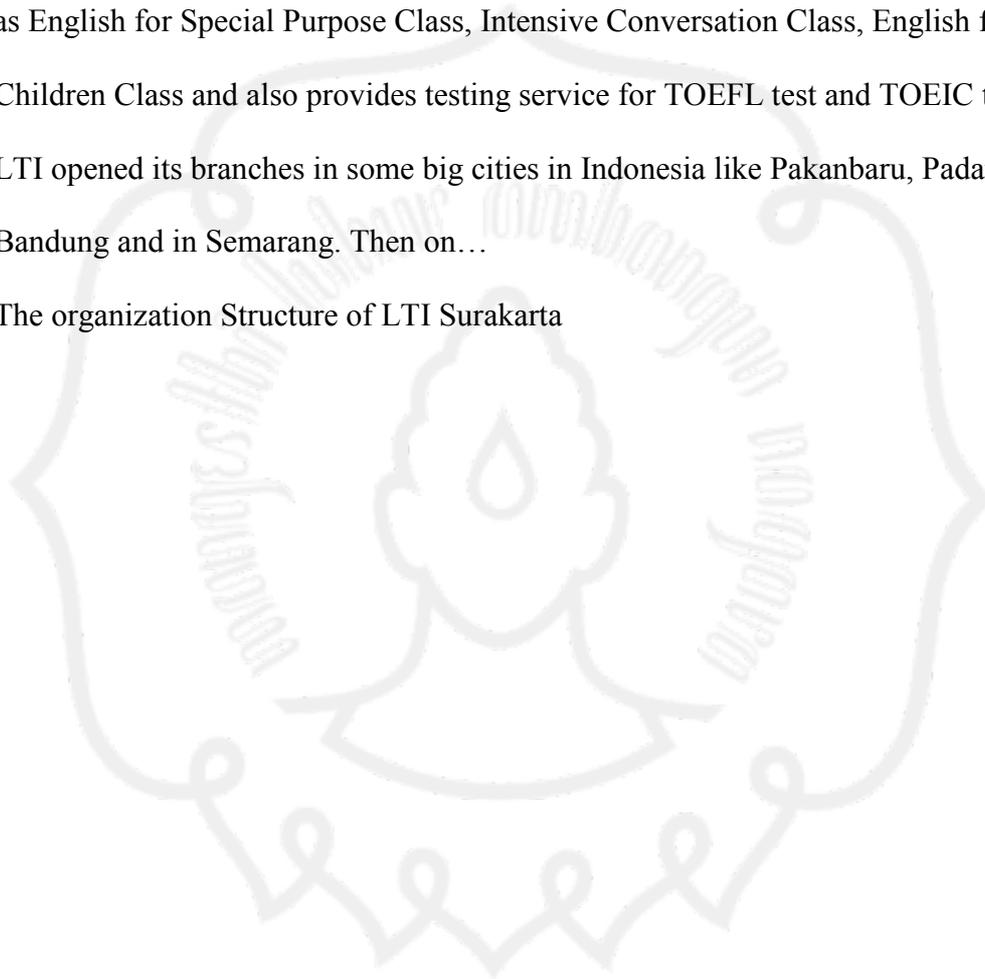
To avoid some deviation during the process of the research, the writer consider giving brief information to limit the scope of analysis. The first is about the short history of LTI Surakarta that is aimed to give a description about LTI Surakarta it self and the second is to focus on the English for children class.

LTI Surakarta Office

The Short History of LTI Surakarta

LTI stands for “Lembaga TOEFL Indonesia” and it is a TOEFL preparation center in corporation with Educational Testing Service Princeton, NJ, USA. The head office is in Jakarta. On early beginning LTI only provides classes for TOEFL preparation and TOEIC preparation, but in turn it provides more classes for such as English for Special Purpose Class, Intensive Conversation Class, English for Children Class and also provides testing service for TOEFL test and TOEIC test. LTI opened its branches in some big cities in Indonesia like Pekanbaru, Padang, Bandung and in Semarang. Then on...

The organization Structure of LTI Surakarta



CHAPTER III

METHODOLOGY

Place and time of Observation

A research must be conducted within a particular place and time. This observation is conducted in LTI Surakarta on March 2004 within 100 hours of observation.

Source of Data

In this research, the researcher employs source of data as follows:

1. Informant

Informant of the research are the staff of LTI Surakarta, that includes the branch Director, Marketing Division, Academic Division, Front Officer, Teachers and students.

2. Location

Location here means any space and tools, which are being observed in the field, namely the office, classroom tool, and equipment of the office and also the activities in the office itself.

E. C. Technique of Collecting Data

In collecting the data for the report, the researcher use the following techniques:

Observation

The research participates in the children class as the observer, in this case observing the children class. The researcher was also sometimes is given a chance to teach the children under the permission and instruction from the real teacher in the children class.

Interview

Interview was done by asking some question about how to teach in children class directly to the teacher there, asking some students whether they understand the lesson or not, and the researcher also ask some question about the institution in general to teach division at LTOI Surakarta.

Library Study

In order to get the complete data and information the researcher reads some reference books and other information sources that are related to the problems.

Technique of Data Analysis

In analyzing the data, the researcher uses descriptive analysis. The data collected will be analyzed through the following steps. They are:

Selecting Data

The researcher selects the data and all information about children class art LTI Surakarta that is appropriate with the problem statements, based on the result of interview, observation, and library study.

Describing Data

The data that have been selected are arranged into a description those data are discussed related to the problem statement.

Drawing Conclusion

The last step is by drawing a conclusion.

CHAPTER IV

CONCLUSION

F. CONCLUSION

From the discussion of the problem statement on Chapter III, the writer draws a conclusion as follows:

English for English Teaching and Learning Method for Students in The Sixth Grade of SD Islam NDM Kauman Surakarta is especially formed for the kindergarten students and it is a private course, this class applies a teaching method that is considered suitable for young children. The academic division of LTI decided to use oral approach to the children with the mechanism through drilling habit formation. This method helps the children understand simple words in English.

The application of the teaching method based on the needs, in this case is based on the materials. Oral approaches through drilling habit formations mostly are given in the form of games and songs. This method helps the children to learn English in a fun way.

In order to find out how far the children understand the materials that are given in the class, there will always be an evaluation or a test after the class. It is usually in the form of English practice. If most of the students still found some difficulties in a material, the class will have the same material for some meetings the whole class completely understand the material.

G. SUGGESTION

After doing the job training at LTI Surakarta and observing the children class, the writer has some suggestion to the children class of LTI and to the English Diploma Program as follows:

The children class of LTI

The children class should provide more variation or methods to deliver the materials to the children.

The teacher of children class should have more training to teach children.

The materials for the children class need to be added and improved.

The English Diploma Program

It is important for the program to have relation with other institutions in order to help the students to do the job training.

The program should give the students much longer time to finish and to do the job training.

For the students of English Diploma Program who want to have job training, it is necessary to arrange some job plans before going to the job training location.

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