

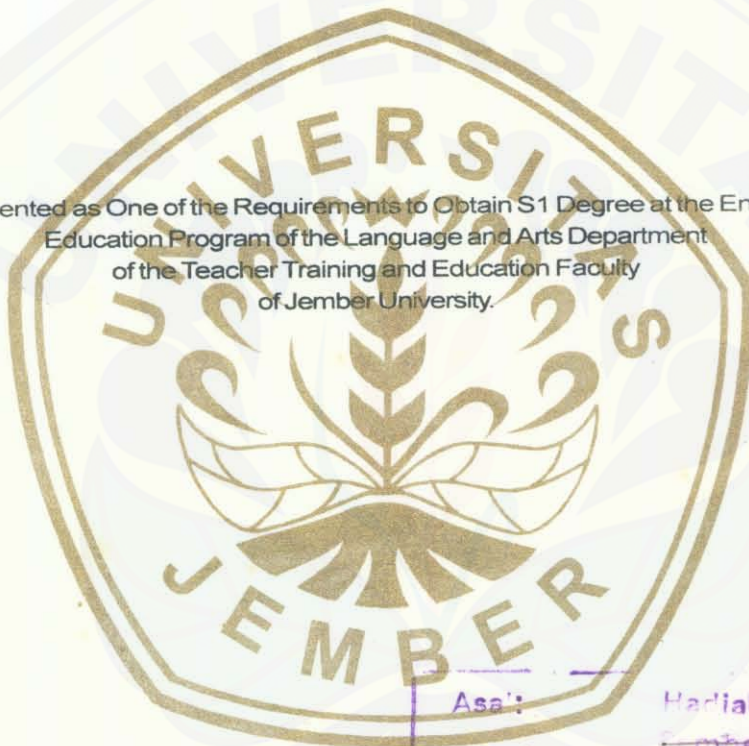
THE TEACHING OF ENGLISH TO KINDERGARTEN STUDENTS
AT TK AISIYAH BONDOWOSO

THESIS



Milik UPT Perpustakaan
UNIVERSITAS JEMBER

Presented as One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Department
of the Teacher Training and Education Faculty
of Jember University.



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ENGLISH EDUCATION PROGRAM
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MAY 2002

Motto:

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

On no soul doth God place a burden greater than it can bear

(Al-Baqarah; 286)



DEDICATION

This thesis is honorably dedicated to:

- ♣ My beloved father, the late Ayahanda Sunarto. You've done many things for my future and you still gives me motivation to finish my thesis. I'm very sorry, I've not fulfilled your idea yet. Now, only my pray will always accompany you in your long sleep. My beloved mother, Ibunda Suparti, your grace encourage my struggles. Dad, Mom, there is not enough room on this page, even to begin to thank you for your love, affection, valuable prayer and everything given to me. I really love you all more than I can say. May Allah SWT bless you.
- ♣ My beloved elder sister, mbak Yani, her husband mas Fatah, My beloved nieces, Tegar and Sinta, My love and prayers are yours.
- ♣ My beloved elder brother Heru, your sacrifices allow me to get I want. My younger sister Ana, My younger brothers Anton and Jati, throw away nightmares and reach the stars in the deep blue sky. Never forget our nice time we've spent together.
- ♣ My best friends, Ukhti Dita, Nunik, and all my bording house friends, thanks for bringing all of the joy and laughter. I've made colorful story with you all.
- ♣ The big family of FKKBA in Jl. Seruji II Jember, May Allah SWT bless our struggles in Dakwah.
- ♣ My Almamater, the Faculty of Teacher Training and Education.

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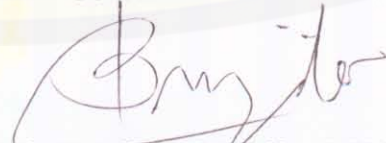
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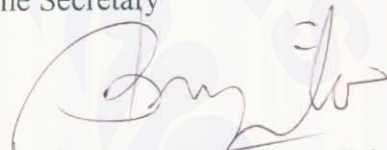
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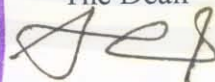
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At last, I greatly expect that this thesis will be useful for readers interested in the field of ELT for Young Learners.

Jember, January 2002

The writer

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ABSTRACT

Ariesta Forestyani, January 2002, *The Teaching of English to Kindergarten Students at TK Aisyiyah Bondowoso.*

Thesis, English Programme, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

Consultants: 1. Drs. Budi Setyono, MA
2. Drs. Bambang Suhardjito, Med.

Teaching English to Young learners is commonly taught nowadays at many language courses and other formal educations which offer the English program for the pre-school children. TK Aisyiyah, as one of the kindergartens which has the English program for its students, was investigated to know how the English teaching was conducted. The research design used in this study was the qualitative design. This study aimed at describing the English teaching process at TK Aisyiyah. The instruments used to collect the data were interview, observation, and documentation. The subjects of the study were the headmaster, the English teacher, the students, and the parents. The finding of the study revealed that the English program in this kindergarten functioned as the preparation of the students to learn English later on in the Elementary school. The students are expected to get familiar with English and have positive attitude toward English. The kindergarten has no syllabus of their owns. The English syllabus was made by the English teacher and was referred to the topics stated in the kindergarten curriculum. The materials were the English vocabularies selected based on the materials stated in the kindergarten curriculum. The media used for the teaching process were not various since the teachers used only pictures, real things, and realia. The teaching techniques applied were repetition of words, colouring pictures, and singing. The headmaster, the teachers, and the parents had positive attitude toward the implementation of the English program. The teacher had English educational background graduated from Jember University. Teaching English to kindergarten needs many factors to consider; including qualified teacher, teaching technique, selected materials, a good syllabus, and enough teaching media. When the importance of these factors are neglected, the English program will not run well and the objectives of the English program can not be achieved.

Key words: The Teaching of English Kindergarten Students



I. INTRODUCTION

1.1 Background of the Study

Teaching children is different from teaching adults because children cannot be forced to learn something in the same way as adults. They still learn about life in society to get along well with other children. They are very fond of playing; therefore, most of the time the lesson given in kindergarten is conducted through playing or indirect learning. It means that the teacher does not give the teaching materials directly. Kindergarten students are not targeted to be able to read and to write because they are still in process of learning to read and to write. Therefore, a teacher plays a very important role, especially in selecting materials and teaching techniques, which are suitable with the kindergarten students.

As the age of kindergarten students' range between 4-6 years old, it is important for the teachers who are involved in teaching English to know the nature of the teaching of English to young learners. Consequently, it is a must for the English teachers to know the objectives of teaching English in kindergarten, the characteristics of the students, and the theoretical background of teaching English as a foreign language or a second language (Kasbollah, 1993:2). These are needed to avoid applying incorrect approaches in teaching.

In Indonesia, English has become one of the compulsory subjects that must be learnt in high school and universities. In the 1994 curriculum, English is also offered as a local content at the elementary schools beginning from grade 4. Furthermore, as time changes, there are some kindergartens that have the English program, too. This fact rises many pros and cons. On one side, many people agree because English as a foreign language is best learnt during the childhood, while on the other side many people disagree because they are worried that teaching a foreign language to the younger children could make them confused in understanding and using the language. However, whatever the opinions are, the teaching of English to children even to the pre-school children is widespread nowadays and it is useful for the children's readiness to face the development of future era.

According to the decree of the Minister of Education and Culture No. 0486/U/1992, kindergarten is a kind of pre-school education which serves early educational program for children primarily around four and six years old which will last for one or two years. Although, it is not an obligatory education for all children in that age, kindergarten is actually a kind of preparation for the children to enter elementary school. The purpose of teaching and learning process, as stated in the decree of Minister of Education and Culture No. 0125/U/1994, is to help the children set down the basis for the development of attitude, knowledge, skill, and creation which are needed by children in order to accommodate themselves to their surrounding land to next growth and development (GBPKB-TK, 1994:1).

Children at the age of four or five years old have just completed a successful experience in learning their own native language (Ullibari, 1965:314). They have been able to speak fluently and their spoken language is understandable by other children or adults. Although they do not perfectly understand the sentence pattern, with the increasing of their age, they will begin to sharpen their knowledge about grammar, enrich their vocabulary and develop their speaking style. At this age, children have been able to understand that there are many languages besides their own native language and have been able to learn a new language. In addition, small children simply use the language without the need to know the grammatical rules because it will make them bored easily and forget quickly. Thus, they are good at imitating, especially for pronunciation.

Based on the characteristics above, teaching a foreign language seems to be very difficult, but the teaching of English to kindergarten students is not an impossible thing to do. Now, there are five kindergartens that have taught English to their students in Bondowoso. One of those kindergartens is TK Aisiyiah (Aisiyiah kindergarten). This kindergarten gives English to the students in class B. Class B is the second grade at kindergarten. Actually, there are two levels at kindergarten. The first level is called as class A and the age of the children is around four to five years old. Then, class B is the second levels at kindergarten

that around five to six years old. So, class B is the higher grade at the kindergarten.

So far, many studies have been conducted in the teaching of English to children, particularly the teaching of English in the elementary school. One of the researches was conducted by Widawati in 2000 whose thesis entitled "A Study on the Teaching of English at Some Elementary Schools in Kodia Malang in the 1994/1995". Another one was investigated by Hamamah in 1999 whose thesis entitled "A Case Study on the Teaching Technique in Building up English Vocabulary of Elementary School in SDN Wage I Taman Sidoarjo". The study on teaching of English to kindergarten students, on the other hand, is still very limited. The example is the thesis entitled "A Case Study on the Teaching of English to Children at TK Syuhada Sawo Jajar in Kodia Malang" (Winarni, 2000). This makes the writer interested in studying this topic, focusing on the educational components supporting the implementation of English teaching program at TK Aisyiyah Bondowoso. It is valuable to have the model of implementation in kindergarten level.

1.2 Research Problems

Regarding to the research background, this study is done to answer the questions formulated as follows:

1. Why is English given to TK Aisyiyah Bondowoso?
2. What facilities support the teaching of English at TK Aisyiyah?
3. How is English taught at TK Aisyiyah Bondowoso?
4. What are the problems faced by the English teacher?

1.3 Purpose of the Study

Referring to the problems, the purposes of this study are follows:

1. to explain the rationale of teaching English at TK Aisyiyah Bondowoso,
2. to describe the facilities support the teaching of English at TK Aisyiyah Bondowoso,

3. to explain how teacher prepares, conducts and evaluates the teaching of English at TK Aisyiyah Bondowoso,
4. to describe the problems faced by the teacher at TK Aisyiyah Bondowoso.

1.4 Operational Definition of the Terms

The teaching of English to kindergarten students in this research refers to the rationale, the facilities, the strategy, and the problems.

1.4.1 The Rationale

The rationale is the fundamental reasons or the background of teaching English at kindergarten. It involves the policy including English and the objectives of teaching English given to the TK Aisyiyah.

1.4.2 The Facilities

The facilities are the aids or circumstances that make the teaching learning process run well. The facilities can be visual and audio visual, audio aids, and suprastructures.

1.4.3 Teaching English Strategy

Teaching English strategy is the strategy of English teacher to give English lesson to the students. It covers teaching preparation, application, and evaluation.

1.4.4 The problems

Problem is something difficult faced by English teacher and school in conducting English program. There are two kinds of problems; they are internal problems and external problems.

1.5 Significances of the Study

The findings of this research will be expected to provide information to the headmaster and the English teacher, English department students, the decision-maker, other kindergartens, and further research.

a. For Headmaster and English Teacher

It is expected that the findings of this study can become feedback to contribute valuable ideas and the worthwhile information for the headmaster and

the teacher of TK Aisyiyah Bondowoso, so that they can improve the English teaching quality and facilities.

b. For English Department of FKIP

This study will contribute worthwhile information for the English department about the implementation of teaching English in the kindergarten.

c. For Curriculum Decision Maker

The curriculum decision-makers need to know the finding too, since the teaching of English to kindergarten students are getting popular in Indonesia nowadays. They are expected to be able to help them to consider the curriculum of English teaching at kindergarten.

d. For Other Kindergarten

The findings of this research will give information to other kindergartens which plan to teach English by making better preparation.

e. Further Research

Hopefully, the findings of this study will also be useful for further research. Further research should be conducted to develop suitable materials for kindergarten's students which are in accordance with the children's world and children's characteristics and to apply certain teaching technique in order to get effective technique for teaching English at kindergarten



II. REVIEW OF RELATED LITERATURE

2.1 Kindergarten Programs

Conceptually, kindergarten is not a kind of school, but it is a park for playing which is used to educate children for playing. According to Wahyono in "Suara Merdeka" (1996:11), Kindergarten is not a kind of formal school, but it is a preschool education. At pre-school education, the children are trained and educated without any punishment or any fear of it. The activities of kindergarten students are in the form of playing and other activities that emphasize more on students' activities than teacher's activity. Playing will bring hopes and anticipate the world that gives a happiness which makes the children daydream about someone or something; the world which is prepared for the adventure of children (Gordon and Brown in Moeslichatoen, 1999:32). Through playing, children can learn to control themselves, understand their life and their world. So, playing is the mirror of children development.

Teaching to pre-school children is an amazing job and full of challenge, because the teacher should know the characteristics of children and the children's development at the ages of kindergarten. So, the teacher can decide the suitable methods for pre-school education.

2.1.1 Characteristics of Young Children

Teaching English to children is quite different from adults since their characteristics are different. The adult learners move beyond the world of actual, concrete experiences and think abstractly, and more logically terms. On the contrary, children like to imitate what the adults do and begin to represent the world with words, images and drawings (Forest, 1949:160). In relation to this, an English teacher of children needs to be very clear of what she/he is trying to do. The teacher should understand more about the characteristics of children in order to be successful in teaching them.

The four to six year old children are often classified as kindergarten students. They are happy and cooperative, thoroughly enjoying life at home and in

kindergarten (Hurlock, 1972:403). This group is very teachable and generally enjoys learning. According to Moeslichatoen (1999:10), commonly, kindergarten students are boisterous, active, having strong curiosity, able to express themselves creatively, having high imagination, and testing or making experimentation with materials. Due to these characteristics, the teacher is supposed not to press them to be quiet in the classroom.

Children of the four years old can imagine themselves playing various adult roles and begin to test their powers at grown up task. They imagine that the future might hold for them. Erickson in Woolfolk (1990:84) notes that play is an important form of initiative and pretend games are common. At this stage, the children always want to do things on their own. To encourage the initiative of children, the parents or the teacher avoids interrupting children what they are doing and try to follow their suggestions or incorporate their ideas into ongoing activities. So, teaching children of this age, in preschool or kindergarten is to encourage the initiative of students and the avoidance of guilty.

2.1.2 Methods of Teaching to Kindergarten Student

The method is part of activity strategy. The chosen methods are based on the determined activity strategy that has been chosen. Method is the way to reach the goal activity. Every teacher will use the appropriate method with their style, but kindergarten has specific style and methods. Lecturing method is useless for kindergarten students, because it is the method of teaching that gives emphasis on the teacher's activities (Suparmin, 1982:2). The teacher dominates the activities too much and usually explains the lesson orally. Although he/she explains using media like pictures, slides, and so on, it will not attract students' interest. Lecturing methods will force the children to pay attention for a long time; while children's span of attention is relatively in short time. Therefore, the method should be suitable with the kindergarten students' characteristics (Moeslichatoen, 1999; 9). Further, Moeslichatoen also said that the suitable teaching methods for kindergarten students are playing, travelling, making conversation, telling story, demonstration, doing projects or making experiments, and giving tasks.

2.1.3 The Role of Preschool Teacher

A teacher takes a very important role in teaching learning process. Teachers do more than explain, lecture, and drill. This is true no matter what level they teach. They also design materials, make assignment, evaluate students' performance, organize activities, and maintain discipline in thoughtful and inventive ways. They must keep records, arrange the classroom, develop learning activities, talk to parents, and counsel students. Woolfolk (1990:4-7) states that a teacher assumes a multitude of roles. They are as follows.

- a. The teacher as instructional expert.
- b. The teacher as motivator.
- c. The teacher as the manager.
- d. The teacher as the leader.
- e. The teacher as the counselor.
- f. The teacher as the model.
- g. The teacher as reflective professional

2.2 Teaching English to Kindergarten Students

Today, the tendency of parents to teach foreign language to children is obvious. It is supported by many choices of foreign language courses to young learners, too. There is offering interesting methods with games or using the simple way without promotion. Even, there is offering native speaker directly. Perhaps, facing globalization era forced the parents to give one or more foreign languages to their children without knowing the exact time to teach foreign language to children.

The linguists' opinions of teaching English for children have many pros and cons. In one side, the linguists disagree because the children should learn the first language or the mother tongue until they have mastered the articulation and good semantic. As Hakuta said in Genesee (1994:104), if learning a new language at this young ages means the loss of the first language, therefore, preschool educators should prepare to encourage parents to maintain the home language throughout this period. So, their children can develop the world of knowledge, vocabulary in their first language at home while developing expertise in the new language at school (Tabors and Snow, 1994:104).

On the other side, the linguists who agree with the teaching of English to young learners have another opinion. Since human was born, human has two side brains. The right side brain emphasizes on the emotional and feeling aspects, while the left side brain emphasizes on the intellectual development, analysis, and the language understanding. The moment before brains' cleavage is the crisis time for children to understand the language (Handayani, 2001:60). The linguists believe that brains' cleavage happens in five years old. Therefore, teaching a foreign language for children is better done in early childhood because child's brain is still easy to accept language teaching.

2.2.1 The Children's Characteristics in Learning Language

It is hard to point out certain characteristics of young children in learning a foreign language. Some develop early and some later. Some children develop gradually and the others develop in leaps and bounds. The teacher is the only one who can see how far the ladder the individual pupils are. Scott and Ytreberg (1992:2) state when children come to learning a foreign language, there is still a lot that we do not know. Much seems to dependent on which mother tongue speak, social factors, and the emotional factors in the child's background.

According to Genesee (1994:106), normally developing children of 3,4, and 5 years old already understand what language is for and know a good deal about how their first language works. They have developed an intensive vocabulary, they can use all of the basic grammatical structures, and they have begun to learn when, where, and with whom it is appropriate to use certain language forms.

Scott and Ytreberg (1992:2) state the characteristics of children in learning language at five to seven years old are as follows:

- a. They can talk about what they are doing.
- b. They can tell you about what they have done or heard.
- c. They can plan activities.
- d. They can argue for something and tell you why they think what they think.
- e. They can use logical reasoning.
- f. They can use their vivid imaginations.
- g. They can use a wide range of intonation patterns in their mother tongue.

- h. They can understand direct human interaction

2.2.2 *Qualification of Good Language Teacher*

The new attitude toward early education is radically changing the characteristics of teacher training for work in the lower grades. When children's interests are brought into classroom, teachers must be competent to understand and guide them. Teacher should understand the whole process of development. Since growth is gradual and continuous, the pre-school teacher should be familiar with its manifestations during the whole cycle of early childhood; the study of child psychology should not be limited to the specific age group-nursery, kindergarten, or primary. It is important for teacher to know the community in which she/he is employed and in which her/his pupils live. Now, the right approach to early childhood education is so clearly believed to be sociological one, the teacher requires knowledge in the field of sociology (Forest, 1949:20). So, now, the teacher of young children must be a college graduate, her transcript record includes courses in economics, sociology and history, literature and language, music and art, as well as in education and psychology.

Kasbollah, as quoted by Widayati (2000:13) states four characteristics of language teachers. They can be summarized as follows.

a. Knowledge

Teacher must have in depth knowledge of subject field and must keep up to date, that is, teaching and learning is inseparable.

b. Skill

Good teaching results from competent classroom organization and management, from clear and stimulating lesson presentation, and from the effective use of a variety of techniques.

c. Personal Qualities

Some personal qualities which result in an effective teacher are enthusiasm, kindness, human patience, sincerity, and intellectual curiosity.

d. Professionalism

Teachers can engage in activities that improve the quality of teaching.

2.2.3 English Syllabus

Successfully language instruction must be carefully planned and implemented by qualified teacher. Tyler (in Kasbollah, 1993:2) explains that in constructing a curriculum, educators have to think about objectives as well as the kinds of subject matter or experiences that will help students achieve the objectives. Then, these experiences need to be put together programmatically. Finally, the result of using the curriculum needs to be evaluated.

According to Yalden (in Mallburn, 1992:44) a syllabus can be viewed as providing control of learning process by the institution and or the teacher. A syllabus in English language teaching must be explicit for the teacher, and should be partially produced by the teachers. She also states that a syllabus is required in order to produce efficiency economy of time and money and economy in management of learning process. Therefore, Breen (as quoted by Kasbollah, 1993:3) states that any syllabus has to do continually reinterpreted and recreated by the teacher and the learners, so that it becomes possible to implement it in classroom.

Right now, though the teaching of English at kindergarten is getting more popular but there is no English syllabus for kindergarten. It means that English teachers for kindergarten should develop the syllabus by themselves. It is supported by Kasbollah (1993:4) who states that an EFL teacher should have and develop an appropriate syllabus containing clear objectives, teaching-learning strategies, instructional materials and evaluation.

2.2.4 Teaching Techniques

In teaching English for students of kindergarten, the main purpose is to introduce them the language itself, so the teacher must be skillful in managing the material, so that the students will not get bored. One thing the teacher should know is that teaching very young children is mostly focused on listening and speaking since the students of kindergarten are still in process of learning to read and write. Listening is the skill that the children acquire first. When the children start to learn a foreign language, it is going in mainly through their ears and what

the children hear is the main source of language. Of course, a teacher also gives them as much visual back up possible through facial expression, movement, mime and pictures. Besides, a teacher has to avoid teaching structure as much as possible. It is very important since teaching structure can make students get some burden and it can make them hate English.

Dewey in Kustiati (Lokakarya, 1997:2) states that the very young learners actually learn by doing something, and it is supported by Suyanto (1995:3) who says that in selecting the techniques of teaching in classroom, a teacher should always remember that the young learners like to learn by doing. They like to move their bodies, to sing and play games. Besides, the teacher should try to speak English as much as possible. It needs to be done since speaking is a skill. English can be spoken well if it is frequently used. It is not necessary for the teacher to speak fast but the main important thing is she speaks naturally and clearly, since children will imitate what ever they see and hear. Suyanto (1995:6) states that an English teacher to young learners should speak English as much as possible by using gestures, body movement, puppets or any other things that can tell the meaning, but the language she/he uses should be simple and natural.

2.2.5 Instructional Material

Instructional material has a very important role in any educational program (Kasbollah, 1993:4). It takes a great part in teaching and learning process beside teacher and the techniques. In designing the material for children, the teacher should be able to select the material based on the instructional objectives, the need of the learners and on the local situation. It needs a very careful work. The teacher should be able to know the interest of the children.

It has to be considered that the material designed by the teacher should be able to make the teaching and learning process effective and meaningful and also it can break the students' interest. The topic used must be closely linked to the interest and the experiences of the children, be easily grasped by them, and be presented within the framework of familiar situations using appropriate language functions (Hellaby, 1987:49). Using familiar topics can minimize the difficulties

associated with tasks of presenting language use in the classroom and facilitate the linkage of the child's school experience to the outside world. Marcanlay (1980:26) says that the names of animal are very common among the child's earliest words and so are the words of foods. Sometimes, a teacher can also use the question asked by the students as the topic since it can be not only interesting and motivating but also serving an excellent source of topics for future lessons.

However, since the students of kindergarten are still developing their first language, it is recommended that what is taught in foreign language has been understood well by the students in their first language. And it is better for the teacher to conduct the topic suggested in kindergarten's curriculum in order to avoid giving the material that is not understood by the students.

2.2.6 Instructional Media

The use of instructional media during instruction can facilitate learning, So, careful attention should be given to planning and using this media. Instructional media refers to audiovisual materials, books, and duplicated materials that serve instructional function in education. The use of these materials can facilitate and enhance students learning. Instructional media can be used to motivate an interest or a degree of action, to present information and to provide instruction (Burden and Byrd, 1998:137). The instructional media are not used in spare time when the teaching learning process is over, but they are selected by the teacher to help the him/her in teaching learning process and make the students' interest in the subject.

2.2.7 Evaluation

According to the 1994 BCO (Basic Curriculum Outline) of kindergarten, evaluation is an effort to get any information about the process and the progress of the students in the learning process gradually and continually. The functions of the evaluation are (1) to give feedback to the teacher to improve the teaching learning activity, (2) to give information to the parents about the achievements of the students and (3) to gear the students in a certain talent the children have.

Evaluation is very important in the teaching and learning activity to check the understanding of the children. In giving evaluation, it is a must for the teacher not only to evaluate the students but also evaluate her/himself.

2.3 Students' Attitude

Attitude is considered important in learning process; it can be the basis for someone to respond and do everything that becomes his task. In relation to the statement, it is said that major basis of good way of learning in each student is owning a special mental attitude occurred and learned as good as possible; so it will make the students own mental preparation (The Liang Gie in Sudarmono, 1993:17). Still concerning with the attitudes, the attitudes meant in this study are interest in English subject and the students' motivation in studying English. If the students have good attitude toward English, the teaching learning process will be easy and good.

2.3.1 Students' Interest

Interest deals with willingness to do activities without any force. Interest can be expressed through statements showing that students prefer to do one thing to another thing (Sudarmono, 1993:18). For instance, students who are interested in certain subject tend to provide a strong interest in the subject. As Hurlock (1972:402) says that an interest is learned motive which drives the person to occupy himself with an activity when he is free to choose what he will do. When a child sees that something will benefit him, he becomes interested in it; this motivates learning. As long as the activity is satisfying, interest remains high. When satisfaction wanes, so does interest.

In childhood, interest provides a strong motivation to learn. A child who is interested in an activity, whether play or work, they will put forth more effort to learn than the child who is less interested or bored. If learning experiences are to tap the child's full resources, they must be timed to coincide with his interest. This is the teachable moment, the time when the child is ready to learn because he/she is interested in what learning will bring the way of personal advantage.

2.3.2 Motivation

Motivation has very important role in classroom activities. If the teacher can motivate students, they are more likely to participate in activities and less likely to get off task and contribute to disorder (Burden and Byrd, 1998:276). We can imagine that one of student does not seem interested in the subject matter, he/she will get off task easily, bothers other students, and disturb classroom order.

Burden and Byrd (1998:276) state that there are two broad categories of motivation. The first is intrinsic motivation. It is a response to the need that exists within the student, such as curiosity, the need to know, or feelings of competence or growth. Internal satisfaction a student feels about a particular task is another aspect of intrinsic motivation. The second is extrinsic motivation. This motivation is from outside the learner and has to do with external rewards for completion of a task. The examples are words of praise from the teacher, a higher grade, or a privilege.

2.4 Parents' Roles in Children Learning English

2.4.1 Responsibilities of Parents

Parents take on certain responsibilities when they enroll a child in a preschool group. Having entered their child in a new situation, they are responsible for helping her/him get the most out that situation. They need to encourage their child as he/she adjusts to it, and to help him/her develop favorable attitude toward the group. During the preschool years, they attempt to directly shape the child's social style, encouraging the child in appropriate behavior and discouraging the child from inappropriate behavior (Lamb and Baumrind in Lawton, 1988:189).

Family, especially father and mother are the first hope to fulfill the children need, especially attention. The understanding of parents' attention is all activities of the parents directed to their children such as to take care and to educate their children. They have to cope with their children when they are sleepy, hungry, irritable, emotionally upset, and physically ill. Parents have responsibility for children twenty-four hours a day because parents and child attain unique

intimacy, an intimacy different from that usually attained by the child and the teacher.

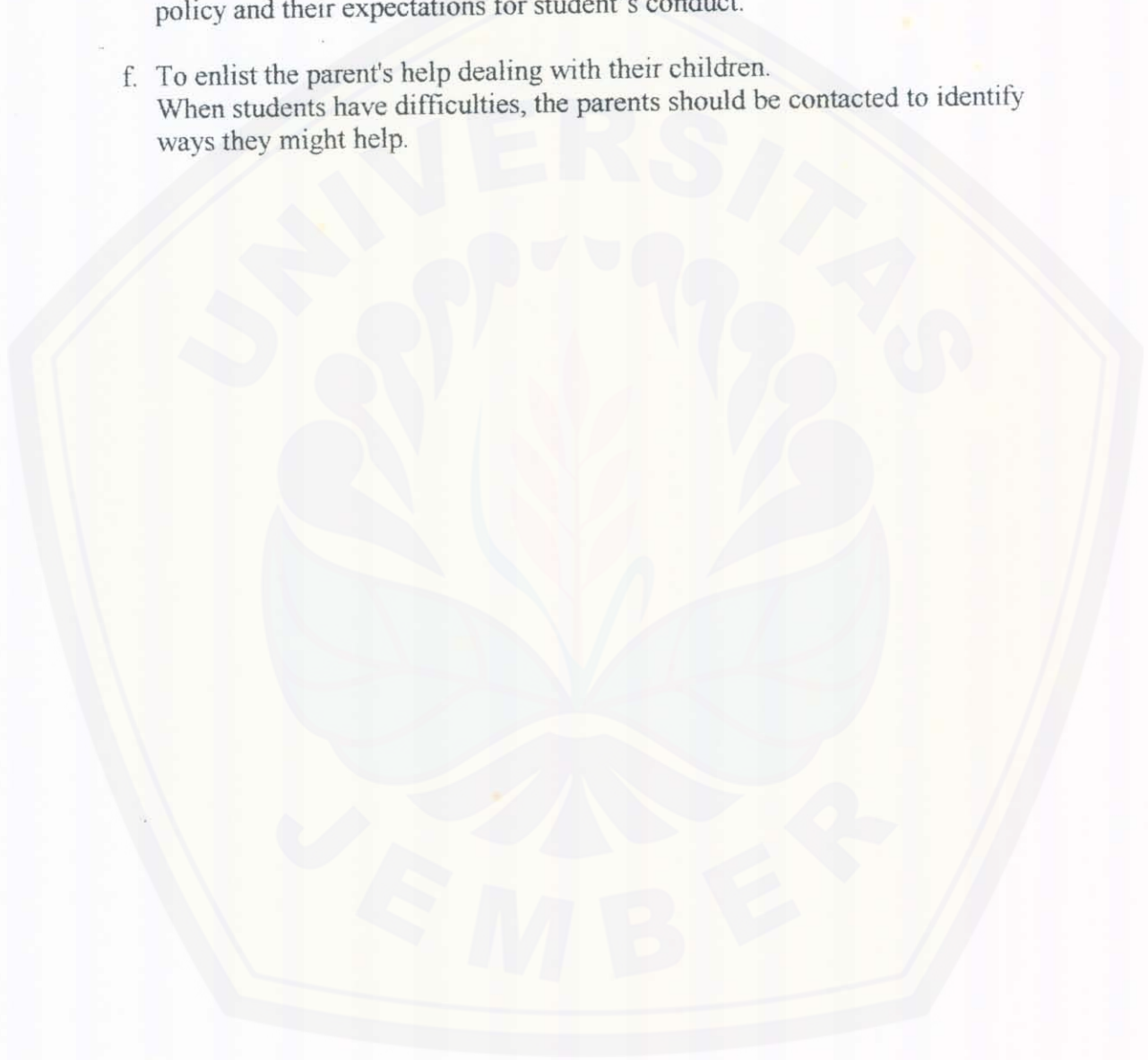
In learning a foreign language, it is better for parents to teach their children without stressing. According to Nursanih in Handayani (2001:60), the effective way in teaching a foreign language is through playing, especially for children around four and six years old. Parents may not force their children in studying English. In learning language, parents should pay attention the first objectives of learning, readiness, and the child's intelligence is close related with language absorption, and it is only the parents know well the child's intellectual development. As Todd and Heffernan (1966:552) state that the role of parents are as the expert on the growth and development of the individual child. Therefore, parents should pay attention to the child's language capacity and the child's age before teaching foreign language.

2.4.2 The Relation between School and Home

Students ultimately benefit from good communication and effective working relationship between school and home. Parental involvement in their children's schooling has been associated with better attendance, more positive students' attitudes and behavior, greater willingness to do homework, higher academic achievement. According to Burden and Byrd (1998:384-385), there are several reasons why teacher wants to communicate with parents.

- a. To create open, two-way communication and to establish friendly relations.
Positive contacts with parents early in the year help establish positive, friendly relations. In this way, parents and teacher do not see each other as adversaries but as allies in helping the students be successful.
- b. To understand the students' home condition.
Information about a student's home condition can help you decide on an appropriate course of action with the students.
- c. To inform parents of academic expectations and events as well as students' performance.
Parents appreciate knowing your policy concerning homework, latepapers, and grading guidelines.

- d. To enlist parents' help with academic issues.
Teachers often seek help from parents at the start of the year. They may find a list of needed classroom and instructional supplies home to the parents to supplement purchases made by the school district.
- e. To inform parents of disciplinary expectations and actions.
At the start of the year, teachers often inform parents of their disciplinary policy and their expectations for student's conduct.
- f. To enlist the parent's help dealing with their children.
When students have difficulties, the parents should be contacted to identify ways they might help.





III. RESEARCH METHOD

3.1 Research Design

This research is qualitative with a case-study design. A case study is an in depth investigation of certain phenomenon. It can provide a detail description and analysis of processes voiced by participants in a particular situation (Mc. Millan, 1992:377). This study would report the way things were in order to answer particular problems and to obtain information concerning with the phenomenon being studied, which was the teaching of English for children at TK Aisyiyah Bondowoso.

3.2. Research Area

This research was conducted at TK Asiyiah Bondowoso which is located at Jl. K.H A. Dahlan No.18 Bondowoso. The reason for choosing TK Asiyiah was that this kindergarten has taught English for three years.

3.3 Research Participants

The participants of the research were the teacher, the headmaster, the students' parents, and the students of class B which were divided into 4 classes. Each class contains 47 students. English is taught about 30 minutes each class. The participants were chosen to obtain the information about the teaching of English at this kindergarten. In collecting the data and information, the purposeful sampling technique was used by the researcher when choosing the respondents.

3.4 Data Collection Methods

The methods used to collect the data were observation, interviews, and analysis of document.

3.4.1 Observation

In this observation, the researcher observed the learning activities, evaluation process, teaching media, teaching technique and students' attitude

toward English. While doing this observation, the researcher chose the role of the participant as observer. On this condition, the researcher participated fully in the activities in the classroom and also told the school that she was doing the research and expanded into fieldnotes. Fieldnotes are the written account of what the researcher hears, sees, and experiences. It is description of place, objects, events, activities, conversation, and people (Bogdan and Biklen, 1982:106).

3.4.2 Interview

In collecting the data, structured interview was employed. The data from the interview were the responses of the teachers, headmaster, and community toward teaching of English at kindergarten, supporting facilities in teaching English, the syllabus, instructional material, instructional media, teaching technique, evaluation process, the problems in teaching English and how they solve the problems. During the interview, the researcher used the tape recorder to record the subjects' instruments. This interview was conducted with the English teacher, the headmaster, the students, and the parents. After that, the results of the recording were transcribed.

3.4.3 Document Analysis

This method was used to obtain the information in order to describe the English syllabus and the teaching materials. In this case, the writer led all the documents that the headmaster and the teacher made and used in the teaching-learning process.

3.5 Data Analysis

In analyzing the data that was gained, a non-statistical method was applied. The data from observation gathered by using fieldnotes were presented and analyzed in descriptive form. The data from the interview were also presented descriptively and then analyzed based on topic. Finally, the data from the documentation were analyzed by studying the English syllabus and teaching materials and presented descriptively.



IV. THE RESULTS AND DISCUSSION

4.1 The Results

The following sub-chapter will report the results of interview with the headmaster, the English teacher, the students, and the parents. Then, this section will describe the data from the observation of the teaching learning process in the classroom, such as the teaching technique, learning activities, evaluation process and the students' attitude toward English. In addition, it also describes the data taken from documentation such the syllabus and the instructional material.

4.1.1 Rationale

This part will describe the background of English teaching at TK Asiyah Bondowoso and the objectives of English teaching at TK Aisyiah.

a. The Policy Including English

TK Aisyiah is one of the private kindergartens which was built in 1956 in Bondowoso. TK Aisyiah has taught English program for children since 1998. The other kindergartens having the same program are TK Indra Rini, TK Pertiwi, and TK Pembina. At TK Aisyiah, the English program belongs to extracurricular activity which is given once a week for class B. This class consists of the children of age five to six, the second grade of kindergarten school..

Teaching English in kindergarten is not stated in the kindergarten curriculum. However, as has been admitted by the headmaster, there is no prohibition from the Department of National Education (Diknas) for the application of the program (see Appendix 6). The Diknas supports the program as long as the materials are developed in accordance with the children's development and ability. Besides, the implementation of English program at TK Aisyiah depend on the school policy itself. Even, the Aisyiah foundation strongly support the English program.

According to the headmaster and the teacher, there are some factors which influenced teaching English at TK Aisyiah. The most important factor for their

agreement to the teaching of English in kindergarten was that they wanted to facilitate the children for their further study especially in elementary school. Another factor was language skills would develop better if learning the language was started early because it provided the children more practises. Then, the last factor was teaching English to children would cultivate children's fondness of English as a foreign language.

The results of interview with the headmaster showed that the English program was established based on several reasons (Appendix 6). The first reason was that mastering English nowadays was very important in our society. As an International language, mastering the language was needed in every field. The headmaster stated that since nowadays computer were widely needed and used in most important fields, English language would be needed by people who had competence in operating it. By the teaching of English, it would help the children to get English words, so that they would be able to understand the instruction words used in computer. Secondly, teaching English to children cultivated children's fondness of English as a foreign language. Thirdly, the teaching of English for young learners was not strange phenomenon which invited many arguments. Recently, there were many language courses, which offered English program to children. Therefore, this kindergarten also wanted to offer the same language program.

According to the teacher (Appendix 7), introduction to English subject at kindergarten was useful because it was mainly preparing the children's future education. The students would have background of English learning when they were at kindergarten, so that they would be able to learn it easier and faster at higher grades. She added that childhood was a sensitive period to learn a foreign language. The children would easily acquire foreign language in childhood. When their ages reached six years old, they would get difficulties in learning English. Another reason was to attract the society that this school had capability to compete with other schools by giving interesting programs for the extracurricular.

In making the interviewing with the society, the researcher took the data from the students' parents because the parents are part of community. The

researcher interviewed 10 respondents. The importance of English according to six parents was mainly based on the assumption that English was very important language to be mastered as their knowledge (see Appendix 9a). In addition, they suggested that English teaching be better started in kindergarten school because English learning at early ages made the children more easily when they were at higher grades. Furthermore, they said that English teaching that was forced to be learnt at early ages encouraged children to face their future as long as it did not burden them. Therefore, talented teacher was needed in teaching English to kindergarten students because they were different from teaching English to adult. So, the teacher has to know well the characteristics of children before teaching them.

Four parents stated that they did not agree with English teaching at kindergarten. Their reason was mainly based on the assumption that English was too difficult to be learnt and it was impossible to be taught to children whose native language was javanese or madurese. They also said that it was not necessary giving English to children in kindergarten. It was not the exact time giving a foreign language to children while they were still studying the National language. Besides, there was one parent added that the teaching of English language and Indonesia language had to be equal because Indonesian language was their own language. It was better for students to study native language previously (Appendix 9b) although English language is very important for education nowadays.

b. The Objectives

The data about the objectives of the English program were obtained from interview with the teacher and the headmaster. They stated that this program also had objectives. The first objective was to introduce the students to the English language. It was hoped the students would be able to mention the names of things such as the names of animals, fruits, and transportation. The second objective was to make the children love English. By knowing English since the kindergarten level, the students were expected to love English. In addition, it made the students

know and familiar with English. So, when they learn English in Elementary school, they would already have had a kind of preparation that would not make them feel frightened or surprised toward English.

4.1.2 Facilities Supporting the English Teaching at TK Aisyiyah

This section will report the data about the facilities supporting the English teaching at TK Aisyiyah that were obtained from observation, documentation, and interview with the teacher and the headmaster. It would talk about the facilities that were prepared by the school. The facilities could be the classroom, playground, the school equipments, and media.

From interview with the teacher, it was obtained that there was not complete facility to support English teaching such as the classroom, flannel board, or magnetic board. In addition the class for the English program was not available. So, as stated by the teacher that she taught English in the morning because all of the classes were used by TPA (Taman Pendidikan Al Qur'an) in the afternoon. She added that class itself was not big enough compared with the number of students. The size of the class is about 6 m X 6 m and the number of students were 47 students each class. The children were sitting in groups of 5 to 6 (see Appendix 7 and Appendix 13).

From the observation, it could be reported that, apart from chairs and tables, the classes were also filled with other equipments such as cupboard and shelves to store students' books, crayons and bags. There were also many pictures hanging on the wall. The headmaster said that they were the available facilities that support the teaching of English. She also said that, there were no additional facilities to support English program. The headmaster stated that the data about the number of classroom, the school's equipments, and general condition of the school could be obtained from the document (see Appendix 13-15).

4.1.3 Teacher's Strategy in the Teaching of English

The following section will give information about the teaching preparation of the teacher, such as the syllabus, instructional media, teaching media; the

application of English teaching such as teaching technique and learning activities; and the evaluation. All of the data were collected from observation, documentation, and interview.

a. Teaching Preparation

1) The Syllabus

From interview with the English teacher, it is found that the teacher did not have any English syllabus for teaching. The English teacher only refers to the topics stated in the kindergarten curriculum. Her reason was that there was not certain English syllabus in Elementary school. The English teacher taught English by referring to the topics stated in the kindergarten curriculum. The process of designing syllabus involved the principal, but actually the principal only gave suggestions.

From interview with the principal, she said that the syllabus was integrated with other lessons, such as singing, Arabic language, counting, etc. For example, the teacher taught the name of animals and she would translate them into English. Indirectly, she had introduced the vocabularies of animals in Indonesian or English language. The principal also said that the syllabus should be designed based on the objectives of the English program.

2) The Instructional Material

According to the teacher and the headmaster, the English materials were selected based on the kindergarten curriculum and were at the center of interest of children at that age. As stated in the curriculum, the materials for the first terms were about the five senses, my family, school; the second terms were animal, transportation, plant, occupation, and recreation; the third terms were my country, communication, etc (see Appendix 11). The teacher said that she took the materials, then, the materials were developed and selected into English materials. The English materials would introduce the students to some English vocabularies of the family members such as father, mother, brother, and sister. The teacher also said that there was no textbook to guide the teaching learning process, but there

was other supportive material like cassettes to train children's pronunciation and listening skill. Besides, the teacher used pictures, realia, and real things as sources of materials such the content of pencil case, fruits, and animals. She added that she never made any lesson plan for English teaching.

From the observation, it could be reported that English teacher always introduced new vocabularies with the same technique. The teacher showed the pictures or realia and mentioned the names of them. Then, she asked the students to repeat the vocabularies after her.

3) Instructional Media

From interview with the headmaster, it was obtained that the school only had limited number of media. The school only provided visual media, such as the blackboard, pictures, and realia. The examples of realia provided by the school were plastics fruits, dolls, blocks, etc. Those media were put on the selves of each class. Besides, the only audio aid the school had was a big tape recorder with loud speaker which had never been used by the English teacher because it was difficult to prepare it.

From the observation, it could be reported that the teacher sometimes used pictures to present the materials of nouns such as car, ship, plane, fruits, animals. There were some pictures hanging on the wall. Sometimes, the teacher used real things such as pencil case, pencil, pen and rubber. Besides, the students brought some toys to school such as animals, car, and train. Sometimes the teacher brought the pictures from home.

From the interview, it was obtained that the English teacher drew the pictures by herself but she also used pictures hanging on the wall to present the materials such as flower, tree, grass if the theme was about the plant. She also asked the pupils who have some toys to bring them to school because the school only had limited number of media. So, the media used in the teaching learning process were not various. She also said that she taught the students English language by English song. She brought tape recorder by herself and the cassette used by herself, too. She also added that there were no cassettes available from the

school. So, she seldom used the tape recorder to play the English song and pronunciation. She said that she seldom taught English by using song. It was difficult to prepare the school's tape recorder because it was too big. In addition, it was hard for her to bring the tape recorder by herself because she also taught at Junior high school.

b. **The Implementation**

The data of the application of the teaching English at TK Aisyiyah are divided into two. Those are the data about the teaching technique and learning activities.

1) **Teaching Technique**

The data about the teaching technique used by the English teacher were obtained from observation and interview. From the observation, it was revealed that the teacher focused on listening and speaking skills in teaching English. The teacher presented the materials using repetition technique. Another technique was coloring pictures but it was used as homework. The materials took from the magazine "Bustanul Athfal". (See Appendix 12)

From the interview, the teacher said that she taught English using pictures as the media. Besides, she also said that sometimes she used English song to teach the students, for example "My bonnie". Her reason that song was one of the variations that generally almost everyone likes.

2) **Learning Activities**

In the observation in class B1 up to class B4, it was found that the students always greeted the teacher using English in every meeting. Before started the lesson, the teacher gave review the last week lesson. Then, she taught new vocabularies with any introduction. She taught the same way to all of the class B. Sometimes, the teacher gave some instructions in English (TPR) such as stand up please, close your eyes, key your mouth, and so on. Sometimes, she reminded the students strictly if they did not pay attention to the lesson. The teacher never got

angry if the students made mistakes. The teacher was patient, humorous, and could bring the close relationship with the students, so that made the class situation relaxed and pleasant. The teacher always motivated the students to learn English by telling them the benefits of mastering English. Moreover, they also gave them positive reinforcement by saying “good”, “pinter”, “bagus”, when the students were able to answer the questions correctly.

Referring to teaching technique, the teacher taught new vocabularies by showing them the pictures, repeating the words several times, and asking the students to memorize the words by giving them questions such as “What is this?” The example of the activities from observation at class B1 on Wednesday, November 14 2001, can be reported here. The topic was “Transportation”.

1. the students greeted the teacher;
2. the teacher reviewed the last week lesson;
3. she asked the pupils to mention the names of transportation, for example:
The teacher : Apakah anak-anak tahu macam-macam kendaraan?
The students : Tahu bu...
(almost all of students raised their hands)
The Teacher : Bisakah kalian menyebutkan nama-nama kendaraan?
4. then, the teacher showed four pictures such as car, ship, train and plane, after that asked the students mention them in Indonesia;
5. then, the teacher mentioned them one by one in English;
6. the teacher asked the students repeated after her many times until the students could learn by heart well;
7. she offered the students who want to try mentioning the names of pictures;
8. the last, as homework, she asked the pupils coloring pictures in magazine “Bustanul Athfal”

c. Evaluation

The data of evaluation was obtained from observation and interview with the teacher. From the observation, it could be reported that the evaluation is intended to check the students’ English mastery. It was done orally. At the

beginning and at the end of the lesson, the teacher always asked each student about the materials that had been learnt. From the interview, the teacher said that the measurement of the evaluation is based on the students' frequency in answering questions and the correctness of the answer. The children should have been able to master some English vocabularies. To achieve this, children were introduced to at least 3 English vocabularies in a week and during that week, all materials should be reviewed whenever possible. The scores are from A to C. She also said that the aim of the evaluation to the kindergarten students was to teach not to test because the students were still in the progress of reading and writing.

4.1.4 The Problems

This section will report the results of the observation in the classroom and the interview about the students' attitude toward English, the problems faced by the English teacher in the classroom, and the relationship between teacher and parents.

a. Internal Problems

1) The Students' Attitude toward English

The researcher gained some information of children's attitude from the observation and the interview with the students and the parents. The students said that they liked English lesson and their English teacher. Even, as stated by the students of class B that their parents helped them study English at home. According to the parents, they always helped their children learn at home such as learning by themselves, facilitated their children with books or cassettes and took English course.

From the observation, it could be reported that sometimes they obeyed the teacher's instruction. They hardly asked some questions to the teacher about the lesson. If the students looked passive and only few students responded the English lesson, the teacher walked around and sang a song to attract the students. In the observation of class B4, the teacher had got difficulties to handle the class. Maybe she had been tired after teaching 4 classes continually. Class B4 was the noisiest

class. There were students running after their friends or running around the class. The teacher said that she needed one more English teacher.

2) Teacher's Qualification

According to the headmaster, the English teacher was not graduate PGTK but from S1 degree of English Education Program. She is a junior high school teacher and the member of the Aisiyah foundation. She was one of the teachers that offered English program at TK Aisiyah. Unfortunately, she had never joined English training for young learners. She had a feeling of self confidence to teach young children because she had English course at home. She has cooperated with the Development Institute (Institut Pembangunan) in Surabaya. So, she thought that it was not necessary for her join to English training for young children.

Another problem is limited English teacher. Class B is divided into four classes that need more English teachers because each class consists of 47 students. There was only one English teacher that handled the class. She taught 30 minutes at class B1, the next, she would teach class B2 up B4. English program was only held on Wednesday and the teacher taught the students with same materials and the same technique, that was repetition. So, from the observation, the researcher saw the monotonous technique in teaching class B1 up class B4 although she used media.

The teacher has been teaching English at TK Aisiyah since 1998. She said that she loved children and liked teaching English to children. She has taught English in junior high school since she graduated from English program, Jember University. She has only taught English program and then, she was needed by Aisiyah foundation to teach at TK Aisiyah.

3) The Problems Faced by the Teacher

The data of the problem faced by the teacher were obtained from interview and observation. As stated by the teacher that the limited media and the classroom management were the biggest problems for her. She had tried to overcome the problem though it did not really solve the problem.

b. External Problems

1) Responsibilities of Parents

From the data gained from the interview, it can be seen that parents take an important role for the success and the failure of the teaching of English at TK Aisyiyah. The parents' help to their children for learning at home showed positive (appendix 9a). They gave much attention to their children and helped the children learning themselves and facilitated them with books or cassettes. The parents supported their children by helping and accompanying them when they were studying, especially English at home although it was not everyday. Moreover, they solved the children's difficulties in studying English subject. Nonetheless, some parents did not know at all about English language. They could not help their children study English at home, but some of them sent the children to English courses if the children had talent on it and loved it.

2) The Relation between Teacher and Parents

The communication between teachers and parents was not held in order to get information about the students' progress. There was not formal meeting between school and parents to discuss the result and the problems of the English program. The information of the students' progress was taken from the report book.

4.2 Discussion

This following section will discuss the reports of observation, interview, and documentation. This section will discuss the rationale of the English teaching at TK Aisyiyah, the facilities supporting the teaching of English at TK Aisyiyah, the teacher's strategy, and the problems faced by English teacher.

4.2.1 The Rationale of English teaching at TK Aisyiyah Bondowoso

From interview, it was obtained that the school paid attention to the application of English program although it invited many arguments from the member of Aisyiyah foundation. The program was conducted because of the

phenomenon of teaching English to children was spread nowadays. The teacher said that it was not necessary to be afraid of teaching English to kindergarten students as long as the English teacher understands the children's world (Scott and Ytreberg, 1992:3).

From interview with the parents, it was found that there was a parent who disagreed with the English program. The reason was the same with the Aisiyah member, i.e. the parents were worried if the English teaching would burden the children. Since the implementation of the English teaching in 1998, there have not been a formal meeting between the teacher and the parents talking about the English program at this school. Actually, the Aisiyah kindergarten did not know if there was disagreement among parents. The parents' opinion were useful to measure the parents' recommendation for their children's learning and the program of school. Besides, the opinions of parents would help the school to decide whether to include English at kindergarten or not.

To gain parents' support, it is better if the school hold meeting with the parents to explain the objective of teaching English to young learners because the most important consideration of the teaching English to young learners was to increase their positive attitudes toward the target language. This attitude is not less important than the effort of making them mastering language (Halliwell, 1992:12). The attitude objectives are concerned with the response of learning in the aspect of content, pleasure, and confidence in exploring language, willingness to have to and dare to. Considering the characteristics of young learners in which they love to play and fun, it is quite reasonable that the attitude objectives become the objective of teaching language for children. The objective of the program shows that the headmaster and the teacher realized this. Therefore, their main effort in this English program is building students' interest toward English. They also added that if the students loved English, he would learn it happily. Furthermore, without being asked, the students will ask the teacher to teach them English spontaneously.

4.2.2 The Facilities Supporting the English Teaching at TK Aisyiyah Bondowoso

From the observation, it could be seen that the size of the class was not really big enough for 47 students, because besides chairs and tables, there were two cupboards and selves to store the students' equipments. In addition, the students should have activities that needed physical actions freely. Learning English would become an enjoyable activity when it was presented in such a way which needs students to be active (Kresno, 1999 and Clibborn, 1999), because the students would also experience learning by doing. Asking the students to jump or crawl, for example, would be difficult when there was not enough space for them to move.

From the interview with the teacher, it was obtained that actually she needed additional facilities to support English program such as the classroom and the media. Sometimes, she used the pictures having on the wall as media. Then, she needed one more English teacher to help her handle the class because children needed more attention than adult did. Besides, she could not arrange the schedule in teaching English at kindergarten and in Junior high school.

4.2.3 The Teachers' Strategy in the Teaching of English

a. The Teaching Preparation

1) The syllabus

From the interview, it was obtained that the English teacher did not have an English syllabus, because she thought that the materials were so simple. Beside, she also said that there was not English syllabus in elementary school. So, it was not necessary to have English syllabus for kindergarten.

The availability of syllabus for certain educational background is really very important. Syllabus can be used as a guidance for the teachers and at the same time, it can also be used to control the quality of the program. Although English is a new program and the material is simple, it does not mean that a syllabus is not necessary. The syllabus, however, should have been made ever since the program was firstly launched. In its development, the teacher can look

back at what they have been done and think or plan for its improvement in the next. However, ideally an English Foreign Language teacher should have and develop an appropriate syllabus containing clear objectives, teaching learning strategies, instructional evaluation (Kasbollah, 1993:4). It is necessary to do these since the Ministry of National Education has not designed the English syllabus or the Basic Course Outline for kindergarten and it is impossible to teach without using any syllabus.

2) The Instructional Material

From the observation, it was found that the teacher always used the pictures to present the materials which may make the students feel bored in studying English. The teacher did not use other materials to attract children. There was no textbook to guide the teaching learning process and other supportive materials such as video cassette or cassette to train children's pronunciation and listening skill. Although kindergarten students are not able to read and write yet, introduce them to books, for example by reading stories and telling stories, is not impossible. Clibborn (1999) says that introducing books in the early age brings great influence in the children's fondness of reading. A teacher can bring storybooks with many interesting and colorful pictures in the classroom as the sources of the materials, and use the children's great imagination and fantasy to attract their attention.

According to the teacher, she never made any lesson plan for the English teaching. Because she did not make any lesson plan, the teaching learning process sometimes looked monotonous. The teacher always introduced new vocabularies with the same way or the same technique. Naturally, in the teaching learning process, a teacher should prepare the lesson plan before teaching. This lesson plan is not only needed by the novice teachers but also by the experienced teachers. Lesson plan is obviously important because through the lesson plan, teachers may present the steps or activities better. The teacher can avoid using the same technique to present materials in every meeting. Therefore, they will be able to teach the students effectively and efficiently.

3) The Instructional Media

The media used in the teaching and learning process were also not various. The teacher only used pictures, realia and real things such as school's equipments or fruits to present materials. Most of pictures only presented nouns such as fruits and animals. Realia used were also small and only available in a few numbers. For kindergarten students, realia is very interesting because it is just the same as toys. Teachers, therefore, should provide various kinds of realia. In addition, it will be better if the realia is available in a large number, so that each student can have equal chance to have or to touch it. When the school only has limited number of realia, the teacher can ask their pupils help by asking those who have toys such as animals, transportation, to bring them to school. Then, the teacher can make the children's toys to explain the materials or to develop teaching technique by having a role play or even story telling.

The usage of media in the language class for the young learners is very essential. According to Clibborn (1999), learning is best learnt when it involves the five senses: sight, hearing, smell, taste, and touch. Children at the young age are still unable to learn something using abstract system or symbols. It would not be enough for the young learners when the teacher explains something orally since they may have different pictures on their minds. Therefore, media can help teacher bring clearer concept to children's minds. The teacher should pay more attention to the media. For the younger students, colorful pictures will be more interesting than plain pictures.

For the media, everything could be the media for the teaching and learning activities. We can use a cut off from magazine, pictures from calendars, the used boxes etc, or we can ask the students to bring the used things from their homes. Asking the students to go out and pointing some objects outside the classroom will be interesting activities for the children, too. The media is the nature itself. The children will get more fun than studying in the classroom without any media created by the teacher.

b. The Implementation

1) Teaching Technique

In teaching English for students at TK Aisyiyah, the teacher just introduced them the language itself. The teacher taught the children mostly focusing on listening and speaking since the students of kindergarten are still in progress of learning to read and write. The teacher sometimes presented the materials using song. She brought tape recorder by herself. She said that song is one of the variation that generally almost everyone likes. Besides, she presented the materials with repetition. Fisher and Terry (1977:279) state that children enjoy repetition. They enjoy the rhythm of language when words are creatively strung together and repeated. They like saying and hearing rhythmical pattern of words over again, much as they enjoy repeating nursery rhymes. Another technique was coloring the pictures. It was another variation in the language teaching process at TK Aisyiyah in order that the students get motivation and interest in the subject.

In teaching English to children, variation is a factor that needs to do in the language teaching process in order that the students get motivation and interest in the subject. In addition, Variation is also needed to give experience for the students in learning English. So, variation should be considered by the English teacher for young learners.

2) Learning Activities

Every morning, when the children saw the English teacher entering the class they would stand up and greeted the teacher using English. Then, the teacher usually started the English lesson by reviewing the last lesson. After that, she gave the new vocabularies with any introduction. Establishing routines is one of the important aspects in building a secure class atmosphere which can encourage children to learn a foreign language (Scott and Ytreberg, 1990:11). Starting the lesson using the greeting and giving any introduction toward the new topic before the class begins is very important since it is one of the ways to establish routines. Greeting will make the students familiar with the situation and at the same time it

can make them realize that the language class is started and made them ready to learn English.

Besides, the activities for students should not be monotonous because it would make the students feel bored such as making a noise in the classroom and doing something by themselves. Because the kindergarten students are still in progress of writing and reading, so, the most important thing to do by the teacher is doing some listening activities that will wake the students up. For example, make them move about, create movement and/or noise (Scott and Ytreberg, 1992:22). It is necessary making the children calm down, concentrate on what is in front them, and create a peaceful atmosphere. Sometimes, teacher can have a quiet atmosphere and teacher wants the children to move about.

c. Evaluation

From the observation and the interview with the teacher, it was obtained that the evaluation was conducted at the end of the teaching learning process. The scores gained based on the students' frequency in answering questions and the correctness of the answer. The scores are from A to C. This evaluation is not effective because it is hard for the teacher to remember 47 names of students each class. Then, the teacher always teaches four classes continually. So, it is impossible doing evaluation correctly.

4.2.4 The Problems

From the observation in the classroom, the teacher should not create the quiet condition. She can make dynamic condition in studying. The teacher should always consider the children's characteristics in teaching. She should be able to create such condition in which the students do not feel that they are studying. The students keep paying attention to her but they can play and move her bodies freely. It is important to realize that children learn with their whole beings and they learnt best in the context of real life, daily activities. They learn names of clothes while dressing, names of food while eating, names of toys while playing, and names of actions while doing activities. All this can be done and should be

stimulated in language classroom (Clibborn, 1999). If the teacher does not pay attention to the children's needs and wants, their motivation will be less and he/she will fail in the teaching learning process. Lindsley (in Wahyuni, 1999:11) says that motivation is what push to students to try to reach well. The first person who is responsible for the important thing to remember is the success and the failure of teaching is the teacher.

From the interview, It was obtained that some parents did not agree with English program. Their reasons were mainly based on the assumption that English was too difficult to be learnt and it was impossible to be taught to children whose native language was Javanese or Madurese. According to them, it was better to master the national language firstly. In addition, there were parents who did not know about English language. Consequently, their children studied English at home by themselves. It is contradictory with Mason's theory (1992:20) stating that if the parents helped their children in studying, they would know what the children doing at school. The parents can do many activities to help their children such as sharing the children's problem, supporting the learning of their children at school, talking to them, listening, and supporting all of the students' school activities.

From the interview, it could be revealed that there was not formal meeting between the teacher and the parents about the implementation of teaching English to kindergarten students. The communication between teachers and the parents are really very important to get information about the students' progress and the problems of the English program. Besides, this communication is very important because both the parents and the teachers will know the students' interests and the students' progress in learning English.



V. CONCLUSIONS AND SUGGESTIONS

This chapter will present the conclusions and the suggestions. The conclusions are the conclusion of the findings that have been discussed in Chapter IV. The suggestions, as the follow up of the findings, are recommended to the English teachers, other kindergartens, and other researchers.

5.1 The Conclusions

There are some important factors which influence the rationale of teaching English at TK Aisyiyah. The first is that the school wanted to enable their children to facilitates their further study especially in elementary school. The second factor, the teaching of English at early ages would make the children easy in acquiring foreign language. In addition, it will provide the children more practice if they study English in kindergarten ages. The third factor is to cultivate the children's fondness of English as a foreign language. The fourth factor is in achieving of the objectives teaching English at TK Aisyiyah that the application of the program aims at introducing the students to English vocabularies and rising students' positive attitude toward English.

There were not additional facilities support the teaching of English at TK Aisyiyah. The school only has general facilities which is prepared by school such as chairs, tables, cupboards, playground, and other school equipments. There was only one English teacher. So, the English teacher needs more English teacher to handle the class or to teach other classes.

TK Aisyiyah has no English syllabus of their own. The teacher only referred to the topics stated in kindergarten curriculum (see Appendix 11). The materials of the English teaching are the English vocabularies. All of the vocabularies are selected based on the kindergarten curriculum such the names of animals, the names of transportation, etc. Beside , the vocabularies are also selected by considering the availability of the media and the students' ability. The media used in the English teaching learning process were limited. The teacher always used pictures and realia to present the materials. The teaching technique

used by the teacher to present the material were singing, listening and repeating, and colouring pictures. The teacher rarely used English as the medium of instruction and tended to review materials using the same technique. The Evaluation were done orally. The measurement of the evaluation is based on the students' frequency in answering question and the correctness of the answers.

The headmaster and the teachers have positive attitudes toward the application of the English program. And all of them believed that this program would achieve the objectives. The students' responses and attitudes toward English were influenced by the teaching techniques used to present the materials. The students looked enthusiastic in following the lesson when the techniques were interesting and enjoyable, such as singing and colouring the pictures. Besides, most of the parents have positive attitudes toward the application of the English program and support the program very much. Most of them also give much attention and support toward the children's English mastery.

5.2 Suggestions

Considering the importance of the syllabus in Educational program, the teacher of TK Aisyiyah should begin designing English syllabus, which is in line with the objectives of the English program. By having English syllabus the materials and also the teaching techniques will be well prepared. Involving the teacher who has much knowledge in English teaching for young learners and has English educational background is advisable to make the syllabus is well designed. To make the English class run smoothly, the teachers should also make lesson plans. Because of the children like doing physical activities, the teacher must be able to create activities which involve students to be active for it. These activities can bring the enjoyment to the students. Since the students are easily get bored and have short span of attention, the teachers must be creative in using various teaching techniques to present the materials such as imitating actions, games, or listening stories with actions. Presenting materials using various kinds of media, such as various realia, puppet, colourful pictures and big book will also contribute great help since it can attract the students' attention and at the same

time can help the teachers in presenting the materials. Teaching English to young learners is not an easy task. Young learners are good imitators. They will imitate what the teachers said. Therefore, the teacher must be good models for the students.

The suggestions for other kindergartens are that introducing a foreign language as early as possible is good. By learning foreign language early, children have more time to master the language well. However, it must be remembered that teaching English to kindergarten students is not just master of pride. Besides, other kindergartens that plan to have English program must have good preparation before launching the program. The preparation includes the availability of good English syllabus, selected materials which are appropriate with students' interests and ability, enough teaching media, and qualified teachers, for example those who are graduated from D1, D2, or D3 English Department, and have much knowledge about teaching English for the young learners, when the English program is established without any good preparation, then the objective of teaching students have positive attitudes toward English can hardly be achieved. Then the English program will be useless.

The results of this study can not be generalized to other kindergartens which have the same English program. Therefore, further research toward other kindergartens which may have English program with similar or different objectives should be conducted.

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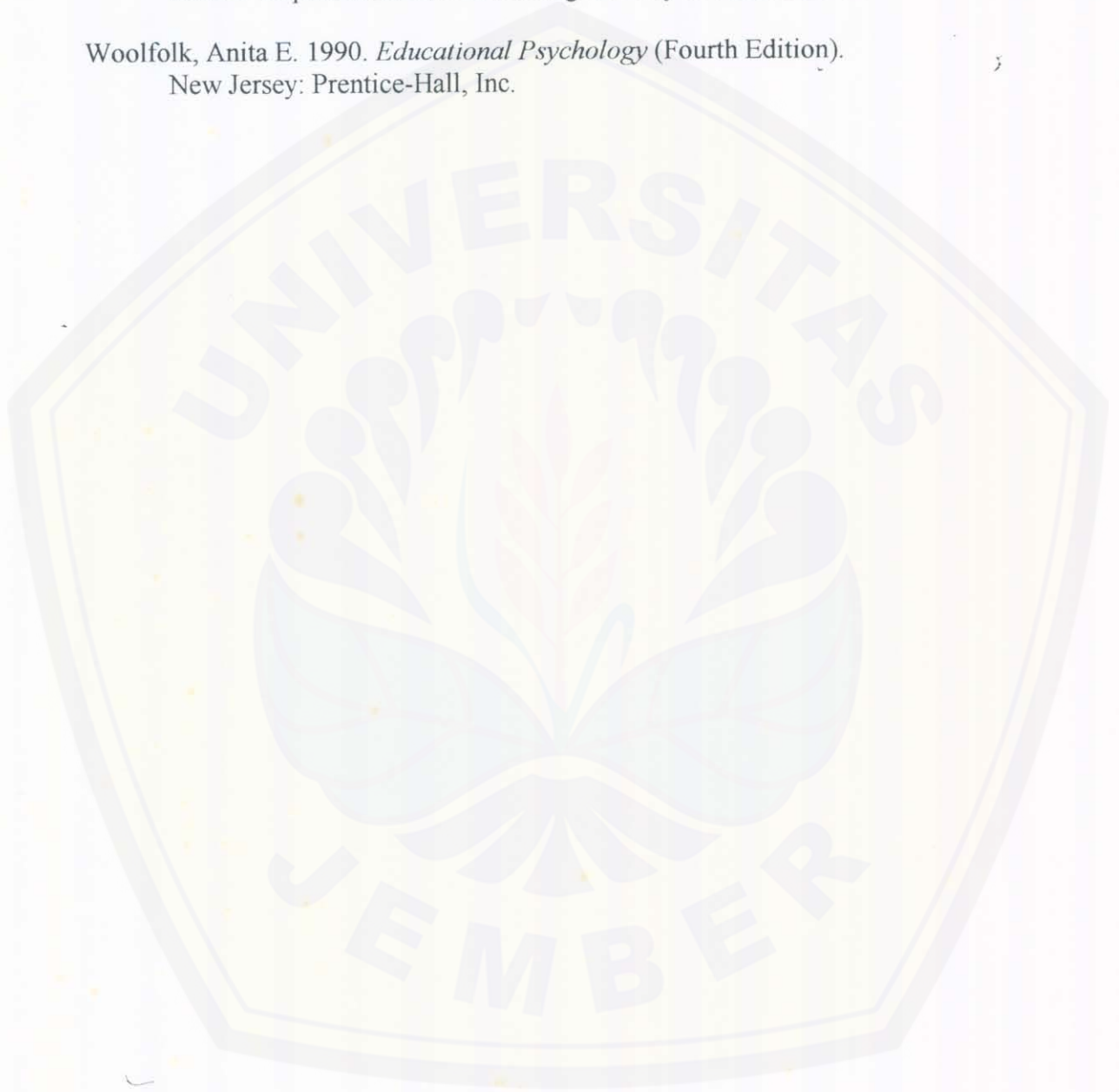
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RESEARCH MATRIX

Title	Problems	Variabel	Sub Variabel	Indicators	Data Resources	Research Method
Teaching of English in kindergarten students K Aisyiyah Bondowoso.	1. Why is English given to TK Aisyiyah Bondowoso?	1. Rationale	1.1 The policy including English	1.1.1 the need of English for today's education (interview)	- headmaster - teacher - society	1. Research Design: Descriptive Qualitative
			1.2 Objectives	1.1.2 advantages of English for TK students (interview)	- headmaster - teacher - society	2. Research area 3. Research participants 4. Instruments - observation - interview - documentation
			2.1 Facilities	1.2.1 output competition (Interview) 1.2.2 local content policies (interview)	- headmaster - teacher - headmaster - teacher	5. Data Collection - observation - interview - documentation
	2. What facilities support the teaching of English at TK Aisyiyah Bondowoso?	2. Facilities	2.1 Facilities	2.2.1 Visual&audio visual (interview & observation)	- headmaster - teacher	6. Data analysis Descriptive qualitative
				3.1 Teaching preparation	3.1.1 syllabus (interview & documentation)	- headmaster - teacher
					3.1.2 instructional material (interview & Documentation)	
	3. How is English taught at TK Aisyiyah Bondowoso?	3. Teaching strategy	3.2 Implementation	3.1.2 instructional media (interview & observation)		
				3.1.3 teaching technique (observation & interview)	- teacher	
				3.2.1 Learning activities (observation)	- teacher - students - students	
	4. What are the problems faced by English teacher?	4. Kinds of Problems	4. Evaluation	3.3.1 evaluation process (Observation & interview)		
				4.1 Internal problems	4.1.1 students' attitude	- parents - teacher
					4.1.2 teacher's qualification	
				4.2 External problems	4.1.3 the problem faced by the teacher	- parents - teacher - parents
					4.2.1 responsibilities of parents	
	4.2.2 relation between teacher and parents					

Appendix 2

Interview with Headmaster

A. Rationale

1. The Policy Including English

- 1.1 Faktor-faktor apakah yang melatarbelakangi pengajaran Bahasa Inggris di TK Aisyiyah?
- 1.2 Bagaimana tanggapan pihak yayasan/instansi terkait misalnya Diknas tentang program ini?
- 1.3 Bagaimana pendapat pribadi Ibu tentang program ini?
- 1.4 Apa keuntungan Bahasa Inggris bagi anak TK?

2. The Objectives

- 2.1 Tujuan apa yang ingin dicapai dalam pelaksanaan program Bahasa Inggris?
- 2.2 Apakah program ini adalah program jangka pendek/panjang yang bersifat ujicoba?
- 2.3 Menurut Ibu dapatkah program ini mencapai target yang diharapkan?

3. Local Content Policies

- 3.1 Bagaimanakah kedudukan Bahasa Inggris di sekolah ini?
- 3.2 Apakah program ini merupakan pertanggungjawaban sendiri?

B. Facilities Support the Teaching of English at TK Aisyiyah

1. Apakah sejauh ini telah ada masukan berupa saran/bantuan teknis dari pihak lain/instansi lain?
2. Apakah ada rencana yang akan dilaksanakan guna memperbaiki mutu program?
3. Fasilitas apa yang dimiliki oleh sekolah yang sekiranya dapat menunjang pelaksanaan program ini?

C. Teacher Preparation

1. The Syllabus

- 1.1 Apakah sudah tersedia syllabus khusus bagi program ini?
- 1.2 Siapakah yang ikut berperan serta dalam pembuatan syllabus?

2. Instructional Material

2.1 Apa dan Bagaimanakah materi Bahasa Inggris di TK?

3. Instructional Media

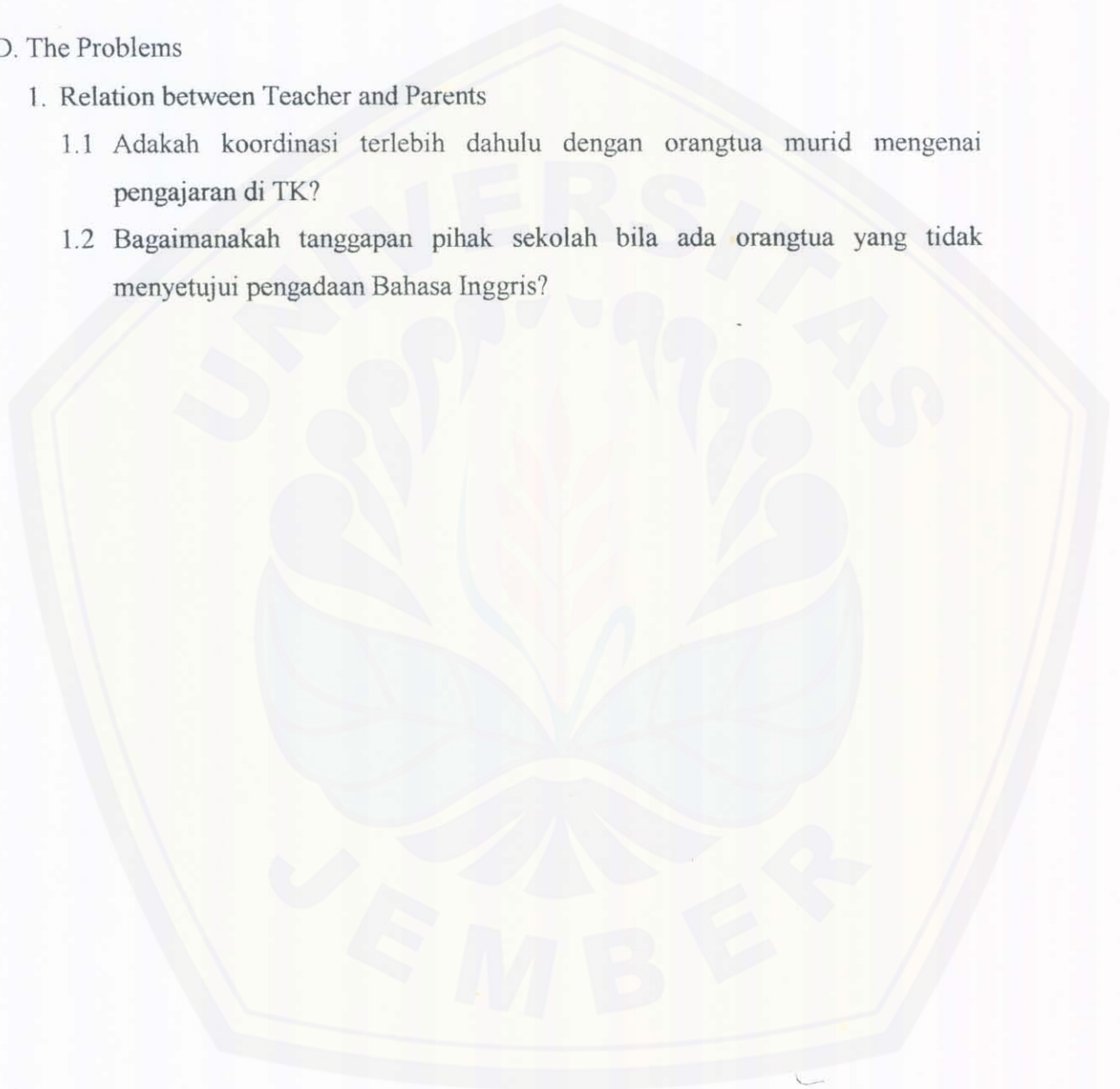
3.1 Apakah sekolah telah menyediakan media untuk mengajar Bahasa Inggris?

D. The Problems

1. Relation between Teacher and Parents

1.1 Adakah koordinasi terlebih dahulu dengan orangtua murid mengenai pengajaran di TK?

1.2 Bagaimanakah tanggapan pihak sekolah bila ada orangtua yang tidak menyetujui pengadaan Bahasa Inggris?



Appendix 3

Interview with English Teacher

A. Rationale

1. The Policy Including English

1.1 Bagaimana pendapat Ibu tentang pengajaran Bahasa Inggris di TK?

1.2 Faktor-faktor apa sajakah yang melatarbelakangi pengajaran Bahasa Inggris di TK Aisyiyah?

2. The Objectives

2.1 Apakah tujuan utama pengajaran Bahasa Inggris di TK?

2.2 Apakah menurut Ibu tujuan ini dapat tercapai?

B. Facilities Support the teaching of English at TK Aisyiyah

1. Apakah sekolah menyiapkan media untuk proses pembelajaran ataukah Ibu menyiapkan sendiri visual dan audiovisual?

C. Teacher Preparation

1. Apakah sudah tersedia syllabus dalam pengajaran Bahasa Inggris?

2. Instructional Materials

2.1 Bahan ajar apa saja yang Ibu gunakan untuk mengajar di dalam kelas?

2.2 Apa Ibu selalu membuat lesson plan sebelum mengajar?

2.3 Apa yang menjadi dasar dalam menyeleksi materi pelajaran?

3. Instructional Media

3.1 Apakah Ibu selalu menggunakan media dalam mengajar?

3.2 Media apa yang paling sering Ibu gunakan?

D. Application or Teaching Technique

1. Dalam mengajati teknik apa yang paling sering Ibu gunakan?

2. Apakah selain teknik tersebut Ibu pernah menggunakan teknik lain?

3. Bagaimanakah tanggapan siswa terhadap teknik yang Ibu gunakan?

4. Apakah Ibu mengalami kesulitan dalam mengaplikasikan teknik tersebut?

E. Evaluation

1. Apa yang Ibu lakukan untuk mengetahui perkembangan/ kesulitan yang dialami oleh siswa di dalam menerima pelajaran?
2. Bagaimana cara Ibu mengetahui bahwa siswa Ibu telah menguasai pelajaran yang Ibu berikan?
3. Bagaimana bentuk evaluasi untuk mengukur kemampuan siswa dan kapan evaluasi tersebut dilaksanakan?
4. Materi apa yang digunakan untuk mengevaluasi siswa?

F. The problems Faced by English Teacher

1. Internal Problems

a. Students' attitude toward English

- i. Apakah kamu menyukai pelajaran Bahasa Inggris?
- ii. Siapakah yang mengajari Bahasa Inggris di rumah?
- iii. Apakah kamu suka diajar oleh guru Bahasa Inggris?

b. Teacher's attitude

- i. Apakah Ibu senang mengajarkan Bahasa Inggris pada anak?
- ii. Masalah apa yang dihadapi oleh Ibu selama proses pembelajaran dan bagaimana mengatasinya?

2. External Problems

- a) Adakah koordinasi terlebih dahulu dengan orang tua mengenai pengajaran di TK?
- b) Bagaimanakah sekolah menanggapi orangtua yang tidak setuju dengan pengadaan Bahasa Inggris?

Appendix 4

Interview with Parents

1. The Rationale

1.1 Apa pendapat Bapak/Ibu, perlukah Bahasa Inggris diajarkan di sekolah?

1.2 Bagaimanakah tanggapan Ibu tentang peranan Bahasa Inggris terhadap dunia pendidikan sekarang?

2. The Problems

2.1 External Problems

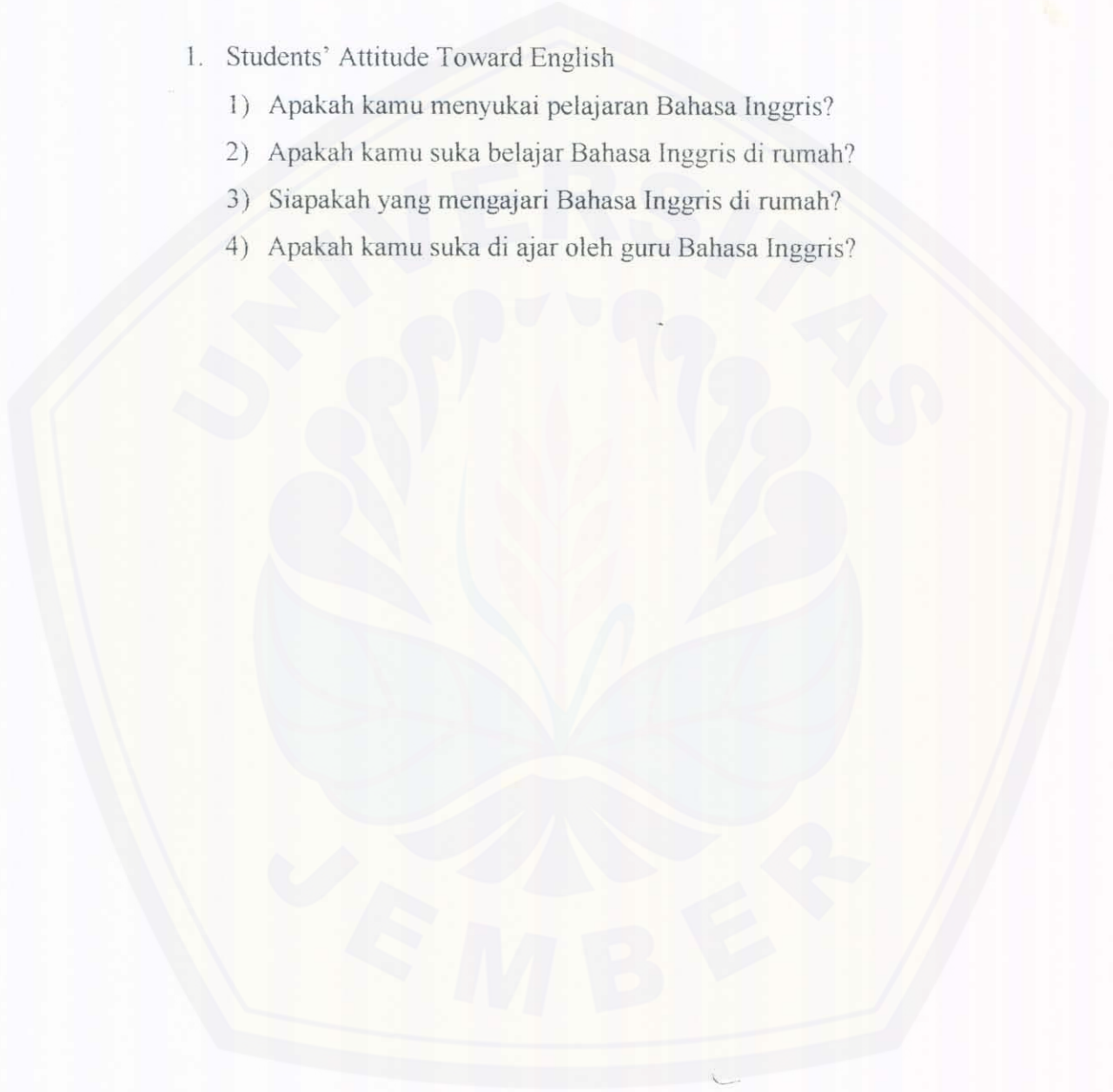
- Dukungan apa yang Bapak/Ibu berikan kepada putra/I untuk belajar Bahasa Inggris?
- Sesering apakah keluarga membantu anak belajar Bahasa Inggris?
- Apakah harapan Bapak/Ibu dari pengajaran Bahasa Inggris di sekolah?

Appendix 5

Interview with Students

1. Students' Attitude Toward English

- 1) Apakah kamu menyukai pelajaran Bahasa Inggris?
- 2) Apakah kamu suka belajar Bahasa Inggris di rumah?
- 3) Siapakah yang mengajari Bahasa Inggris di rumah?
- 4) Apakah kamu suka di ajar oleh guru Bahasa Inggris?



Appendix 6

INTERVIEW TRANSCRIPT

Name : Salma
Position : The Principal
Date : November 14, 2001

Peneliti : Faktor-faktor apa sajakah yang melatarbelakangi kesepakatan pengajaran Bahasa Inggris di Tk Aisyiyah?

Kepala Sekolah : Sebenarnya alasan pertama ingin mengenalkan Bahasa Inggris kepada anak karena hampir seluruh anak SD di kota Bondowoso sudah mengajarkan Bahasa Inggris mulai kelas 3 SD. Jadi sifatnya pengenalan saja. Faktor yang kedua adalah pengetahuan bahasa akan berkembang membaik jika pembelajaran dimulai dari dini karena anak akan sering berlatih mengucapkan bahasa Inggris sejak dini. Dan yang ketiga adalah menambah atau meningkatkan kegemaran anak-anak untuk berbahasa Inggris sebagai bahasa asing.

Peneliti : Bagaimana tanggapan pihak yayasan atau instansi yang terkait misalnya Diknas mengenai program ini?

Kepala Sekolah : Dengan pihak yayasan tidak ada kendala sedikitpun bahkan sangat mendukung, tapi ada beberapa orang yang mempermasalahkan program ini karena mereka berpikir pelajaran bahasa Inggris akan membebani anak karena mereka juga mengikuti program aritmetika di sekolah. Tapi setelah diberi penjelasan oleh Ibu Yayuk selaku guru Bahasa Inggris bahwa sifatnya ini hanya pengenalan saja. Dalam mengajarkan Bahasa Inggris anak tidak disuruh menghafalkan kosakata lebih dari 3.

Peneliti : Lalu mengenai Diknas sendiri, apakah tidak keberatan dengan program ini?

Kepala Sekolah : Tidak ada masalah, asalkan materi yang dikembangkan harus sesuai dengan perkembangan dan kemampuan anak. Lagipula ini kebijakan intern pihak yayasan dan pihak sekolah.

Peneliti : Bagaimana pendapat pribadi Ibu tentang pengadaan program ini?

Kepala Sekolah : Kalau saya senang sekali dengan program ini karena Bahasa Inggris sudah diajarkan kepada young learners. Bahasa Inggris merupakan bahasa Internasional yang sangat dibutuhkan di berbagai bidang. Tentu saja orang yang mengoperasikan komputer harus bisa menguasai bahasa Inggris walaupun tidak fasih sehingga bisa mengoperasikan komputer dengan benar. Selain itu pengajaran bahasa Inggris sejak dini akan menimbulkan kegemaran anak pada Bahasa Inggris mulai sejak dini hingga tingkat selanjutnya. Walauun menimbulkan pro dan kontra baik dari masyarakat ataupun dari pihak yayasan sendiri tetapi pada kenyataannya banyak lembaga yang menawarkan program pengajaran bahasa Inggris untuk anak, untuk itulah akhirnya TK Asyiyah juga memberikan program yang sama.

Peneliti : Tujuan apa yang ingin dicapai dalam pelaksanaan Bahasa Inggris?

Kepala sekolah : Tujuannya agar siswa itu mencintai Bahasa Inggris sejak umur dini khususnya di TK. Dengan mengenal dan menyenangi Bahasa Inggris sejak dini, anak sudah siap untuk masuk SD dan tidak terkejut dengan pelajaran bahasa Inggris karena mereka sudah mengenal Bahasa Inggris sejak dini seperti menyebutkan nama-nama binatang, buah, kendaraan dsbnya.

Peneliti : Sebenarnya apakah ini merupakan program jangka pendek atau jangka panjang dan apakah memiliki target tertentu?

- Kepala Sekolah : Program jangka panjang. Tidak ada target untuk program ini karena yang penting adalah pengenalan saja kepada anak.
- Peneliti : Lalu bagaimanakah kedudukan bahasa Inggris disini, apakah memiliki pertanggungjawaban sendiri?
- Kepala Sekolah : Kedudukannya sebagai ekstrakurikuler walaupun pada jam pelajaran karena diluar jam pelajaran guru bahasa Inggris sangat sibuk sekali dan pada sore hari semua kelas digunakan untuk TPA dan program ini memiliki program sendiri.
- Peneliti : Apakah sejauh ini ada saran atau bantuan dari pihak/instansi lain?
- Kepala Sekolah : Saat ini tidak ada. Mengenai fasilitas sekolah anda bisa melihat dari dokumen sekolah.
- Peneliti : Apakah sudah ada syllabus untuk program bahasa Inggris?
- Kepala Sekolah : Tidak ada. Saya sendiri tidak paham, hanya memberi saran untuk materi bahasa Inggris agar diintegrasikan dengan pelajaran lain seperti menyanyi, bahasa Arab, dan sebagainya. Dan materi yang dipakai harus sesuai dengan tema yang sudah ditentukan oleh kurikulum di TK.
- Peneliti : Apakah sekolah sudah menyediakan media untuk mengajar Bahasa Inggris?
- Kepala Sekolah : Sekolah hanya menyediakan media yang sudah umum berada disekolah TK seperti gambar, boneka, buah-buahan dari plastik dan tape dengan menggunakan loud speaker tapi ini tidak pernah digunakan untuk mengajar karena terlalu memakan waktu yang lama dalam persiapannya.
- Peneliti : Apakah ada koordinasi terlebih dahulu dengan orangtua murid mengenai pengajaran Bahasa Inggris?
- Kepala Sekolah : Tidak ada
- Peneliti : Lalu bagaimana tanggapan pihak sekolah bila ada orangtua yang tidak setuju dengan program ini?

Kepala Sekolah : Selama ini belum ada wali murid yang mempermasalahkan hal ini kesekolah, karena memang tidak ada rapat wali murid dalam pengadaan program Bahasa Inggris ini.



Appendix 7

Interview Transcript

Name : Dra. Yayuk
Position : The English Teacher
Date : November, 14 2001

Peneliti : Bagaimana pendapat Ibu tentang pengajaran Bahasa Inggris di TK?

Guru : Pengajaran Bhasa Inggris ini sifatnya hanya pengenalan saja dan sangat berguna untuk mempersiapkan anak-anak TK untuk masa depan pendidikan mereka. Anak yang sudah mengenal Bahasa Inggris akan lebih cepat dan lebih mudah belajar Bahasa Inggris pada tingkat pendidikan yang lebih tinggi. Anak kecil memiliki peride sensitive belajar Bahasa asing yaitu ketika umur sebelum mencapai 6 tahun. Setelah umur mencapai 6 tahun, anak akan kesulitan dalam menerima bahasa. Disamping itu, bahasa inggris di TK untuk menarik minat masyarakat, bahwa program Bahasa Inggris ada di TK.

Peneliti : Faktor-faktor apa sajakah yang melatarbelakangi pengajaran bahasa Inggris di TK?

Guru : Sebenarnya agar anak suka sekali dengan Bahasa Inggris sehingga anak menjadi gemar dengan Bahasa Inggris nantinya. Kemampuan berbahasa itu akan berkembang dengan baik bila belajarmulai dini dan yang paling penting itu anak sudah mengenal Bahasa Inggris bila di SD.

Peneliti : Apakah tujuan utama program Bahasa Inggris ini?

Guru : Untuk mengenalkan murid TK dengan Bahasa Inggris saja tidak ditarget untuk mampu atau pandai dalam menulis atau membaca Bahasa Inggris. Diharapkan siswa bisa menyebutkan nama-nama benda disekitarmereka, seperti nama binatang, hewan, dan nama kendaraan. Tujuan kedua agar anak senang belajar bahasa Inggris.

Jika anak sudah mengenal Bahasa Inggris dia akan mulai mencintai dan tahu dengan baik Bahasa Inggris khususnya nanti di SD.

Peneliti : Apakah menurut Ibu tujuan ini dapat tercapai?

Guru : Saya belum memastikan itu.

Peneliti : Bagaimana fasilitas yang disediakan oleh sekolah?

Guru : Sekolah tidak menyediakan fasilitas secara lengkap yang mendukung pelajaran Bahasa Inggris seperti ruangan kelas, papan magnetic dsbnya. Ruangnya kurang luas jika dibandingkan dengan jumlah siswa 47.

Peneliti : Apakah sudah tersedia syllabus?

Guru : Tidak ada syllabus khusus untuk mengajar, di SD saja tidak ada syllabusnya apalagi di TK dan saya hanya menyesuaikan dengan kurikulum di TK dan saya konsultasikan dengan kepala sekolah, tapi kata beliau terserah saya asalkan tidak menyimpang dengan kurikulum di TK.

Peneliti : Bahan ajar apa sajakah yang ibu gunakan untuk mengajar?

Guru : Materi Bahasa Inggris diseleksi berdasarkan kurikulum dan saya berusaha membuat siswa tertarik. Jadi saya mengambil tema yang kemudian saya kembangkan dan saya seleksi ke dalam materi Bahasa Inggris. Misalnya saja tentang keluarga yang terdiri mother, father, brother, dan sister. Selain itu tidak ada buku pegangan dalam mengajar Bahasa Inggris karena saya pikir untuk anak TK tidak perlu buku pegangan. Ada materi tambahan seperti dari kaset untuk melatih pengucapan siswa dan untuk listening. Disamping itu saya juga menggunakan gambar, miniatur dan benda-benda yang sebenarnya sebagai sumber materi seperti peralatan sekolah, buah-buahan serta gambar-gambar binatang.

Peneliti : Apakah Ibu selalu menggunakan lesson plan sebelum mengajar?

Guru : Saya jarang menggunakan lesson plan untuk mengajar Bahasa Inggris.

Appendix 8

Interview Transcript

Name : Indah Laksita Kusumawardhani

Position : The Students

Date : November, 14 2001

Peneliti : Apakah kamu suka pelajaran Bahasa Inggris?

Siswa : Ya

Peneliti : Apakah kamu suka belajar Bahasa Inggris di rumah?

Siswa : Ya

Peneliti : Siapakah yang mengajari bahasa Inggris di rumah?

Siswa : Ibu

Peneliti : Apakah kamu suka diajar oleh guru Bahasa Inggris?

Siswa : Ya

Interview Transcript

Name : Reni Renita

Position : The Students

Date : November, 14 2001

Peneliti : Apakah kamu suka pelajaran Bahasa Inggris?

Siswa : Ya

Peneliti : Apakah kamu suka belajar Bahasa Inggris di rumah?

Siswa : Ya

Peneliti : Siapakah yang mengajari bahasa Inggris di rumah?

Siswa : Ibu

Peneliti : Apakah kamu suka diajar oleh guru Bahasa Inggris?

Siswa : Ya

Appendix 9a

Interview Transcript

Name : Sulistyowati

Position : The Parent

Date : November, 14 2001

Peneliti : Bagaimana pendapat Ibu perlukah Bahasa Inggris diajarkan di TK?

Orangtua : Sebenarnya saya sangat bangga jika anak saya sudah belajar Bahasa Inggris di TK. Karena saya berpikir bahasa Inggris itu perlu diajarkan dan berguna mengingat Bahasa Inggris itu adalah Bahasa Internasional yang harus diajarkan sejak dini.

Peneliti : Dukungan apa yang Ibu berikan kepada putri ibu untuk belajar bahasa Inggris?

Orangtua : Anak saya mulai saya masukkan les Bahasa Inggris untuk anak di Majestic, dan membantu dia belajar. Sebenarnya saya tidak bisa Bahasa Inggris tetapi saya berikan dia kaset VCD atau kamus bergambar. Jadi saya bisa belajar sambil menemani mereka belajar.

Peneliti : Sesering apakah keluarga membantu anak belajar Bahasa Inggris?

Orangtua : Tidak terlalu sering.

Peneliti : Apakah harapan Ibu dari pengajaran Bahasa Inggris di Sekolah?

Orangtua : Harapan saya agar pengajaran Bahasa Inggris tidak menjadikan beban bagi anak dan tidak memaksa anak untuk mempelajarinya karena mereka masih anak-anak. Mungkin dibutuhkan guru yang berbakat dalam menangani pengajaran Bahasa Inggris untuk anak.

Appendix 9b

Interview Transcript

Name : Tri Irianto

Position : The Parent

Date : November, 15 2001

Peneliti : Bagaimana pendapat Ibu perlukah Bahasa Inggris diajarkan di TK?

Orangtua : Tidak perlu. Karena anak masih harus belajar Bahasa Indonesia dengan baik apalagi di rumah saya berbahasa Jawa. Di sekolah belajar Bahasa Indonesia, Bahasa Arab, dan kadang-kadang dengan temannya berbahasa Madura. Jadi saya pikir kita tidak perlu membebani anak. Bukan waktu yang tepat memberikan bahasa Inggris untuk anak TK, walaupun Bahasa Inggris merupakan Bahasa Internasional yang harus dikuasai pada dunia pendidikan sekarang.

Peneliti : Apakah harapan Ibu dari pengajaran Bahasa Inggris di Sekolah?

Orangtua : Harapan saya agar pengajaran Bahasa Inggris dan bahasa Indonesia harus seimbang karena Bahasa Indonesia adalah Bahasa Nasional, lebih baik bagi anak TK untuk Belajar Bahasa Nasional.

Appendix 10

FIELDNOTES

Class : B1 at TK Aisyiyah Bustanul Athfal Bondowoso

Date : November 7, 2001

Time : 08.00-08.30 am

Topic : Animal

I go to TK Aisyiyah Bustanul Athfal Bondowoso alone. I arrive at TK Aisyiyah at quarter to eight. There are many parents waiting their children outside of the school's gate.

OC. The parents must wait their children outside of the school's gate until they go home. It is one of the school's policy.

I walk past the students' parents to the principal office. I only meet one person that works as the administrator teacher of the Aisyiyah kindergarten and the guest is from Aisyiyah foundation. The administrator's name is Mrs. Badriyah Agustari, then she introduces the guest to me. Her name is Mrs. Lely. Mrs. Badriyah explains to Mrs. Lely about my necessary come to the TK Aisyiyah. Mrs. Lely look surprised and she will give information I need. I say thank you for her kindness. I ask Mrs. Badriyah where the principal is. She say that principal is teaching at class B4. Now, we are waiting the English teacher in the principal office.

OC. There is only one office at TK Aisyiyah. It is included administrator's room, the principal's room, and this room is used to receive the guest.

At five to eight, I see Mrs. Yayuk, an English teacher arrive by bicycle. She looks in hurry. She apologizes to me because she comes late. Actually, she says that she is busy at her school but today, it is the time for her to teach the

kindergarten's students. Next, she takes me to go to the class B, after excuses ourself to the guest and the administrator teacher. Then, we knock the door of the class B1 and the teacher opens the door. There are two teachers inside and they permit us to come inside. They are Mrs. Fatimah and Mrs. Roemina. They are teaching Arabic language. Then, they ask to the students that they will study English now. After that, Mrs. Fatimah and Mrs. Roemina say goodbye to the students.

Mrs. Yayuk handles the class directly. The students greet the English teacher, then Mrs. Yayuk introduces me to the students. She says that I will accompany them to study English. They feel happy. Then, Mrs. Yayuk asks me to have seat with the group of the students in front of the class. The children are sitting in one group that involves 5 to 6 children. The number of students are 47 students. The size of the class is about 6m X 6m. There are 2 cupboards to store the students ' books, the bags, and the other equipment. They are hanging on the wall such as the picture of the flower, animal, fruits,, and tree. Beside, there are two blackboards hanging on the wall in front of the class.

OC. By seeing the size of the class, the number of the students, and the arrangement of the class, it is difficult for the students to have activities that need physical actions freely.

Mrs. Yayuk starts the English lesson by reviewing the last week lesson. The topic is " The School's Equipment. She asks the students mention the names of the school's equipment, but the students do not pay attention to the teacher. Only few of the students show positive attitude when they learn English. They look passive, sometimes, sometimes they forget the last week lesson. They look busy by themselves such as write something or do something. Therefore, the teacher walks around the class and asks all of the students to stands up and sing together. The text of the song is below.

This is the pencil

This is a pen

This a pencil case

This the ruler

OC. The children have very short attention span. So, it is important to wake our pupils up, make them move about, create movement or noise.

After that, she give the new topic that is “ Animal “. She asks the students whether they have pet or not. “Do you have pet at home, children?” Most of them raise their hands and say yes. There is having a cat, birds, rabbit, fish, or monkey. Even, there is taking care of turtles at home. Then, the teacher shows four pictures; they are elephant, monkey, tiger and rabbit. She mentions the names of the first picture that is “rabbit”, then asks the students repeat after her. It is done up the fourth pictures and do many times.

OC. It is important to say things clearly and to repeat them but it is important not to overload children when the teacher is working on listening tasks.

The students of class B1 look enthusiasm in studying English. The teacher asks the students whoever wants to come forward to choose the most picture they like and mention the names of it. Then, there is a little boy raising his hands and come forward to choose one picture he likes. He chooses the picture of tiger and mentions the name of it. The teacher says “good” and asks again, “Who will try again?” One by one, the students come forward to mention the names of pictures. The teacher gives good respond to active children.

OC. It is very essential for the teacher to give positive reinforcement by saying “good”, “pinter”, “bagus” when the students are able to answer the questions correctly. By giving the positive reinforcement can arise the students’ motivation to learn English.

Appendix 11

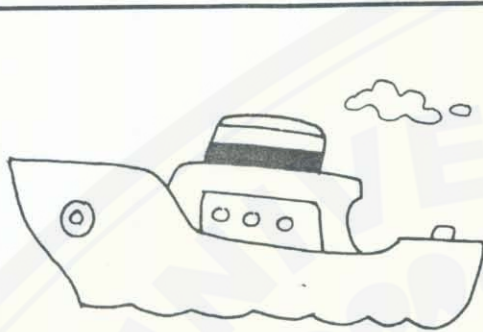
JADWAL PENGGUNAAN TEMA PADA KEGIATAN BELAJAR MENGAJAR
TK. AISYIYAH BUSTANUL ATHFAL DI SELURUH WILAYAH
TAHUN PELAJARAN 2001-2002

No	Caturwulan I/Bulan	Tema yang digunakan
1	Agustus	Aku / Panca Indera
2	September	Keluargaku / Rumah
3	Oktober	Sekolah / Makanan, Minuman / Pakaian / Kesehatan, Kebersihan
4	Caturwulan II Nopember	Binatang / Kendaraan
	Desember	libur puasa
5	Januari	Kendaraan / Tanaman
6	Pebruari	Kendaraan / Pekerjaan
7	Maret	Pekerjaan / Rekreasi
	Caturwulan III	
8	April	Air dan Udara / Api / Negaraku
9	Mei	Alat Komunikasi / Gejala Alam
10	Juni	Matahari, Bulan, Bintang, Bumi, Langit, Kehidupan di Desa, Pesisir, Pegunungan

Source: School's document

Materials for Homework

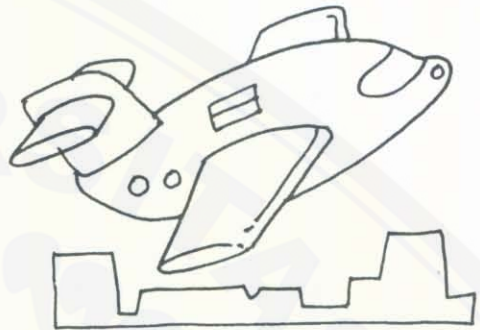
Insha Allah kamu dapat mulai belajar membaca. Mari bersama membaca tulisan yang ada di bawah setiap gambar kemudian warnailah gambar ini dengan krayon. Guntinglah gambar tersebut menjadi empat buah kartu bergambar, kumpulkan dan simpan dengan 4 kartu bergambar buah dan binatang yang sudah digunting dari Majalah Bustanul Athfal no. 5. Setiap anak dapat mengumpulkan kartu bergambar yang digunting dari Majalah Bustanul Athfal berikutnya.



kapal laut

ship

السَّفِينَةُ



pesawat terbang

plane

الطَّائِرَةُ



mobil

car

السَّيَّارَةُ



kereta api

train

الْقِطَارُ

Appendix 13

The School Facilities

- A. Banyaknya Ruang Belajar : 9 ruang
- B. Keadaan Umurn :
1. Kantor : Ada
 2. Gudang : Ada
 3. Tempat bermain : Ada
 4. Air : PAM
 5. Tempat Cuci Tangan / Kamar mandi / WC : Ada
 6. Listrik : Ada
- C. Perkakas Sekolah.
- | | |
|-------------------------------|------------|
| Meja / Kursi murid | : 355 stel |
| Meja / Kursi guru | : 6 stel |
| Lemari besar / kecil | : 9 buah |
| Rak | : 14 buah |
| Papan Tulis gantung bersandar | : Ada |
| Ayunan / jungkitan / panjatan | : Ada |
| Alat Peluncur / bak pasir | : Ada |

Source: School's document

Appendix 14

The Personnels of TK Aisyiah

No	Nama	P/L	Ijazah	Status kepegawaian:	Jabatan
1	Ibu Salma	P	SPGTK 90	Swasta	Kepala TK
2	Ibu Dyah Arini	P	KPGN 88	Swasta	Wakil KS
3	Ibu Sri Sulistyorini	P	SKKP 98	Swasta	Guru
4	Ibu Badriah A	P	SMAN 85	Swasta	Tata Usaha
5	Ibu Wahyuni	P	SPGTK 89	Swasta	Guru
6	Ibu Fatimah	P	SPGTK 89	Swasta	Guru
7	Ibu Wiwik Sukarni	P	SPGTK 89	Swasta	Guru
8	Ibu Toyatik Ir. Iriyani	P	SPGTK 89	Swasta	Guru
9	Ibu Roemina	P	SPGTK 84	Swasta	Guru
10	Ibu Sri Windayati	P	SMEA 98	Negeri	Guru
11	Ibu Nanik Hartini	P	SMEA 98	Negeri	Guru
12	Ibu Umi Kulsum	P	SMAN 99	Negeri	Guru
13	Bp. Krishnu	L	SMEA 87	Negeri	Guru
14	Bp. Zainal Mustafa	L	SMP 70	Negeri	Pesuruh

Appendix 14

The Personnels of TK Aisyivah

No	Nama	P/L	Ijazah	Status kepegawaian	Jabatan
1	Ibu Salma	P	SPGTK 90	Swasta	Kepala TK
2	Ibu Dyah Arini	P	KPGN 88	Swasta	Wakil KS
3	Ibu Sri Sulistyorini	P	SKKP 98	Swasta	Guru
4	Ibu Badriah A	P	SMAN 85	Swasta	Tata Usaha
5	Ibu Wahyuni	P	SPGTK 89	Swasta	Guru
6	Ibu Fatimah	P	SPGTK 89	Swasta	Guru
7	Ibu Wiwik Sukarni	P	SPGTK 89	Swasta	Guru
8	Ibu Toyatik Ir. Iriyani	P	SPGTK 89	Swasta	Guru
9	Ibu Roemina	P	SPGTK 84	Swasta	Guru
10	Ibu Sri Windayati	P	SMEA 98	Negeri	Guru
11	Ibu Nanik Hartini	P	SMEA 98	Negeri	Guru
12	Ibu Umi Kulsum	P	SMAN 99	Negeri	Guru
13	Bp. Krishnu	L	SMEA 87	Negeri	Guru
14	Bp. Zainal Mustafa	L	SMP 70	Negeri	Pesuruh

SURAT KETERANGAN

Yang bertanda tangan di bawah ini, Kepala Sekolah TK Aisyiyah Bondowoso, menerangkan bahwa:

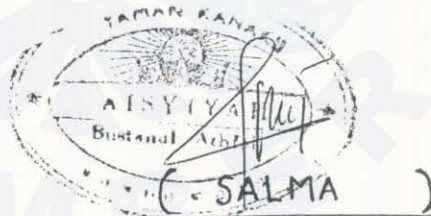
Nama : Ariesta forestyani
NIM : 96021041331
Jurusan/Program : Bahasa dan Seni/Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Telah melaksanakan penelitian di TK Aisyiyah Bondowoso berkenaan dengan penyusunan skripsi dengan judul: “ The Teaching of English to Kindergarten Students at TK Aisyiyah Bondowoso “.

Demikian surat keterangan ini dibuat untuk diketahui dan digunakan sebagaimana mestinya.

Bondowoso, Januari 2002

Kepala Sekolah TK Aisyiyah Bondowoso





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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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06 AUG 2001

Nomor : 2015 /J25.1.5/PL5/2001
 Lampiran : Proposal
 Perihal : Ijin Penelitian

Kepada : Yth. Kepala Sekolah.....
 TK Aisyiah Bondowoso.....
 di -
 Bondowoso.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Ariesta Forestyani.....
 Nim : 960-331.....
 Program/Jurusan : P. Bahasa Inggris/ PB & S.....

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

" The Teaching of English to Kindergarten Students.
 at TK Aisyiah Bondowoso."

Pada lembaga yang saudara pimpin,

Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
 Pembantu Dekan I,



[Signature]
 Drs. H. Misno AL, MPd

130 937 191

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Ariesta Forrestyani
 NIM/Angkatan : 96021041331 / 1996
 Jurusan/Program Studi : EB & S / Bahasa Inggris
 Judul Skripsi : The Teaching of English to Kindergarten Students
 at TK Aisyiyah Bendowoso
 Pembimbing I : Drs. Budi Setyono, M.A.
 Pembimbing II : -

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa, 7-11-2000	Matrix	fs
2.	Kamis, 1-3-2001	Matrix dan Bab I	fs
3.	Kamis, 15-3-2000	Matrix dan Bab I	fs
4.	Sabtu, 17-3-2001	Bab I dan Bab II	fs
5.	Sabtu, 24-3-2001	Bab I dan Bab II	fs
6.	Kamis, 12-4-2001	Bab II	fs
7.	Kamis, 26-4-2001	Bab III	fs
8.	Rabu, 16-5-2001	Research instruments	fs
9.	Senin, 3-12-2001	Bab IV dan Bab V	fs
10.	Rabu, 12-12-2001	sda	fs
11.	Sabtu, 5-1-2002	Bab I - Bab V	fs
12.	Selasa, 17-1-2002	Semua	fs
13.	Sabtu, 24-1-2002	sda	fs
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Ariesta Forestyani
 NIM/Angkatan : 96-331 / 1996
 Jurusan/Program Studi : PB&S / Bahasa Inggris
 Judul Skripsi : The Teaching of English to Kindergarten Students
 at TK Alsiyah Bendowese
 Pembimbing I : -
 Pembimbing II : Drs. Bambang Suharjito, M.Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Rabu, 23-11-2000	Matrix	[Signature]
2.	Senin, 12-3-2001	Matrix dan Bab I	
3.	Sabtu, 24-3-2001	Matrix dan bab I	
4.	Sabtu, 16-4-2002	Bab II	
5.	Kamis, 21-4-2002	Bab II	
6.	Rabu, 22-5-2001	Bab III dan research instruments	
7.	Rabu, 6-6-2001	sda	
8.	Selasa, 26-6-2001	Bab 1 - Bab III	
9.	Kamis, 10 - 1 - 2002	Bab I --Bab V	
10.	Selasa, 12-2-2002	Semua	
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi