

**THE TEACHING-LEARNING PROCESS
OF ENGLISH AS A FOREIGN LANGUAGE TO YOUNG LEARNER
(A Case Study of Grade I of “Speak First” Bilingual Primary School Klaten
in the Academic Year of 2015/2016)**

THESIS

**To fulfill as partial requirement for the Magister Degree
of Language Education Programme**



by

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**MAGISTER PROGRAMME
UNIVERSITY OF WIDYA DHARMA KLATEN
2015**

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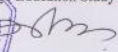
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THE TEACHING-LEARNING PROCESS

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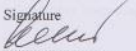
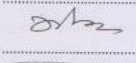
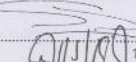
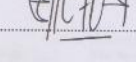
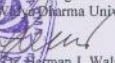

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PRONOUNCEMENT

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Title : THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO YOUNG LEARNER (A Case Study of Grade I of "Speak First" Bilingual Primary School Slaten in the Academic Year of 2012/2013)

is truly my own original piece of work and of all kinds of plagiarism. Part of the writing which were not my authorship, where existed have been properly cited and the source listed in the bibliography.

Should it be shown in the future that this statement turned out to be not true, I declare acceptance of the ensuing academic penalties of cancellation of the diploma and the degree obtained from the working of this thesis.

Slaten, November 9th, 2013

The Writer,



Kristina Retno Widan
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ABSTRACT

Kristina Retno Wulan. NIM : 12PSC01483. *THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO YOUNG LEARNER (A Case Study of Grade I of "Speak First" Bilingual Primary School Klaten in the Academic Year of 2015/2016)*. Thesis. Magister Programme of Language Education, Widya Dharma University Klaten, 2015.

The issues discussed in this research are: (1) Describing the teaching and learning process of EFL in the first year students of "Speak First" Bilingual Primary School in 2015/2016 academic year (2) Finding the influencing factors of why the above teaching and learning activity done in such away.

The theoretical approaches use by the study relate to the following : teaching and learning, the young learner, strategies for teaching and learning EFL to young learner, and the theory of case-study.

The case-study uses seven steps to collect data. The seven steps are: (i) observation; (ii) textualization; (iii) multicolumn text; (iv) segmentized; (v) thematized; (vi) proposionalized; (vii) reduced.

The study-result can be summarized as follow : (a) In the teaching and learning process, the teacher asks the students doing greeting and praying, she also applies appreseption to begin, gets students involved in the main learning activity, but without informing the teaching goal. (b) Most of the students follow the teaching and learning process enthusiasm, but one of student needs more time to follow the teacher instruction. (c) The teacher focuses the learning material on alphabet. (d) The used document is lesson plan without syllabus. (e) The learning sources are from the text book of Our Discovery Island 1 and teacher's handbook. (f) The teaching media are only whiteboard and boardmaker.

Based on the above study-result, it can be concluded that : (1) The teaching and learning process of EFL in the first year students of "Speak First" Bilingual Primary School in 2015/2016 academic year is runs well. (2) Investigated that the teacher generally knows the material and has 10 years of teaching experiences makes her able to conduct the learning well. The students are enthusiastic following the lesson. In otherhand, there is a student does not follow the teacher's instructions because he is still very self-centered and can not see things from someone else's point of view. The other factor is that he brings different traditions and customs because he comes from different kindergarten. Some students need more time to follow the rule and school habits. The other student did not prepare his stationary. To overcomes the obstacles, the teacher makes more contact with the students and helps them to solve the problem

Key-words: learning, teaching, young learner, bilingual primary school, case-study

ABSTRAK

Kristina Retno Wulan. NIM : 12PSC01483 . *THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE TO YOUNG LEARNER (A Case Study of Grade I of "Speak First" Bilingual Primary School Klaten in the Academic Year of 2015/2016)*. Tesis. Program Pascasarjana, Program Studi Pendidikan Bahasa, Universitas Widya Dharma Klaten, 2015.

Permasalahan yang dikaji dalam penelitian ini adalah: (1) Membahas bagaimanakah proses pembelajaran EFL untuk kelas I di SD "Speak First" Klaten tahun pelajaran 2015/2016 (2) Membahas faktor apa saja yang membuat pembelajaran EFL di SD "Speak First" Klaten tahun akademik 2015/2016 berlangsung seperti yang disebutkan.

Teori-teori pendukung dalam penelitian ini adalah teori mengajar, belajar, pembelajar usia anak, strategi pembelajaran bagi anak dan teori studi kasus.

Penelitian kualitatif ini analisis data melalui tujuh langkah penyediaan data utama, yaitu; observasi, tekstualisasi, multikolom, segmentasi, tematisasi, proposionalisasi, dan reduksi.

Berdasar hasil observasi kegiatan pembelajaran, diperoleh ringkasan sebagai berikut : (a) Pada awal pembelajaran, guru mengajak siswa melakukan tahap menyapa dan berdoa. Guru juga melakukan tahap pembukaan tetapi tidak menyampaikan tujuan yang ingin dicapai dalam pembelajaran. (b) Sebagian besar murid mengikuti kegiatan pembelajaran dengan penuh semangat, tetapi ada murid yang memerlukan waktu yang lebih banyak untuk mengikuti arahan guru, serta ada murid yang tidak membawa alat tulis. (c) Materi utama yang disampaikan guru adalah alfabet. (d) Dokumen yang digunakan saat pembelajaran adalah rencana pelaksanaan pembelajaran tapi tidak dilengkapi dengan silabus. (e) Sumber pembelajaran adalah buku teks *Our Discovery Island 1 and* dan buku pegangan guru. (f) Media pembelajaran yang digunakan adalah papan tulis dan spidol.

Berdasarkan analisa yang sudah dikemukakan, diperoleh kesimpulan : (1) Proses pembelajaran EFL untuk kelas I di Sekolah Dasar "Speak First" tahun pelajaran 2015/2016 berjalan dengan baik. (2) Guru menguasai materi pembelajaran dan memiliki pengalaman 10 tahun mengajar Bahasa Inggris mendukung proses pembelajaran berjalan dengan baik. Murid-murid mengikuti pelajaran dengan bersemangat, adapun murid yang tidak mengikuti arahan guru karena murid tersebut masih dalam tahap perkembangannya yang berpusat pada diri sendiri dan murid masih beradaptasi dengan budaya sekolah. Untuk mengatasi kendala yang muncul, guru melakukan pendekatan personal kepada murid dan membantu mereka mengatasi masalah yang mereka hadapi.

Kata kunci: belajar, mengajar, pembelajar usia anak, studi kasus

CHAPTER I

INTRODUCTION

A. Background of the Study

The importance of learning English for children makes the emergence of a lot of demand for English language education service. “Speak First” English Course established in June 14th, 2004 and growing with the opening of “Speak First” Preschool, “Speak First” Kindergarten in English and “Speak First” Bilingual Primary School.

“Speak First” Bilingual Primary School is one of private school in Klaten, it has bilingual program. “Speak First” Bilingual Primary School established in July 2010. “Speak First” aims at producing excellent students especially in English language, through enjoyable and fun methods.

“Speak First” Bilingual Primary School has vision to provide excellent programs for children and their families, in line with the needs of the community. Mission of “Speak First” Bilingual Primary School are to prepare the children to develop their talents through creative activities focusing in character building, social relationship with others, technology awareness, the increasing way of thinking, socio emotional and spiritual development, skill and knowledge by providing “the world of playing”. It has special programs, they are Entrepreneurship Program, National Immersion Program, Singapore Immersion Program, School Camp Program and Annual Performance Program. The school has some facilities and activities, there are computer and audio visual media, air conditioned class

room, integrated curriculum, creative learning area, and excellent service consultation time.

“Speak First” Bilingual Primary School has many kind of extracurricular. There are English Drama, Vocal Group, Swimming, Dance Class, Scout, BTQ, Bible Reading, Drawing and Colouring. They are support the students improve their talents. The extracurricular program is one of advantages offered for the students.

Integrated curriculum with the Indonesia Education Departement support the aim of this school, so the students can meet the standards of competence that set by the Nationl Curriculum, at once to producing excellent students in English Language.

“Speak First” Bilingual Primary School has more subjects given to students as compared to other elementary school. Whereas in publics schools English is only one of the subject. “Speak First” has more lesson hour in teaching and learning process than publics schools.

There are various rules that applied to teachers and staffs. Teachers should have enough capacity and experiences in teaching. Teachers must have understanding of individual and group motivation and behaviour to create learning environment that encourage positive social interaction, active engagement in learning, and self motivation. Teachers have knowledge of effective verbal, non verbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

“Speak First” applies a fairly strict selection in new admissions. In addition to giving tests on prospective new students, “Speak First” interviewing the parents

of prospective students to find out how much their commitment to the education of their children.

“Speak First” Bilingual Primary School has many local subjects in English, but it does not have native speakers. Therefore it has some advantages offered for the students, “Speak First” is one of new comer institution. “Speak First” applies a fairly strict selection in new admissions but it is being interest to know how the students that come from public kindergarten can follow the teaching learning process.

Researcher want to investigate about the teaching and learning process in “Speak First” Bilingual Primary School, particularly in the teaching and learning process of English as a Foreign Language (EFL) at the first grade, how influential the advantage of benefits offered to students. The researcher also tries to investigate the educational experiences can be provided that are likely to attain that purpose, how the educational experiences be effectively organized and determine whether these purpose are being attained. This research explores on how the teaching and learning process of EFL in the first year students of “Speak First” Bilingual Primary School Klaten in 2015/2016 academic year and why the teaching-learning occur as it is being observed

B. Identification of the Problems

Referring to the background of the study above, the researcher identifies some problems as the followings.

1. There is many local subjects in English, but “Speak First” does not have native speaker.
2. Students who come from public kindergartens have difficulty following EFL subjects.
3. With so many subjects that are given to the students, they have difficulties in achieving good results for the subjects of EFL.

C. Statement of the Problems

Based on the background above, the researcher wants to state the problems in the form of question as follows.

1. How is the teaching and learning on EFL in the first year students of “Speak First” Bilingual Primary School in 2015/2016 academic year?
2. Why does the teaching and learning on EFL in the first year students of “Speak First” Bilingual Primary School in the 2015/2016 academic year occur as it is being observed ?

D. Objective of the Research

Based on the statement of the problems which have been stated above, the objective of the research are:

1. To describe the teaching and learning process on EFL at the first year students of “Speak First” Bilingual Primary School in 2015/2016 academic year.

2. To reveal why the teaching and learning process on EFL at the first year students of “Speak First” Bilingual Primary School in the 2015/2016 academic year occur as it is being observed.

E. Benefits of the Research

This research is to give useful contribution, either for teachers, researcher, school and the further researchers.

1. For the English teachers

The result of this study can be used as a consideration for teachers to develop their instructional strategies. In addition, it is expected to contribute some inputs for the plan of EFL for young learner.

2. For the Researcher

This research can enlarge the researcher knowledge and understanding especially about appropriate teaching model.

3. For the Institution/School

The result of the study is hoped to be additional data for the school and help it to develop any application which is not properly done.

4. For the further researchers

This will be used as the reference for those who want to conduct a research namely teaching EFL for young learner in the frame of increasing the learners’ ability in English. Furthermore, the writer hopes that the further researchers use the result of this research on the greater scope of the similar study.

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

A. Conclusion

Based on the summary of analysis, the problems that were faced can be solved. The problems that had been solved can be concluded as follows.

1. The teaching-learning of EFL in the first year students of “Speak First” Bilingual Primary School in the Academic Year of 2015/2016 runs well, investigated that the teacher plays her role properly as a controller, an organizer and a learning facilitator. The students are enthusiastic follow the lesson, they are willing to ask the teacher actively. The obstacles in the teaching and learning process is a student that not follow the teacher’s instructions, the teacher need much time to remind him. The other obstacle is a student that not prepare stationary.

2. The teacher generally knows the material, she prepares her appearance and the media that used in the teaching and learning process. She has 10 years of teaching experiences that makes her able to conduct the class well. The students are enthusiastic following the lesson. In otherhand, there is a student does not follow the teacher’s instructions. He is very self-centered and can not see things from someone else’s point of view. The other factor is that he brings different traditions and customs because he comes from different kindergarten. Some students need more time to follow the rule and school habits. The other student does not prepare his stationary.

B. Implication

Based on the conclusion above, it proved that teacher's roles during teaching and learning process of EFL in the first year students of "Speak First" Bilingual Primary School Klaten in 2015/2016 academic year, the teacher must prepares the appearance, the material for teaching, and the media that used in the teaching and learning process. It is better if the teacher use supporting books as a students work book to support the transfer of material to the students.

The teacher need be competent, walk into the class feeling that she knows what she does. For the teacher, the beginning of a lesson is very important. The teacher needs to keep calm atmosphere in the lesson. The teacher sets are crucial in achieving this.

It is best to prepare more activities than expect to need during a lesson hesitation about what to do next. The teacher should try to keep one step ahead, switching activities before the students' emotional involvement in the lesson weakens and keep the students confident in the teaching learning process.

The teacher realizes the students in order to convey greeting by use simple way and simple words. This way used every day. Students benefit from knowing the rules and being familiar with the situation make them feel comfort in the teaching and learning process. By greet the teacher every day, students can practice English to increase their ability. The teacher also thought politeness in the class, in a greeting session.

Moreover, students' activities are also important in the process of teaching and learning. Teacher should create an interesting classroom activities that can make students enjoy to study. So that teacher must recognize the environment of teaching and learning process in order to teach the language well.

The teacher must makes variations in teaching technique. For example by use the song to make students understand the material. Let the students talk to themselves. Make up rhymes, sing songs, and tell stories. Play with the language, let them talk nonsense, experiment with words and sounds. The teacher asks the students to review the material at home by gives them homework.

C. Recomendation

Based on the result of the research, the researcher states recommendation as follows.

1. To English teacher.
 - a. The teacher should not forget to state clearly about the purpose of the teaching and learning because students must understand about the competencies should be acheived during teaching and learning process.
 - b. The teacher should optimalize the utilization of instructional media available to gain the expected progress
 - c. The teacher can employ more various, innovative, and enjoyable instructional techniques to increase the quality of process and result of learning to speak English.

2. To the Researcher

- a. The researcher can enlarge the research in the end of the semester to know the result of the teaching and learning process that achieve by the students.
- b. The researcher can enlarge the research in different grade.
- c. The researcher can enlarge the research about the other problem, especially to increase students' confidence in speaking English.

3. To School/ Headmaster.

- a. Facilitate the teacher with utilization of instructional media available to gain the expected progress
- b. Facilitate the teacher to get new knowledge and experience in comparative study in other school.

4. To Education Departemen

- a. The government should make laws governing primary school English classes, so that all public and private primary can legally offer English classes.
- b. The government should work to allow all children to have the equal chance to learn English in primary school.
- c. The government should establish a rule concerning the minimum number of required hours of primary English classes per week, so that public kindergartens will have guidelines for administering their English classes.

- d. The government should also set up a rule regarding foreign English teachers. Earlier, to get English Teacher or Native Speaker spent very high salary.

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