

**THE CHARACTERISTICS OF THE ENGLISH TEACHING AND  
LEARNING AT KINDERGARTEN OF SANGGAR ANAK ALAM  
YOGYAKARTA**

**A THESIS**

**Presented as a Partial Fulfillment of the Requirements for the Attainment of  
*Sarjana Pendidikan* Degree in English Language Education**



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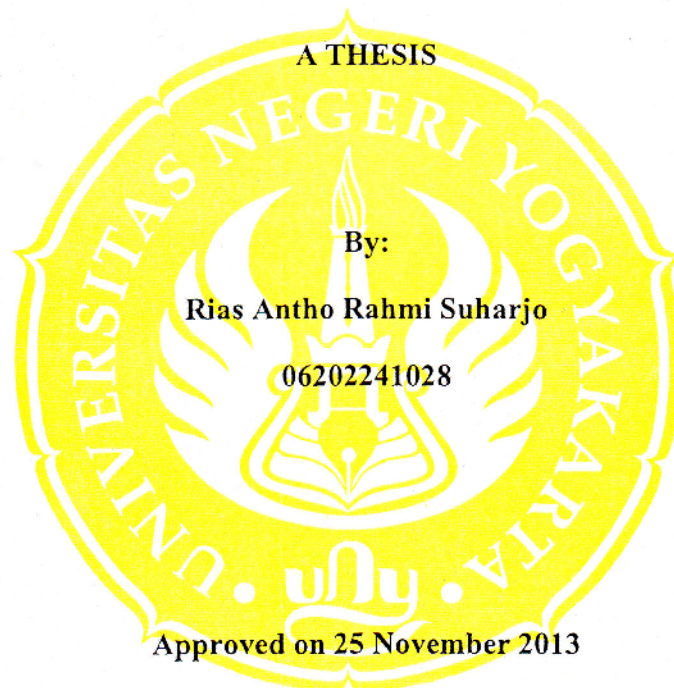
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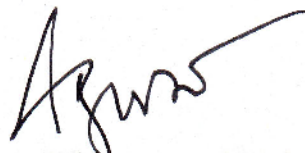
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THE CHARACTERISTICS OF THE ENGLISH TEACHING AND  
LEARNING AT KINDERGARTEN OF *SANGGAR ANAK ALAM*  
YOGYAKARTA



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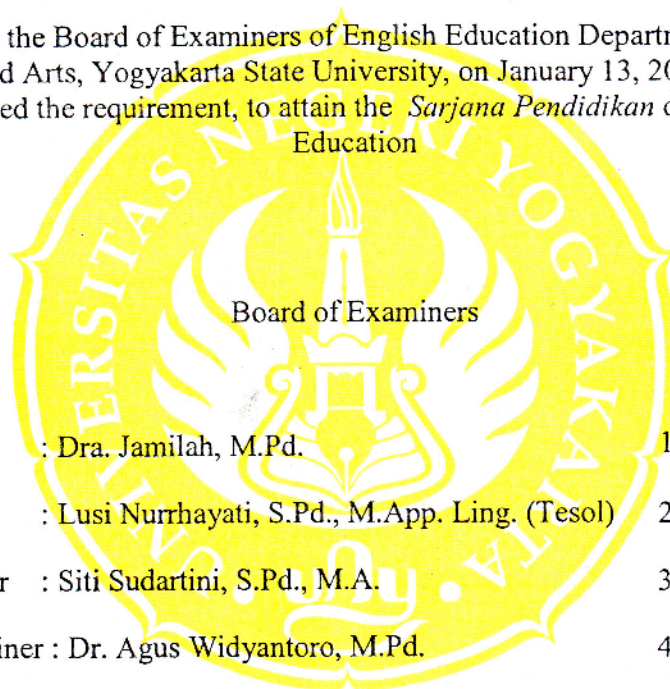
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RATIFICATION

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LEARNING AT KINDERGARTEN OF SANGGAR ANAK ALAM  
YOGYAKARTA

A THESIS

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di UNY atau perguruan tinggi lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang Menyatakan,



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## DEDICATIONS

I dedicated this thesis to

All the education fighters who care about the children's rights to play,  
including my beloved mother (Saodah) and my wise father (Suharjo)

**And**

**The Thoughtful Friends**

**The Water Explorer**

**The leader of Age**

**The Keeper of Affection**

**for the inspirations and identity**

MOTTO

Ngelmu iku angel tinemu, mulo kudu  
disranani kanthi laku

(Knowledge is difficult to find. It requires persistent  
efforts)

(Anonym)

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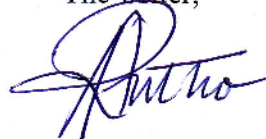
I would like to express my special gratitude to Dr. Agus Widyanoro, M.Pd. as the first consultant, who has guided me patiently to finish this thesis, and also to Jamilah, M.Pd for her kindness so I can do my final exam.

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Many thanks are conveyed to the principals and teachers of SALAM Yogyakarta, especially to Mrs. Bridget. Needless to say, this thesis is far from being perfect. I would gratefully accept any virtuous comments and suggestions for the betterment of this thesis.

Yogyakarta, 7 January 2014

The writer,



Rias Antho Rahmi Suharjo

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# **THE CHARACTERISTICS OF THE ENGLISH TEACHING AND LEARNING AT KINDERGARTEN OF SANGGAR ANAK ALAM YOGYAKARTA**

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## **ABSTRACT**

The purpose of this study is to know the characteristics of teaching and learning English in kindergarten of SALAM Yogyakarta. This school is one of the schools in Yogyakarta which has similar characteristics with *sekolah alam* concept.

This research is a descriptive qualitative study. The data in this study were collected by the in-depth interview method. This research was conducted with a variety of approaches related to English as a foreign language, learning English as a foreign language, teaching English to children, the teaching and learning process, and assessment and evaluation.

There are thirteen things found in the study conducted in kindergarten of SALAM. First, teaching English in SALAM kindergarten was handled directly by native speaker. Second, the purpose of learning English is to make children familiar with English as well as to build the character of students. Third, the theme of teaching is flexible. It depends on the handbook that was read. Fourth, the most popular method of teaching is book storytelling. Fifth, learning activity consists of nine stages. Sixth, teaching material is determined by the teacher considering the specific criteria. Seventh, the learning is done in a semi-open class. Eighth, the lesson is done once a week, an hour per day. Ninth, the facility used belongs to SALAM and belongs to teachers' personal collection. Tenth, the game was aimed to control the class. Eleventh, teachers maintain good communication with students outside the classroom as well as inside the classroom. The twelfth, an assessment is done by asking questions after the story is read. The teaching and learning English in SALAM kindergarten did not have any evaluation.

**Keywords:** Characteristics, English teaching and learning, Kindergarten, SALAM.

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Study**

Sanggar Anak Alam (SALAM) is one of the schools in Yogyakarta which was founded in 1996. Mrs. Sri Wahyaningsih is the founder of this school. She graduated from the Academy of Finance and Banking Yogyakarta. In establishing SALAM, she starts from her empathy and sympathy to the people and inspired from the words of Romo Mangun (YB Mangunwijaya) that "college is important but more important is elementary education" (Harian Jogja Online ).

Quite distant from an urban area, this school is located at Nitiprayan, Kasihan, Bantul, Yogyakarta. The school is near the rice fields and ditch. When visit the school, sometimes it can find the students were playing in the fields.

Starting from a learning assistance activity in the afternoon, SALAM has become an institution. SALAM currently has a playgroup, kindergarten, and elementary school. Which stands first is play group, followed by kindergarten, then elementary. SALAM play group founded in 2006. SALAM kindergarten was founded in 2006, and then followed the SALAM elementary founded in 2008.

SALAM school wants to make the learning process unusual, natural as happened in the community. The school is opened to diversity. The purpose of this school is the realization of a learning community. The study here is the study of what is learned through the events and experiences.

SALAM students learn to know their own knowledge. SALAM has a motto. The motto is "I hear, I forget; I see, I remember; I do, I understand; I find by myself, I master it".

SALAM direction in learning is organized by a team. Preparation of this study takes into account the direction of the methodology and values in society. The methodology includes the principles and methods, while the value includes government policies, social values, as well as the national curriculum.

In SALAM, besides the play group classes, English subjects also have portions in the kindergarten class. The learning English here was handled directly by the native speaker. English gets a portion of the kindergarten students, although in the kindergarten it is did not taught writing and reading skills. This is interesting. The interesting is about how the English language introduced to the kindergarten students at SALAM. Henceforth, about how the English learning at kindergarten of SALAM—who has a background of establishment and have special concept of learning are interesting to study.

## **B. Identification of Problems**

The main problem of this research is on what the characteristics of English teaching and learning in the kindergarten of Sanggar Anak Alam Yogyakarta.

To solve the main problem, it needs answer these following questions:

1. What are vision and mission in the kindergarten of Sanggar Anak Alam Yogyakarta?

2. What are the theme and the method of English teaching learning at kindergarten of Sanggar Anak Alam Yogyakarta?
3. How is the English teaching learning process at kindergarten of Sanggar Anak Alam conducted?
4. What are the teaching materials that use in English teaching and learning?
5. What about the location, time, and time allocation of English teaching and learning in kindergarten of Sanggar Anak Alam Yogyakarta?
6. What kinds of tools are used in English teaching and learning at kindergarten of Sanggar Anak Alam Yogyakarta?
7. What are the English teacher's tricks to manage the class?

### **C. Limitation of the Problems**

This study limited to the characteristics of English teaching and learning at kindergarten of Sanggar Anak Alam Yogyakarta.

1. Research held in kindergarten of Sanggar Anak Alam Yogyakarta because this school is located in Yogyakarta. This situation can make the research process easier.
2. This study focused on English subjects because this research is aimed to look at SALAM teaching English as a foreign language which introduced to the kindergarten students.
3. This study limited to kindergarten because if examine play group it is too small.



#### **D. Formulation of the Problem**

Based on the background of study and the identification of problems, problem that can be formulated is what the characteristics of the English teaching and learning process in kindergarten of Sanggar Anak Alam Yogyakarta?

#### **E. Objective of the Study**

This research aim is to find out and describe the characteristics of English teaching and learning process at kindergarten of Sanggar Anak Alam Yogyakarta.

#### **F. Significance of the Study**

This study aims to complexes the educational research, especially research about the characteristics of kindergarten English teaching learning in Yogyakarta.

For English teachers of kindergarten in general, this study will try to dig up information related to the characteristics of English teaching and learning process at kindergarten of Sanggar Anak Alam Yogyakarta. Research is expected to provide an overview to the English teachers in general to develop their quality of English teaching in their schools.

For English teachers of kindergarten where the research was conducted, the study will try to dig up information related to the characteristics of English teaching and learning process at kindergarten of Sanggar Anak Alam Yogyakarta. This research is expected to give an overview to the English teacher in kindergarten of Sanggar Anak Alam Yogyakarta to develop their quality of teaching.

For curriculum developers, by the results of the research expected to determine the next education policy. The result of this research expected can be the consideration.

For the textbook writers, the results of this research expected can be inspired to develop English teaching materials, especially for kindergarten English teaching material.

For the students of the English Department of the State University of Yogyakarta in particular, the results of this study are expected to inspire and add the insights in teaching English someday.

## **CHAPTER II**

### **LITERATURE REVIEW, RELEVANT STUDIES, AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

Literature review in this chapter divided into two. First is literature review related to the data analysis and second is literature review related to the method of the data collection.

##### **1. Literature Review Related to the Data Analysis**

This chapter explained many theories related to teaching and learning English as a foreign language. The theories including English as a foreign language, learning English as a foreign language, teaching English to children, teaching and learning process, and assessment and evaluation. Teaching and Learning Process part include and discuss theories about vision and mission of the study, lesson theme in teaching, method of the study, reference and teaching materials, schedule and classroom settings, facilities, games, and class management.

##### **a. English as a foreign Language**

Kachru in Harmer (2007: 17), at the first of his diagram circle says that the world of English are divided into three. The three parts are that English is the primary language, English is the second language, and English is a foreign language. In Indonesia, English is a foreign language.

In the next curriculums, English as a foreign language became a compulsory subject to study. Even in 1994 curriculum, Darmaningtyas (2004: 77) mentions that English and Mathematics are dominant subjects in all levels of education. In KTSP curriculum, although schools are given autonomy in its development, it subject still must follow the national exam (Kushartanti, 2007: 110). This indicating that although English is learned as a foreign language, in Indonesia, it is important.

#### **b. Learning English as a Foreign Language**

English which increase and widespread today cannot be separated from globalization effect (Brewster, et al., 2004: 1). Globalization has driven the popularity of English as a lingua franca and it is studied by various societies. The wants to learn English usually come from parents who want their children get more opportunities in the economy, culture, and education fields (Brewster, et al., 2004: 1). It makes the government as well private school to teach English at an early age, with consideration that children will be faster and easier to absorb the lessons (Brewster, et al., 2004: 1).

#### **c. Teaching English to Children**

Children have a special character in studying the language. The learning characters are stated by Brewster et al. (2004: 40) as follows.

1. Children are excellent observers and have a natural ability to grasp meaning in the L1 from a variety of sources.
2. Children learning their L1 often repeat words and phrases to themselves in order to become completely comfortable with their sounds and meaning.

3. In acquiring their L1 children have spent years honing their puzzling-out, hypothesis-testing skills.
4. Children are skilled at guessing and predicting and teachers can usefully draw on these skills and the other thought processes outlined as part of 'learning to learn'.
5. Children like to talk, even if they don't know much language, often with only two or three words plus key intonation patterns.
6. Teachers need to create a balance in their classrooms between providing support and providing a challenge.
7. When learning their L1 children seem to be good risk-takers and experimenters.

Young learners should have most activities including movement and involve the senses. Teachers may need to have plenty the objects and pictures and make full use of the school and surroundings (Scott, et al., 1995: 5). It is good to make up rhymes, sing songs, and tell stories and let them talk nonsense to experiment with words and sounds (Scott, et al., 1995: 5). It is important to have the variety of activity, the variety of pace, the variety of organization, and the variety of voice (Scott, et al., 1995: 5). It is good to have systems, have routines, organize and plan the lesson (Scott, et al., 1995: 6). It is good to make cooperation and not competition (Scott, et al., 1995: 6). Grammar is taught in informal way to make it absorb, by playing and other activities which they find enjoyable (Scott, et al., 1995: 6-7). From the beginning of assessment, it can be done in very simple terms, stressing the positive side of things and playing down what the pupil has not been able to master (Scott, et al., 1995: 7).

#### **d. Teaching and Learning Process**

Techniques and materials can be shared, but human relationships of teaching learning process cannot be learned through words alone (Anderson in Hamidah, 2000: 19). The teaching and learning process needs interaction between the teacher and student. The interaction is not enough by words. Empathy and emotional closeness are needed to build good relation between the teacher and students.

Abe in Karl in Hamidah (2000: 20) emphasizes that since the teacher is most likely the main source of the language, the words that the teacher used and – most significantly – the way the teacher speaks is prime importance. Here the teacher must be careful for what she talks about. The teacher's way to communicate information also needs to be rick. It would be better if the teacher communicates the information by the interesting way.

Ytreberg in Hamidah (2000:20) proposes that most activities for young learners should include movements and involve the senses. Young learners have active characters. It is should be adapted in teaching and learning process. In teaching learning process, students need to be active and do movement.

A good foundation for learning English as an additional language is embedded in quality early years practice. Good early years practice that Crosse (2007: 5-6) mention is based on the following principles:

- a. Equality of opportunity which enables all children to reach their full potential

- b. Valuing play as an enjoyable and challenging activity
- c. Emphasizing and building on what children can do rather than what they cannot do
- d. An understanding of child development leading to appropriate activities for children

**e. Vision and Mission of the Study**

In a classroom, there is a need to have vision and mission. Vision and mission should be adjusted to the conditions, needs of students, as well as the objectives of the study which are to be achieved.

There are several goals which are usually wanted to achieve in learning English. The objectives of study, as said by Sugeng (2010, 60-63), the hierarchy are include the national education aim, institutional and curricular goals, general purpose, and specific objectives. To formulate the learning objectives, it is consider to the audience, behavior, condition, and degree (Sugeng, 2010: 74-77)..

**f. Lesson Theme**

Three main areas in choosing a literary text for teaching the students are the type of course, the type of the students, and certain factors connected with the text itself (Lazar, 1993: 48). Another things that also said by Lazar (1993:52-55), which needs attention is related to students' criteria (the age, emotional and intellectual maturity, interest, and hobbies), student's cultural background, students's linguistic proficiency, students's literary background, length of the text, exploitability, and fit with syllabus.

### **g. Teaching Materials**

Children need interesting material besides interaction with the community and field trip ( Ashworth & Wakefield , 2004: 39 ) . These interesting materials should be provided by the teacher or the school to improve student motivation.

Learning centers, with their various themes and topics, allow children to stretch their learning experiences and experiment with new materials to them. There are many ways of becoming literate -children choose their own paths by using the opportunities, challenges and materials Provided in their environments ( Ashworth & Wakefield, 2004 : 43 ).

In the quotation above, new teaching materials are needed. The novelty can be at the level of themes and topics. Varied teaching materials will attract students to learn. Teachers can use the tools and materials in their environment to make teaching materials varies.

Indonesia consists of multicultures. Therefore, in selecting the teaching materials, it required the following considerations.

- 1 . Noticed the age and needs of the students.
- 2 . Noticed where is the meaningful and relevant for the students.
- 3 . Noticed earnestly before the material is chosen, especially regarding the instruction , and the identification of the purpose and goals.
- 4 . Consider the materials suitable for all categories of the intellect and that can be used for the different varieties of skills and concept of learning.
- 5 . Choose the materials that promote exploration and inquiry.
- 6 . Choose the appropriate material for children, especially according to their physical circumstances.



Good multicultural classroom materials need to be free from biases, stereotypes, and misrepresentations of cultural groups ( Melendez & Beck, 2010: 324). This is done to purify the study. Students shall learn freely and without tendencies or interests. By given these things, learning in the classroom can be quiet and safe.

#### **h. Classroom Settings**

Class settings, especially the settings of the books, can affect the students' interest in their reading. Here is a quote that supports this statement.

Morrow and Weinstein (1992) did find in an intervention study , however , that when library centers in kindergarten classrooms were physically inviting and contained books , children Increased their interactions with these books during free play and their teachers more used books in their instruction . Additionally , literature activities planned by the teachers led to an increase of in student interest in books (Wyse, et al., 2010: 296).

Students can play in the classroom while occasionally see the books . By this class settings, students are motivated to, at least, holds the book when they were playing around in the classroom.

In terms of classroom settings, environment of literacy will support the students language development (Bo, 2008: 119). To build the literacy environment it would need the reading books for children which are relevant and other matters related to the students characters such as posters. Those things are then compiled and arranged in such a way in the classroom to facilitate students' access.

**i. Facilities**

The classroom should be well-supplied with enough furniture, toys and educational materials to enable the teacher to run a varied and flexible program (Ashworth & Wakefield: 2004: 83). These facilities can facilitate the teacher to give lessons to the students. In addition, students are expected to be more happy to learn .

In the digital era, of course, we do not ignore the supporting facilities in the form of digital tools. Such tools can be useful in learning English depend on how the teachers can empower it optimally or not. Such tools may include tape recorders, video cameras, dictaphones and computers. Such resources can support and enhance the teaching of language and literacy in a variety of ways (Burnett & Myers, 2004: 209).

**j. Games**

Creative teachers encourage learners to experiment with different ways of creating and using the language, for example with new ways of using words, playing with different arrangements of sounds and structures, inventing imaginative texts and playing language games (Nunan, 2004: 66).

Unskilled and unprepared teachers or facilitators will use irrelevant games and icebreakers (Coetzee, 2008: 176). A teacher or class manager may be found guilty or neglected if he or she permitted learners to play unsafe games (Coetzee, et al., 2008: 227).

### **k. Class Management**

Classroom management is said effective if it creates an environment in which children and teachers feel comfortable and confident so they can work without distraction (Waugh & Jolliffe, 2013: 17). This convenient situation should always be nurtured and maintained. There should be a good cooperation between teachers and students. However, the teacher is the one who takes a leading role to organize the classroom to create a situation that is expected. Then the teacher needs to have the ability to manage and conditioning class well in ways that well too.

Class management problems might arise when teachers read to children if the children are not interested in the story or if the teacher does not make use of the skills (Waugh & Jolliffe, 2013: 140). Class management problems can occur from the students or the teacher. So it is important to be aware of the common interests.

There are five critically important domains or areas that make up the broad topic of classroom management. The five domains are including academic instruction, time management, discipline, relationship building, and job protection (Groves, 2009: 2).

### **l. Assessment and Evaluation**

They are some principles for assessing children's language learning. There are five principles that Cameron (2005: 218 – 221) says. The five principles are that assessment should be seen from a learning-centred perspective, assessment should support learning and teaching, assessment is more than testing, assessment should be

congruent with learning, and children and parents should understand assessment issues.

Evaluation is a broad, general set 'evaluation' is a broad, general set of procedures involving the collection and interpretation of information for curricular decision-making (Nunan, 2004: 138). Sugeng (2010: 189) said that the result of evaluation are always used a basis for a decision-making process.

## **2. Literature Review Related to the Method of the Data Collection: In-Depth Interview**

Birn (2003: 283) said that the objective of in-depth interviews is to understand the nature and make-up of the area being researched, rather than to measure the size and shape of it:

### **a. It has an open-ended, dynamic, flexible nature**

By the nature of its interview type, researchers can dynamically blend into the respondents problems. With the flexibility of this model, researchers can change the direction of the question and talks according to the respondents.

### **b. It can achieve a greater depth of understanding**

In-depth interview can produce depth data. This is because if researchers using this interview he will be able to understand the respondent in depth. By this, researchers can gain a deep understanding of an object of the research. Maybe there

are things that respondent says are missed from researcher's question list. The respondent information maybe enriches the research data.

**c. It taps consumers' creativity**

Respondents can explore their creativity and knowledge in research using this interview model. Respondents can talk about anything that they know. This is can benefit the researchers. If the respondent has run out of words, researchers can give another question which has not been stated by the respondent. In depth interviewing has the advantage of allowing participants to describe what is meaningful or important to them, using their own words rather than being restricted to predetermined response categories (Klenke, 2008: 130).

**d. It 'gets beneath' rationalized or superficial responses.**

By using this technique, it can get spontaneous respond from audience. By this spontaneity of the respondent, it can reduce the manipulative data from the respondent.

**e. It provides a richer source of material for the end users of research**

After the research took place, if any, researchers can getting another data that maybe useful.

In-depth interview is a way of gaining information and understanding from individuals on a focused topic (Hesse-Biber, 2010: 98). With the style of this

interview, deep and flow, information and understanding of particular topic will be obtained.

The step of in-depth interview, first is to determine what individuals they will interview by finding a sample of the population they seek to study (Hesse-Biber, 2010: 99). Then the individuals selected to participate in the study have the kind of knowledge, experience, or information that the researcher wants to know (Hesse-Biber, 2010: 99). The last which are important is that time and location need to be arranged (Hesse-Biber, 2010: 99).

As the interviewer is the data collection instrument in in-depth interviewing, she must develop the level of skill appropriate for a human instrument or the vehicle with which the data are collected and interpreted (Klenke, 2008: 130). A researcher should have sufficient knowledge of what she researched. Researchers should know a little more about the object that will be research.

The skills needed in the in-depth interview—physical, social emotional, communicative—embody the act of interviewing, but those alone will not determine answers to research questions (Klenke, 2008: 130). Researcher who uses this interview model must have certain skills. Social emotional and communicative skill are needed to sharp the researcher empathy. With good empathy toward a research phenomenon, researcher can dig up problems of the research.

## **B. Setting of the Research**

Setting of this research is divided into three. First is related to the location of the learning process. Second is related to the schedule and classroom settings. Third is related to the class facilities and medium of teaching.

### **1. Location of the Learning Process**

Learning is held in the classroom. Here is a picture in the building for the kindergarten class at \SALAM. Kindergarten building in this picture is the building that has two floors.



Figure 2.1

Building of the kindergarten

Figure 2.2 below is the picture of the kindergarten building of SALAM taken from inside of the building room. It can be seen in this picture that it is the semi-open building. This building is made permanent, but rather is open on one side.



Figure 2.2

Building of kindergarten (from inside)

Before the learning process started, this spacious room was filled with a variety of children's activities. When the learning took place, all children were concentrated and were collected at one point of the room.



Figure 2.3

Students were concentrated into one spot

Classrooms for kindergarten were located at the east of the school. On the left of this building is a junior high school building. In front of it is a building of SALAM office.



English teaching and learning activities in SALAM were usually did indoors. Once the teaching and learning English was ever did in the outside of the room. It was not success because the students do not focus. To that end, Mrs. Bridget decide to learning in the classroom.

## **2. Schedule and Classroom Settings**

Learning English for kindergarten is scheduled for Monday at 10:00 pm until approximately 11:00 pm. Before starting an English class, the students usually eat snack together. Because it activity, English lessons adjusting execution time. English lessons are usually more flexible in adjusting the time and classroom situation.

The classroom is large and a semi-open. In the centre of the classroom is not placed any object. This is usually used by students to sit and do the learning activities, such as listening to a story by Mrs. Bridget. In the northern and southern parts of the room are the chairs and circular tables.



Figure 2.4

Chairs and tables in the class

Classroom walls are decorated with various pictures and posters. In addition, the walls of the classroom are also decorated by varieties of student works.

### **3. Class Facilities and Medium of Teaching**

Facilities in the class are tables and chairs, mats, various pictures and posters. The school also provides a video player and a screen when the teacher needs it to assist teaching. Mrs. Bridget usually brings her own CD to play in the class.

Besides the facilities provided at the school, Mrs. Bridget also has other instructional media of teaching in the form of toys and picture cards. Both of them are sometimes used as a medium of learning by Mrs. Bridget.

### **C. Relevant Studies**

Musfiroh (2010) in her thesis, wrote about concept and implementation of school life in elementary school of Sanggar Anak Alam Yogyakarta (SALAM), Nitiprayan, Kasihan, Bantul, Yogyakarta. She analyzes the data of her research object by Islamic perspective. Her thesis was published by Islamic State University of Sunan Kalijaga Yogyakarta. The concept of her research is different with this. For the object of her studies, in her thesis, she describes about the SALAM in general weather this research just took English subject. For the subject of her studies, in her thesis, she conducted research on the concept and implementation by Islamic perspective, while this studies took characteristic of English teaching and learning as the main consideration.

#### **D. Conceptual Framework**

Sanggar Anak Alam has an interesting background of it. Starting from a learning assistance in the afternoon, this activity is growing to be a school. It is because of the initiative of Mrs. Sri Wahyaningsih and society around the school.

This school has a purpose to realize a learning community. The mean of learning here is learning of what is learned through the events and experiences.

English is a foreign language introduced in Sanggar Anak Alam. In this school, English is taught in kindergarten and Play Group. English has become one of the subjects in the kindergarten curriculum to be teach.

Teaching English in this school is directly handled by the native speaker. The teacher of English in kindergarten SALAM is Mrs. Bridget. She comes from Australia. She was about fourteen years in Indonesia and has been for about four years as a teacher at SALAM.

Based on the background of SALAM establishment and the concept of SALAM school, the characteristics of teaching English in SALAM kindergarten are interesting to be discused.

## **CHAPTER III**

### **THE RESEARCH METHOD**

#### **A. Type of Research**

This is a descriptive qualitative research. The descriptive qualitative method has a purpose to study intensely a phenomenon to discover patterns and themes about life events when the researcher has specific questions about the phenomenon (Parse, 2001: 57). Researchers, with the descriptive qualitative method, will in depth explore the problem related to phenomenon in the study. Data are collected by deep questions.

Study plan drives by the research questions (Parse, 2001: 57). Research plan or research direction is controlled by questions. These questions at the end, in addition to research data, will guide the study in achieving its goals.

The nature of the research for the descriptive qualitative method focused on social connections, interrelationships, life events, and other matters concerned with the social sciences (Parse, 2001: 58). The domain of this research method is related to social phenomenon that exists. This social phenomenon is studied by this descriptive qualitative method to get the depth.

There are two approaches of descriptive qualitative, the exploratory study and the case study (Parse, 2001: 58). An exploratory study is an investigation of the meaning of a life event for a group of people. The case study is an investigation of one social unit, for example, a person or a family.

## B. Setting and Time Schedule

They are many *sekolah alam* schools in Indonesia. Some of them are located in Yogyakarta. Before doing the study, the first thing to do is determining the location. The location, which is chosen, related to selecting the school and location.

The next thing to do is determining the schedule of the study. The schedule of the research is as follows.

Table 1: **Schedule of the Research**

No	Time	Location	Activities
1	Week 1	Sanggar Anak Alam Yogyakarta	Initial observations and introduction of the research and consultation with the headmaster and the teacher
2	Week 2	Sanggar Anak Alam Yogyakarta	Observation and define problems
3	Week 3 - 10	Sanggar Anak Alam Yogyakarta	Fieldwork: do the research
4	Week 11	Researcher's place	Reducing all raw data of the research
5	Week 12&13	Researcher's place	Data analysis
6	Week 14&15	Researcher's place	Writing the research
7	Week 16	Faculty of Language and Art UNY	Reporting results of the research

### **C. Procedure of Data Collection**

Data which are collected are qualitative data. Since this research is a qualitative research, as well as the purpose of this study was to reveal the results of observation, this study does not require quantitative data.

In the reconnaissance step, data are taken from observations and interviews. Interviews are done by using the in-depth interview technique. Observation was done toward activities of teacher and students during the process of teaching and learning activities. Interview was conducted on teacher, students, and the head master as the universe school organizers.

In the reflection steps, the data of the interviews in the form of interview transcripts and observation were collected and analyzed. Here, the interview transcripts were used to give clear description about the process of English teaching learning. Data were processed and arranged to get the results of research. Finally, from the findings of the research and interpretations, the conclusions and suggestions of the research were made.

### **D. Instruments and Methods of Data Collection**

Data needed in this research were collected by non participant observation technique and in-depth interview technique. Non participant observation technique is a technique of collecting data whether the researcher position himself as an separate observer, observer that separate from observant life (Margono, 2009: 162). In-depth interview is a qualitative research technique that is as important and useful as the

discussion or group interview (Birn, 2003: 283). In a group interview, it may be effective way when the person asking question by turns and add the research data.

## **E. Data Analysis**

There are five procedures of data analysis. The procedures of data analysis include:

### **1. Reducing All Raw Data**

All raw data are from the interview transcripts and notes of field observation. Data from interview and notes from observation are possible in the form of irregular notes. Those irregular notes then were reduced and formulated into good sentences.

### **2. Categorizing the Data which Are Written on the Cards Into Groups**

Data which were formulated into good sentences then were written in the cards. After that, cards were categorized into groups.

### **3. Selecting and Deciding Some Focuses of the Research**

Selecting and deciding some focuses of the research were done by reading each group of cards. After that, a topic was given to each card category.

### **4. Observing the Teaching and Learning Process.**

The observation is done by using the categories. During the observations, researcher directly took notes in the cards.

## **5. Formulate Some Substantive Theories**

Formulating some substantive theories were done by relating some relationships between the members of each level and trying to formulate them in the form of essays. The researcher then completed it by giving explanations that support the main point.

To get the validity, the researcher used triangulation technique. The technique was used by checking the results of the research with the respondents of the research. The process of getting validity was done during the observations and interviews.



**CHAPTER IV**  
**CHARACTERISTICS OF THE ENGLISH TEACHING AND LEARNING AT**  
**KINDERGARTEN OF SANGGAR ANAK ALAM YOGYAKARTA**

**A. The Steps of Research and Research Focuses**

This research is conducted by some steps. The first step to do was observing the school. School observation was not only done through the observation, but the researcher also conducted it by interviews to relevant respond. The respondents are the community around the school, parents of students, teachers, and chief organizers of the school. The next step was to observing the teaching in kindergarten of SALAM.

Interviews with the English teacher and kindergarten student of SALAM were done after observation. This interview was conducted to collect the research data. The data which were collected, including written data and digital data. The data in the form of video were transcribed. The results of the data from the video transcript were attached.

The data that had been collected are sorted and selected. The raw data were reduced. This is done to maintain the validity of the data. The data is analyzed. Researcher picked and chose a few categories as the focus study. The process of choosing and deciding the categories followed three steps. First, the researcher conducted observations. Second, the researcher observed the teaching of English. The researcher looked for every detail of the event or the activity in the field notes, which

was related to the research theme. Third, the researcher continued to collect the data by interviewing respondents of the research, the English teacher and kindergarten students, who were observed before. Based on observations and interviews, the researcher tried to focus on the issues, following some steps of the data analysis. The first step was reducing the raw data from the field notes and interview transcripts into sentences. The second step was selecting and deciding the focuses of the research. It was done by reading each group of problems and trying to give a topic to each category. The topics were about the background and preparation of teaching English, the teaching and learning process, teaching materials, the location of the study, the schedule and classroom settings, facilities, games, class management, and assessment and evaluation.

The first category consists of four sub-categories. They were the teacher, the lesson theme, the vision and the mission of study, and methods of teaching. Second, the teaching and learning process consists of ten sub-categories. They were conditioning the class, greeting the class, counting together, making a deal, introducing about the book, introducing and reading the title of the book, reading the book stories, asking questions, saying thanks, and the last is the student and the teacher are amiable.

The third to the seventh category are do not have sub categories. The eighth category has two sub-categories. The two sub-categories are about controlling the noisy class and teacher's approach to the students. The ninth category explains about

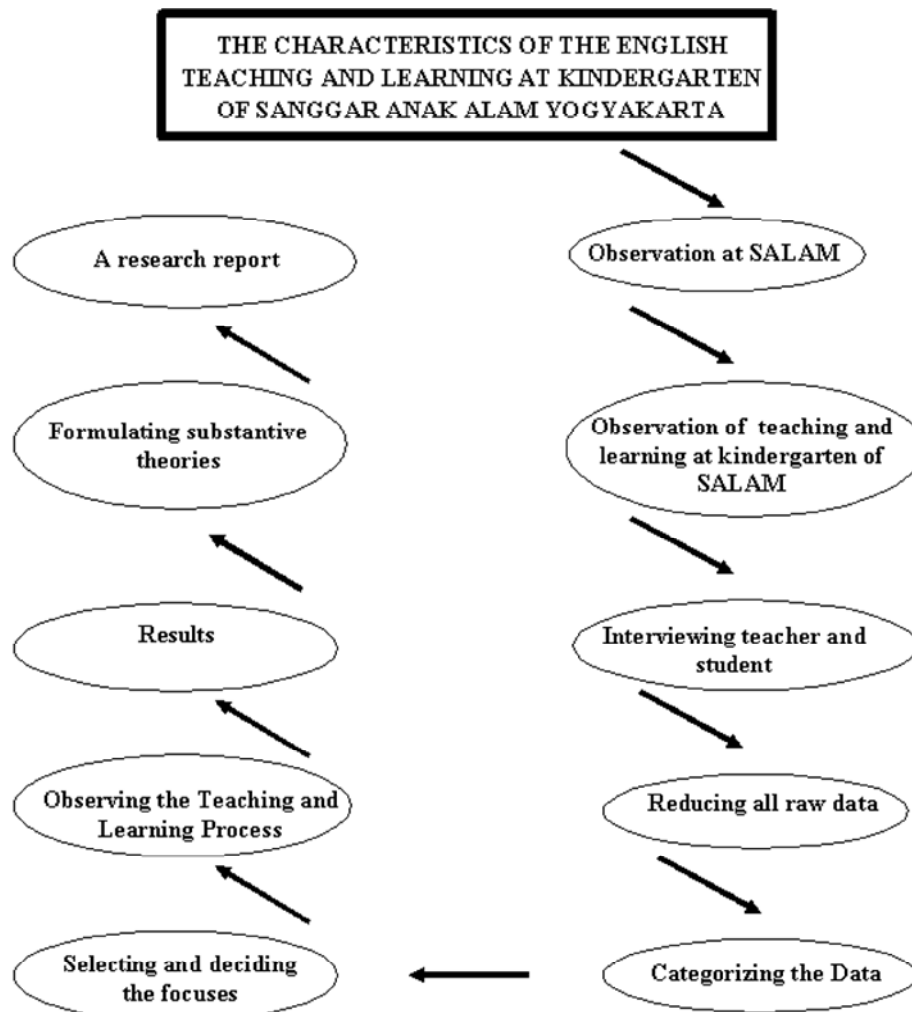
assessment and evaluation. This category has two sub-categories. The two sub-categories are about assessment and evaluation.

These categories were supported by other data. Not just quite by those observations, after the specified categories, the observations and interviews were conducted to obtain data and to sharpen them.

The next step was trying to formulate some substantive theories by relating some relationships between the members of each level. The researcher formulated them in the form of essays and completed it with supportive explanation. Finally, the researcher wrote the essay as a research report.

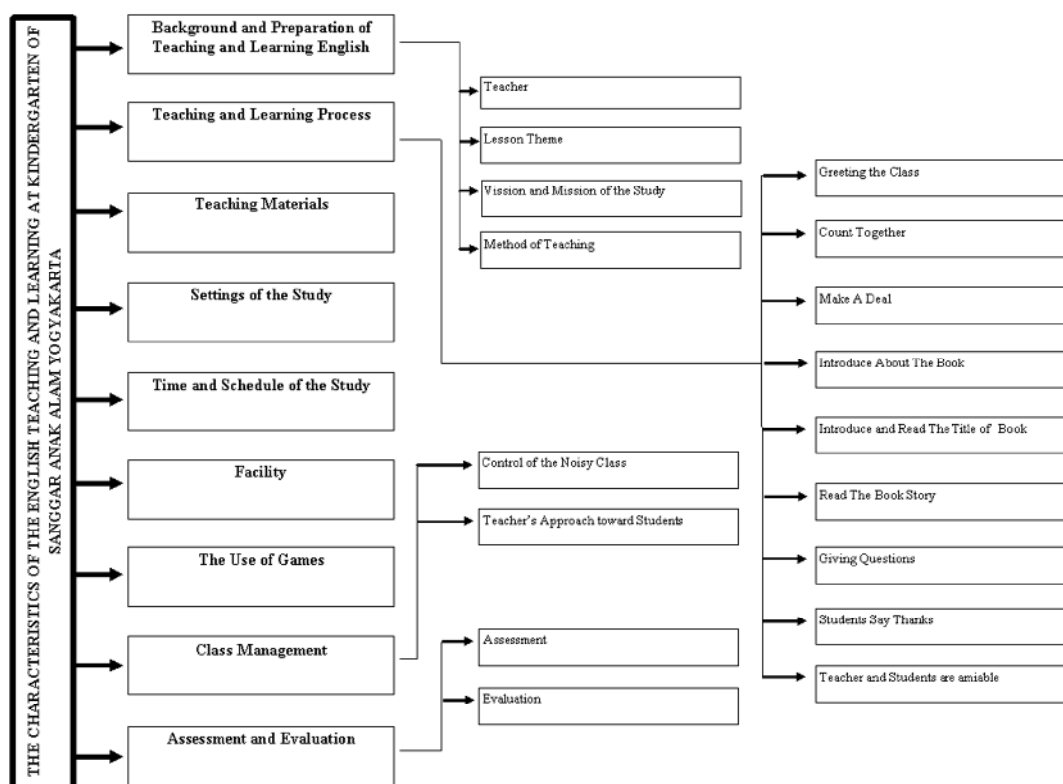
Below are schemas of the steps of the research to clarify the explanation before.

Schema 1: The Steps of Research



To clear the focuses of the research, below is the table of the research focuses.

Schema 2: Focuses of the Research



## B. Discussion

This section discusses about the background and preparation of teaching and learning English in SALAM, purpose of the study, theme, method of teaching, English teaching and learning process, teaching materials, location of the study, time and schedule, facility, games, class management, and assessment and evaluation.

## 1. Background and Preparation of Teaching and Learning English

### a. Teacher

The kindergarten teacher in school of Sanggar Anak Alam is Mrs. Bridget. She is a volunteer from Australia. She has lived in Indonesia for 14 years. Currently, she is for about four years as an English teacher at SALAM Yogyakarta.

In SALAM, she taught several classes. The classes include pre-kindergarten class, kindergarten class, and elementary class. In kindergarten class, she taught once a week. She taught every Monday at 10.00 a.m. to 11.00 a.m.

Mrs. Bridget taught in the classroom alone. As for the handling and conditioning class, she was assisted by the other classroom teacher and parents of students who were waiting for their children. Although just waiting for their children to learn in the classroom, the parents were cooperative kept the teaching learning process. They helped to control the class and made it orderly.



Figure 4.1

Mrs. Bridget is teaching in the kindergarten class

**b. Vision and Mission of the Study**

As explained by Mr. Yudis, head of PKBM SALAM, the school in general has aims to establish a learning community. The learning at the kindergarten level is conditioned to explore and to improve the students naturally by playing activities, socializing, and other movement activities.

Students at kindergarten level in SALAM have not been taught to read and write. At this level, students are provided with the knowledge by using pictures and by stories.

Picture and story were used in the kindergarten class, especially in the English class. Picture and story, as Mrs. Bridget said and as the observation, has become a popular attractive method for students to learn.

The vision and mission activities of learning English in the kindergarten, as said by Mrs. Bridget, is to make the child familiar with English. Activities in the classroom are not to explore the English language, but to introduce it to the students.

Teaching English in the kindergarten at SALAM, besides to introduce English to the children, also aims to build their character. Building the child's character, for example, was conducted by being active in the class to respond to the story. Many ideas of the children are springing up concerning the continuation of the story. Improving the attitudes of students—especially about the interactive, good response, and building the confidence to argued in front of the class—were also part of learning English in the kindergarten of SALAM.

The attitudes of students were built when students listen to a story which was read by Mrs. Bridget in the classroom. A good example is the response when the teacher asked the students to answer the questions according to their ability. Interactive attitudes, for example, were when students actively participate in the activities of listening to the stories and put out their ideas regarding the story. The students confidences are increased by speaking in the class to convey their ideas related to the story.

#### **c. Lesson Theme**

The theme of learning English in SALAM in general was limited to the book reference which was chosen by the English teacher. The themes in line with the contents of English book's story.

There is no specific theme that the school mandated to Mrs. Bridget. The school trusts Mrs. Bridget on selecting a theme that will be taught to the students.

#### **d. Method of Teaching**

The methods which had ever used at this school included storytelling, games, movies, and singing. As long as the teaching and learning activities, as time pass, Mrs. Bridget chose to use storytelling in learning. According to her experience, the storytelling method is the most appropriate method to be used in the kindergarten class of SALAM at this period.

In the storytelling method, the teacher told the story that is in the story books. In the class, Mrs. Bridget by her spirit and her expressive, read various children's



stories in English to the students. Students seemed so enthusiastic in listening to the stories.



Figure 4.2

Students are enthusiastic in listening to the storytelling

The position of the teacher was sitting in front of the students. The teacher took a seat at one of the students' chair. This position provided a minimum distance between the teacher and students. Interaction between the teacher and students were close. Since the closeness position of the teacher and the students, there were students who leaned on to the thigh of Mrs. Bridget.



Figure 4.3

The teacher takes a seat at one of the students' chair

Mrs. Bridget told the story by holding up the book and pictures in the book to the students. The students seemed excited about the story and the expression of the teacher. Students also seem interested in the pictures that are in the book.



Figure 4.4

Mrs. Bridget is expressive when telling the story

The following is an excerpt reading by Mrs. Bridget about *Matie and the Mangoes* story. Mrs. Bridget, by her big voice and her hoarse voice, imitated a gorilla. Mrs. Bridget also mimics the gorilla roar. Mrs. Bridget turned down her voice when she imitated the sound of Matie (mouse).

- Mrs. Bridget : “*Yea... Oke.. alright.. oke so Matie a Mango is a fruit...e...sudah mulai...ya... wow...sight that. Matie (?) across a Gorilla...wouw.... Hmm... as a Gorilla... ehehem... excuse me Gorilla...excuse me... am...are those mangoes? Dia Tanya apakah Gorilla itu mangga? No?*”.
- Student : “*Jeruk*”.
- Bu Bridge : “*Jeruk? Owuw....of course not... mangoes are much bigger... this a guava. Wa...ini bukan mangga. Mangga jauh lebih besar. Ini namanya jambu. Buah jambu...*”.
- Another teacher : “*Hahaha...*”.

Source: MVI\_4270.avi

From Figure 4.6 can be seen the enthusiastic students following the storytelling by Mrs. Bridget. Figure 4.5 shows the students who were attentive and eager to follow the course of the story. Figure 4.6 shows one of the students who seriously listened to the storytelling by Mrs. Bridget.



Figure 4.5

Students are attentive and eager to follow the course



Figure 4.6

One of students seems enthusiastic listening to the storytelling.

The students were actively participating in the storytelling. They tried to respond to the storytelling. The citation of conversation between Mrs. Bridget and students is as follows.

- Mrs. Bridget : “*Benar? Ya ok. Wo...what is that? What is that? From Australia.. poing...poing..poing...*”.
- Student : “Kanguru”.
- Mrs. Bridget : “*Yea...kanguru..kanguru*”.
- Student : “Kanguru”.
- Mrs. Bridget : “*And the kanguru was called me...ee...siapa tahu buah ini? It’s crown?*”.
- Student : “*Kacang...*”.
- Mrs. Bridget : “No”.
- Student : “*Kacang...*”.
- Mrs. Bridget : “No”.
- Student : “*Mangga*”.
- Mrs. Bridget : “*Dalamnya itu hijau. Green inside*”.
- Student : “*Apel*”.
- Mrs. Bridget : “No”.
- Student : “*Alpukat*”.
- Mrs. Bridget : “*No Ki... Kiwi. Or kiwi fruit..ya... kiwi fruit. Jadi ini kanguru ini sedang mengumpulkan kiwi fruit. Ehem...am...excuse me kanguru. Said Matie are those mangoes?*”.

Source: MVI\_4270.avi

Parents who were waiting for their children learning also helped Mrs. Bridget to handle the class and the noisy students in the classroom. The parents were also active to follow the teaching and learning activities. The parents also paying attention to the storytelling conducted by Mrs. Bridget. Some of them lap and controled their children when the course occured.



Figure 4.7

The parents are lap and control their children when the course occur

## 2. Teaching and Learning Process

At the time of opening, the other classroom teachers and the parents were controlling the class. Another teacher helped Mrs. Bridget to manage the class. In Figure 4.8, it shows the situation when one of classroom teachers in kindergarten SALAM was help to control the condition of the class.



Figure 4.8

Another class teacher helped to control the class before the learning process begins

The following are statements stated by another teacher when she controlled the students before the class begins.

Another teacher: “*Ayo..ayo...ayo duduk... ayo...*”.

Source: MVI\_4258.avi

Another teacher: “*Yuk Afika. Duduk...Pras... Pras... mbak... duduk... yo..yo...*”.

Source: MVI\_4262.avi

When the class has been conditioned, Mrs. Bridget then greeted the students and asked the students weather they were ready to learn or not.

Firstly, Mrs. Bridget greeted toward their students about whether they were ready or not to study English. The citation about the conversation are below.

Mrs. Bridget	: “Are you ready?”.
Student	: “ Yes we are ready”.
Mrs. Bridget	: “Are you ready?”.
Student	: “Yes I am ready”.

Source: MVI\_4262.avi

After she asked about it, Mrs. Bridget then greeted students with word ‘morning’. Students responded Mrs. Bridget greeting by saying ‘morning’ too.

Mrs. Bridget	: “Thank you. Oke. Morning”.
Student	: “Morning”.

Source: MVI\_4262.avi

After greeting her students, she asked about the students condition. Firstly, this question was for all of students in the classroom. After that, Mrs. Bridget

specifically asked the students condition individually. In the citation below, it could be seen that Mrs. Bridget greeted Jati, Are, and Oki.

Mrs. Bridget : “How are you”.  
 Student : “I am fine”.  
 Mrs. Bridget : “Ok, Jati is fine. How are you? How are you?”  
 Student : “I am fine”.  
 Mrs. Bridget : “Are you fine? Are, how are you?”  
 Student : “I am fine”.  
 Mrs. Bridget : “Fine. Am... Oki..Oki...how are you?”  
 Student : “I am fine”.

Source: MVI\_4262.avi

Next Mrs. Bridget asked the students whether they were sleepy or not. Some of the students answered ‘yes’ and the other answered ‘not’. The students who were sleepy raise their hand and Mrs. Bridget count them.

Mrs. Bridget : “Fine... Oke... Are you...are you sleepy?”  
 Student : “No...yes...yes”.  
 Mrs. Bridget : “Yes... we have one sleepy..two sleepy...three sleepy...four sleepy...yes Are ya...sleepy... Oke...sleepy too...”

Source: MVI\_4262.avi

Students became noisy. The class became more quiet when Mrs. Bridget said ‘mouth is quiet’ more than one time.

Mrs. Bridget : Oke... sst.... Mouth is quiet... you is good... ears are listening... mouth is quiet...mouth is quiet.. mouth is quiet... Mouth is quiet...”

Source: MVI\_4262.avi

Mrs. Bridget also asked her students whether they were hot or not. Some of the students answered ‘yes’ and some other answered ‘no’. Mrs. Bridget who did not



feel hot then confirmed to her students. She said that it was not hot because it was windy.

Mrs. Bridget : “Oke... are you hot?”  
 Student : “Yes...yes...”  
 Mrs. Bridget : “*Tapi kok anginnya banyak..enak...sejuk*”.

Source: MVI\_4262.avi

Mrs. Bridget asked her students whether they were angry or not. Some of the students answered ‘yes’ and some other answered ‘no’. Mrs. Bridget who were not really sure about the student’s answer then she confirmed the students answer by asked, “*Tapi kok senyum?*”

Mrs. Bridget : Or may be are you angry...rgh!!  
 Student : “No...yes...yes...”  
 Mrs. Bridget : “*Tapi kok senyum*”.

Source: MVI\_4262.avi

The next Mrs. Bridget asked the students whether they sad or not. Some of the students answered ‘yes’ and some other answered ‘no’. Mrs. Bridget did not feel that her students were sad so she confirmed the students answer by said, “No, you look happy”.

Mrs. Bridget : Or may be are you sad?”  
 Student : “No... yes...”  
 Mrs. Bridget : “You sad? You sad? No..you look happy.

Source: MVI\_4262.avi

There was a special activity that was prepared by Mrs. Bridget to start the lesson. She initially made a deal with the students in the class. The agreement was

made so that the students, when the class started later, paid attention to the story. Therefore, teaching and learning activities were expected to be going well.

There are five agreements that have been made. First is eye are watching. Second is ears are listening. Third is mouth is quiet. Fourth is ‘hands are to my self’. The last agreement is hearts are carrying. The citations of the agreements are as follow.

Mrs. Bridget : “(?) are you ready? *Sudah siap?* Are you ready? Oh yeah... Thank you Pras... alright oke... (?). Oke... we call we (?)... one.. two...three.. four... five... oke... are you ready? Oke? Yes? Oke... one... eye are watching... two, ears are listening... three mouth is quiet... four hands are to my self... five... hearts are carrying...”

Source: MVI\_4653.avi

Next, Mrs. Bridget asked whether students agree or not about the fifth agreements. Students answered that they had agreed.

Student : “*Mencintai teman*”.  
 Mrs. Bridget : “Right. so (?)? *Sepakat?*”  
 Student : “*Ya..*”.  
 Mrs. Bridget : “*Angkat tangannya yang tidak sepakat*”.  
 Another teacher : “*Angkat tangannya... yang tidak sepakat*”.  
 Mrs. Bridget : “Oke... *sepakat..good... oke...*”.  
 Student : “*Sepakat...yey...*”.

Source: MVI\_4653.avi

After all of the students agreed, Mrs. Bridget began the lesson.

Mrs. Bridget : “So...*kita mulai kalau* mouth is quiet.. Nara... fantastic... very nice... very fantastic... wonderfull (?)... oke... .”

Source: MVI\_4653.avi

Mrs. Bridget offered the students which books to be read to them. Usually, Mrs. Bridget brought two books and showed them to students in the classroom. Then, the students were asked to choose which book they wanted to know the story. The citation is as follows.

- Mrs. Bridget : *“Kalau lihat buku ini hari ini dari yang ini dari temen-temen dari Australi atau ini bisa cerita ada cerita lagi mau kan... atau yang ini dari Australi”*.
- Student : *“Yang ini...yang ini...yang ini...”*.
- Mrs. Bridget : *“Wua...wua..wua... yang ini? Tapi ini kita sudah tahu ceritanya...eee... Matie and the mango ingat? Ingat ini Matie and the mango? Mau ini?”*.
- Student : *“Mau”*.

Source: MVI\_4268.avi

Mrs. Bridget offered the students to come in front of the class to read the book's title together. Usually, Mrs. Bridget appointed three students. At this time, the students were scrambled to come forward. They raised their hands to be chosen by Mrs. Bridget. The students appeared so active and responsive. The conversation citation in the class was as follows.

- Mrs. Bridget : *“Oke... can I have three people to help me? To read the title?”*.
- Student : *“Aku...aku...aku...aku...aku...”*.
- Mrs. Bridget : *“One...two...three... Gak bisa Nara...ya... one... two... sama Nuno... Nuno ya... “*.
- Another teacher: *“Nuno berdiri Nuno”*.
- Student : *“Nuno nggak mau Bu”*. (Said the other students)
- Mrs. Bridget : *“Tapi angkat tangan”*.
- Student : *“Nggak mau...aku mau...aku mau...”*.
- Mrs. Bridget : *“Are..Are...”*.
- (The three students go to the front of class)

Mrs. Bridget : “Ma...tie... and.. the... mang...go....” (Mrs. Bridget leads the three students to read the title of the book story)

Source: MVI\_4268.avi

After three children came in front of the class, Mrs. Bridget told them to back again. The next thing to do was Mrs. Bridget read the title of the book in front of the class followed by all students.

Mrs. Bridget began reading the book and telling the story. At this stage, the class paying attention to Mrs. Bridget. The situation of the class was conditioned by Mrs. Bridget, the other classroom teachers, as well as by the parents.

Mrs. Bridget, with spirit and expressive reading, read the story in the book. It made the students more interested in listening to the story. The expressions done by Mrs. Bridget in telling story are as follows.

Mrs. Bridget modeled Matie when he did sport.

Mrs. Bridget : “*He (?) jadi ia bangun seperti biasa dan olah raga seperti biasa...igh...gih...igh...gih... yuk, kita lihat ada apa di sini? Ini cawan...pakai apa ini? Tapi buat Matie berat sekali.. iya...iya...*”.

Source: MVI\_4269.avi

Mrs. Bridget modeled frog sound.

Mrs. Bridget : “*Says Matie... what is the mango? Mangga itu apa kodok? Rebek...rebek.. a mango is a fruit... cung... terus dia (?) a mango is a fuit. Artinya apa ya?*”.

Source: MVI\_4270.avi

Mrs. Bridget modeled caterpillar sound when he walks.

Mrs. Bridget : “*Oh ya...thenik..uk...ek..ek... Matie met a caterpillar*”.

Source: MVI\_4270.avi

Mrs. Bridget modeled gorilla sound.

Mrs. Bridget : “Matie (?) across a Gorilla...wouw.... Hmm... Gorilla... ehehem... excuse me Gorilla...excuse me... am...are those mangoes?”.

Source: MVI\_4270.avi

Figure 4.9 and Figure 4.10 below, showed activities conducted by Mrs. Bridget in the classroom. Mrs. Bridget showed the story to the students. At picture 4.10, it can be seen Mrs. Bridget who seemed so expressive in telling the stories in storybooks.



Figure 4.9

Mrs. Bridget showed the picture of the book



Figure 4.10

Mrs. Bridget was expressive when she told the story

Mrs. Bridget, occasionally, asked the students about the story that she read. She responded the talk of the students which are related to the story in the book.

The storytelling was held communicatively. In this activity, students not only heard but they also could speak about their respond or perceive related to the story.

- Mrs. Bridget : *“Pada suatu malam, Max pakai kostum serigala.. dan... apa tidak nakal tapi tidak bisa diam. Is Max happy?”*.  
 Student : *“No...no...no...”*.  
 Mrs. Bridget : *“No. No Max no happy... yeah... and another... wihih...guk...guk...guk.....guk...guk... is the dog happy?”*.  
 Student : *“No”*.  
 Mrs. Bridget : *“No”*.

Source: MVI\_4653.avi

If the student answer was incorrect, Mrs. Bridget correct it. The example of this situation is below.

- Mrs. Bridget : *“Wow... his mother (?) and Max said (?). Ibunya Max bikin apa marah dan dia bilang Max itu wild thing apa seperti binatang liar. Tapi Max membalas di belakang saya akan makan mami. Jadi ibunya usurh masuk tempat tidur. Dan dia belum makan malam. Max happy? Is Max sad? Max sad?”*.  
 Student : *“Hungry”*.  
 Mrs. Bridget : *“Hungry... yeah... angry... Max is sad”*.

Source: MVI\_4653.avi

The students appeared to be enthusiastic in joining the lessons. They stood in front of her to see the picture in the book.



Figure 4.11

Students were enthusiastic looking at the picture

After Mrs. Bridget finished, she reiterated her conclusion or outline of the story in front of the class. Then, she gave teaser questions to leading the students. It had a purpose to help restore the memories of the students about the story that she had just told. Some parents appeared to actively participate and respond to the questions of Mrs. Bridget.

Before the class was closed, the students said thank to Mrs. Bridget. It is because she had told them about the book's content.

At the end of the teaching and learning activities, Mrs. Bridget shook hands with students and greeted the students. She appeared familiar to the students. She did not so provide a clear boundary between her as a teacher and as a friend to the students. She presented herself in front of the class as a good friend who students can easily getting comfort. It can be seen at the end of class. The students hand patted with Mrs. Bridget and did a joke.



Figure 4.12

Students hand patted with Mrs. Bridget



Figure 4.13

Students and Mrs. Bridget after the class was end

### 3. Teaching Materials

Mrs. Bridget had specific standards in choosing the teaching materials. She chose the book which contained stories with educational values, interesting pictures, and had a story which is relevant to children. Mrs. Bridget said that there are many



story books for children on the market, but not all of these books have a story that meets the standard criteria which are expected by Mrs. Bridget. Sometimes there is a book that the picture is unattractive, the writing is too many, and there is a book that the story does not fit with the story of childhood. For that, Mrs. Bridget must be selective when choosing books to find books that she expected.

Teaching material books which were used, some of them, are published by Scholastic publishers. The books were more believable by Mrs. Bridget to be used because, according to her, this book is the best book among other books.

- Mrs. Bridget : “Aa...yang lumayan ini Scholastic. Kalau scholastic menurut saya selalu bagus-bagus ceritanya”.
- Researcher : “Scholastic ini buku terbitan luar atau Indonesia?”.
- Mrs. Bridget : “Ya luar...luar...ya.. ini cerita luar makanya ya bahasa Inggris”.

Source: MVI 4275.avi

#### **4. Games**

Games in the kindergarten class has a goal to improve condition the students in the class. The game was intentionally played to attract students when the lesson is running. At the time of the lesson, students are common in the crowded classroom, which might distract other students who were listening to stories. The children needed to be conditioned in order to re-focus on the story. One way to attract the attention of the students is by using the game.

There was a game made by Mrs. Bridget to attract the attention of students. The game is mimicking the teacher in the classroom. With these methods, students

were challenged to follow the game and then re-focus on the story. It seemed that the students liked the game. This game seemed effective to control the students.

The game was done by mimicked the teachers attitude in the classroom. The teacher touched her body parts such as her ear, her nose. Students followed the teachers. When the game was running, the students' attention was focused on Mrs. Bridget. Students were then interested and challenged to follow Mrs. Bridget. After it, the class become settled.

## **5. Class Management and Teacher Approach toward Students**

Below is the explanation about the class management and the approach toward students which was used by Mrs. Bridget in the English class.

### **a. Class Management**

To control the noisy class, Mrs. Bridget usually called the name of one or two children that were noisy and advised them directly, for example, not to be noisy in the classroom and to be quiet during the lesson. When some students did not focus their attention on the lesson, Mrs. Bridget had another trick to control it.

Mrs. Bridget chose to use the game for conditioning the class. Students diverted their attention and their focus by the game. The class became settled and under control by the game. This game is a game of imitating.

In mimicked game, Mrs. Bridget held one of her body parts and students imitated it. Mrs. Bridget then held her nose and then the students were following.

Mrs. Bridget then hurried to hold her right ear, and then the student rushed to follow her.

This game, in accordance with the observations that have been made, was effective to organize students and to control the class. Students were challenged and then tried to follow the movements of Mrs. Bridget sooner.

#### **b. Teacher Approach Toward Students**

Mrs. Bridget kept the communication and interaction with the students, both in the classroom and outside the classroom. Each one of them, either Mrs. Bridget or the students, actively greeted each other when passing outside the classroom. In the classroom, Mrs. Bridget also respected and appreciated the ideas of the students when the story was being read.

Communication and good relation between Mrs. Bridget and her students, as has been said by Mrs. Bridget, did not influence in the fluently process of teaching and learning English in the classroom.

In the classroom, Mrs. Bridget seemed familiar to the students. Before starting the lesson, Mrs. Bridget greeted students and asked about them. Before starting the lesson, Mrs. Bridget also had time to meet and greet them.

Mrs. Bridget let the students sit when lessons run. The students sat in front of her while listening to stories.

Mrs. Bridget often responded to the ideas of the students. Sometimes there were little remarks from the students about the story and Mrs. Bridget responded well. Mrs. Bridget also encouraged the students to actively express ideas in class, for example by asking questions to them.



Figure 4.14

The students sit in front of Mrs. Bridget

Outside the classroom, Mrs. Bridget still actively kept communication with her students. Mrs. Bridget was active greeting the students and vice versa.

## **6. Assessment and Evaluation**

In the kindergarten learning in this SALAM, especially in the English class, students were not given the task or the question in writing. In the English class, especially in the storytelling method, the questions were given by Mrs. Bridget at the end of the storytelling activity. According to the information gathered from Mrs. Bridget, there were no assessment questions and evaluation. The questions were

given to the students to find out how much the students captured the content of stories that read by Mrs. Bridget.

The questions given by Mrs. Bridget were usually related to the main character, the story, as well as the name of the author and the illustrator. The students then gave some answers to what they think.

### **C. Substantive Theories**

In SALAM kindergarten, teaching the English language was directly handled by the native speaker. The native speaker here is Mrs. Bridget. She came from Australia. She has more than fourteen years living in Indonesia. She has been for about four years teaching at SALAM.

SALAM school, in general, has the goal to establish a community of learning. Mr. Yudis, chairman of the PKBM SALAM, said that the learning activity in SALAM aims to establish a learning community. The students explored naturally to be independent and find their own knowledge. This is consistent with what is mentioned Crosse (2007: 5-6) that learning should be encouraging children up to become independent, autonomous learners.

Mrs. Bridget says that the purpose of learning English in SALAM is to introduce English to the students and to build students' mental and character, such as, making students confident and have a good response. In the end, these attitudes will form an independent attitude and the attitude of the independent learner.

Daily themes of learning English in SALAM were directly determined by the teacher. Mrs. Bridget said that the daily theme depended on the book which to be

read. The book chosen by Mrs. Bridget was based on four criteria, which containing educational value, appropriate reading materials for children, having a fascinating picture, and having not too much writing. This is in accordance with what is stated by Lazar (1993: 48) that the determination of textbooks for students should look at the type of course, the type of the students, and certain factors connected with the text itself.

Scott (1995: 5) states that it is good to make up rhymes, sing songs, and tell stories and let children talk nonsense to experiment with words and sounds. What has been said by Scott (1995) is in line with what has been done by Mrs. Bridget. Mrs. Bridget teach students with a variety of methods. These methods are singing, making up rhymes, and reading stories. According to Mrs. Bridget, the most popular method to be applied in SALAM kindergarten is a method of storytelling. That is why Mrs. Bridget often brought books and read stories to the class.

In the classroom, Mrs. Bridget does not teach formal grammar. Grammar is taught directly and naturally. When Mrs. Bridget spoke in English, it has been conveyed about grammar. Things like this are said to be in tune with Scott (1995: 6-7) who mentions that teaching grammar in an informal way to make it absorb, by playing and other activities they find enjoyable.

In teaching, Mrs. Bridget has tried various of methods and variations of place. Singing method, method games, movies methods, as well as storytelling method has been carried out, although in the end the storytelling method is what is more commonly used because it was felt most appropriate. Mrs. Bridget also has been

doing variations of a place to learn. Once day, the students learnt outside the classroom. But considering the learning effectiveness, they returned to the class next lesson. The importance of variation in activity and variation in place is line with what is delivered by Scott (1995: 5).

Learning activities in the classroom were done regularly and orderly. First thing to do is conditioned the class. Before starting to learn, the teacher greeted the class. The next thing to do was counting together. The next activity was making agreement about rules of learning between teacher and students. Once the deal was made, the next thing to do was introducing the subject of books (author and illustrator). Next up was reading the title of the book which was going to be read. After that, the teacher read a book story. After the story was read over, the teacher asked the students to answer together. After class, the students thanked the teachers. In the end, after the end of class, students and teacher met and greeted. This is a routine of learning English in kindergarten SALAM. Routines such as what has been mentioned Scott (1995:6) that it is good to have systems, have routines, organize and plan the lesson (Scott, 1995: 6).

When the learning process took place, teachers asked students about something in the story and the students guessed according to what they are think. Although, it turned out that they had wrong answer, they are not afraid to talk back and re-guessing with another answer. Mrs. Bridget, in this case, facilitated the students and explored the knowledge of the students while the students answer. Indeed, in this case, children are skilled at guessing and predicting (Brewster, et al.,

2004: 40). This is exploited Mrs. Bridget to draw on these skills and the other thought processes outlined as part of 'learning to learn'.

At the beginning of the lesson, Mrs. Bridget asked about things with students by using English, for example, about whether the students are hungry. The majority of students there answered "yes" and one answered "no". In fact, there were students who answered "yes" after ate a snack. This proved that the students still liked to talk and said the words even though they did not necessarily know what that means. It is like what is mentioned Brewster et al. (2004: 40) that children like to talk, even if they do not know much about language, often with only two or three words plus key intonation patterns. In this case Mrs. Bridget still paid attention to students' answers and tried to justify it, for example by check the answers to the students. Mrs. Bridget said that why say "yes", even though the student had just eaten a snack.

In choosing reading material book, Mrs. Bridget had four criteria. The fourth criteria is contained educational value, the story should be appropriate for children, has a fascinating Figure, and not too much writing. Lazar (1993: 48) states that choosing the book should be considered regarding the type of student, type of learning, and certain factors relating to the text itself. Thus, books are selected by Mrs. Bridget through these criteria. It is in accordance with what is stated by Lazar (1993: 48).

Scott (1995: 5) states that teachers may need to have plenty objects and pictures and make full use of the school and surroundings. When we entered the kindergarten classroom SALAM, we will see posters and miscellaneous works of the students. Posters and a variety of student work on the walls of the classroom.



Although the poster is not the poster of teaching English, but it can enhance classroom. English lessons not only in the room. Once Mrs. Bridget conducted the teaching activities outdoors, around the school, but in the end it returned to the classroom because it is considered less effective.

The facilities in kindergarten SALAM included tables, chairs, mats, various pictures and posters, the video player and TV, toys, and picture cards. The facilities are there and some are used in English language learning. Some of the facilities are in line with what was said by Davis in Hamida (2000:25) includes classrooms and audio-visual equipment.

In a crowded classroom, for conditioning the class, Mrs. Bridget had a special trick. The trick was quite effective if it was applied in kindergarten SALAM. If there were a lot of students were crowded, Mrs. Bridget controled the class by using the game.

Learning activities cannot be separated from the social relations between teachers and students themselves. Anderson as quoted in Hamida (2000: 19) mentions that in addition to pay attention to the problem of teaching materials, teachers should also pay attention to human relationships of teaching learning. In this case the teacher should maintain a good relationship between him and the students. And this was done by Mrs. Bridget. Mrs. Bridget maintained good relations between it and the students, both in the classroom and outside the classroom. If passed, Mrs. Bridget or students greeted each other. Before starting lesson and at the end of the lesson, Mrs. Bridget greeted students and often talked with students.

Mrs. Bridget did the assessment by providing questions to the students at the end of the lesson. This question was given by Mrs. Bridget to know how well students understand what she had to say. It is like one of the five principles of assessment expressed by Cameron (2005: 218-221) that the assessment is more than just an evaluation for this assessment has the aim to determine the extent of students understanding.

In addition at the end of the story, sometimes Mrs. Bridget gave assessment in mid-story. In mid-story, Mrs. Bridget gave questions to the students to determine the extent of students' understanding of the talk about what she is. Such assessment can support the way teaching and learning process because then the students' understanding is always awake. It is like one of the principles of assessment are expressed by Cameron (2005: 218-221) that the assessment should support the learning process and should be congruent with learning.

Mrs. Bridget was not mandated to conduct evaluations of her students. This is possible because the school has specific criteria regarding the evaluation of students' learning outcomes in kindergarten SALAM.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on data analysis that has been done, some conclusions can be drawn on this research. Some of the conclusions are related to the teacher, the vision and mission of teaching, learning themes, teaching methods, teaching and learning, teaching materials, the location of the study, study schedules and classroom settings, learning, games, classroom management, and assessment and evaluation.

Teaching English in kindergarten of SALAM is handled directly by native speaker from Australia. Indeed in SALAM school, in some ways, and in some instances, students learn directly from experts such as the photography, art, and so forth.

The vision and mission of learning at the kindergarten level is to increase the student naturally or explore the activities of playing, socializing, and other motor activity. The vision and mission of learning English in kindergarten of SALAM, as said by Mrs. Bridget, is to make the children familiar with English as well as build their character.

Theme of learning English in SALAM is general but limited to book reference that chosen by the English teacher. In this case, the teacher be responsible for selection of the themes in learning. In this case, Mrs. Bridget choose theme that contain educational values, interesting, and has a story to suit children.

The most popular method of teaching students is the storytelling. Besides storytelling, Mrs. Bridget used games, movies surgery, and singing.

In the process of learning, there are nine stages that made by Mrs. Bridget. The ninth stage is the conditioning the class, greeted the class, counting together, making a deal, introducing about the book, introducing and reading the title of the book, reading a story book, giving student questions to be answered together, and saying thanks. At the end of the class Mrs. Bridget has a social time with the students.

Books which are used as teaching materials in English are determined by SALAM kindergarten teacher of English. The selected book stories contain educational values, have interesting topics, have interesting pictures, and has a story to suit children.

Learning in the kindergarten of SALAM is performed in a semi-open classroom. At the begining the teaching and learning process is done outside the class, now the lesson is held in the classroom.

Learning English in kindergarten of SALAM was done once a week. Lessons are held every Monday at 10:00 am to 11.00 am.

Existing facilities in the class are tables and chairs, mats, various pictures and various posters. The school also provides a video player and a screen when teachers need to assist teaching. Mrs. Bridget usually bring her own CD to play it in the class. However, in addition to the facilities provided at the school, Mrs. Bridget also has other instructional media in the form of toys and picture cards which are sometimes used as a medium of learning.

The game played in SALAM is a mimicked game. In this game, the students mimicked the teacher. SALAM game in kindergarten is often used by Mrs. Bridget for conditioning the class to be settled.

The classroom teacher is maintaining good communication and relationships with the students. The classroom teacher and students greet each other when they meet each other. The classroom teacher also established the communication with the students, both before and after learning.

Assessment is conducted by classroom teacher who provides questions to the students at the end of the storytelling. Evaluation of learning English is not held.

## **B. Implications**

This study expected to provide benefits to some parties. Some of the parties include kindergarten teachers in general, SALAM kindergarten teachers, curriculum developers, textbook writers, and students majoring in English Education at UNY. The few benefits that can be taken, for example is as described below.

### **1. For Kindergarten Teachers in General**

For kindergarten teachers in general, this research is expected to provide discourse and inspiration in teaching. It can be an inspiration to the teaching materials, the process of learning, teaching methods, and the class management.

Regarding the teaching materials, teachers can add the reference of reading materials for classroom teaching. From this study it can be seen a few books or book publishers which are good to support the teaching of English.

Regarding the process of teaching and learning activities, teachers can reflect on the process of teaching and learning in kindergarten SALAM. Perhaps it is considered to be interesting and coincidental in schools that have ever been done. The teacher can adapt it to be applied in their respective schools.

Regarding teaching methods, the storytelling method becomes a popular method of learning in SALAM kindergarten. Teachers can try in their own class. It may be an appropriate method to be applied in their classroom.

Regarding classroom management, the teacher may be able to imitate what have been done by Mrs. Bridget. Mrs. Bridget settled the students by taking the game.

## **2. For Kindergarten Teachers of SALAM**

For the English teacher in kindergarten of SALAM, this study is expected to be a review and evaluation of teaching. This research is expected, based on teacher and school policy, which would appear the programs or the good things or to be developed and where it is less attention.

## **3. For Curriculum Developers**

For curriculum developers, the results of this study can be used for consideration in their policy related to the form and the purpose of learning in kindergarten of SALAM and the favorite methods that used. These things can be used as a rationale for the development of curriculum materials in subsequent years.

The learning objective in SALAM kindergarten is to introduce the English language to the students. Curriculum developers could consider it was every school has different target of achieving learning English.

Storytelling method used in kindergarten of SALAM as a method of teaching that interests the students. Perhaps the curriculum developers can use it as one of the considerations in developing the curriculum for kindergarten.

#### **4. For Text Book Writers**

For textbook authors, this study may be one of the considerations in making textbooks. As said of Mrs. Bridget, she chose the books that have education value, the story suitable for children, not too many texts, and have interesting pictures. These components would be a consideration for the author of textbooks.

#### **5. For Students of English Education Department of UNY**

For students majoring in English Education at UNY, this research is expected to provide additional knowledge when they teach later. The concrete additional knowledge, for example, are the method of teaching, the teaching and learning process, the teaching materials, as well as on how to manage the classroom.

### **C. Suggestions**

From the research that has been done, it is found something that can be suggested to the teaching of English to kindergarten. Some of these suggestions may be directed to various parties, such as kindergarten teachers in general, kindergarten teachers of SALAM, curriculum developers, textbook writers, and students majoring in English Education at UNY. Some of these suggestions are as described below.

### **1. For kindergarten teachers in general**

Conditioning class with game would be good applied in teaching because, with these, students do not feel rejected and do it gladly. Creating a fun learning environment is an essential requirement for children.

### **2. For the SALAM kindergarten teacher**

Although the storytelling method is a method which attractive and popular for students at SALAM kindergarten, it would still need to vary the method so that students gain more knowledge, for example by singing, games, and so forth.

### **3. For curriculum developers**

Curriculum developers can look at the models of learning at this school to be used as an ingredient in making curriculum policy considerations.

### **4. For textbook writers**

Several criteria are used when choosing the books teaching English in kindergarten of SALAM. The criteria are having interesting pictures, having suitable topics for children, do not have too texts and containing educational value. These criteria may be considered for the author to develop the next instructional materials.

### **5. For students majoring in English Education at UNY**

Students can conduct further research on the other alternative schools such as home schooling, PKBM, early childhood, school of nature, and so forth. This is done in order to get balanced justice related to the study. By lots of and detail research



hopefully it subject will be able to contribute ideas for national education and curriculum developers.

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## Appendix 1:

### Video Transcript

#### MVI\_4258.AVI

Another teacher : “Ayo..ayo...ayo duduk... ayo...”.

#### MVI\_4259.AVI

Teacher and students : “*Tujuh...delapan...sembilan...sepuluh*”.

#### MVI\_4262.AVI

Another teacher :”*Yuk Afika duduk...Pras...Pras...mbak...duduk...yo..yo...*”.

Mrs. Bridget : “Are you ready?”

Student : “Yes we are ready”

Mrs. Bridget : “Are you ready?”

Student : “Yes I am ready”

Mrs. Bridget : “Thank you. Oke. Morning”

Student : “Morning”

Mrs. Bridget : :How are you”

Student : “Iam fine”

Mrs. Bridget : “Ok, Jati is fine. How are you? How are you?”

Student : “Iam fine”

- Mrs. Bridget : “Are you fine? Are, how are you?”
- Student : “Iam fine”
- Mrs. Bridget : “Fine. Am... Oki..Oki...how are you?”
- Student : “Iam fine”
- Mrs. Bridget : “Fine... Oke... Are you...are you sleepy?”
- Student : “No...yes...yes”
- Mrs. Bridget : “Yes... we have one sleepy..two sleepy...three sleepy...four sleepy...yes Are ya...sleepy... Oke...sleepy too... Oke... ssst.... Mouth is quiet... you is good... ears are listening... mouth is quiet...mouth is quiet.. mouth is quiet... Mouth is quiet...”
- Mrs. Bridget : “Oke... are you hot?”
- Student : “Yess...yees...”
- Mrs. Bridget : “*Tapi kok anginnya banyak..enak...sejukk... or may be are you angry...rgh!!*”
- Student : “No...yes...yes...”
- Mrs. Bridget : “*Tapi kok senyum. Or may be are you sad?*”
- Student : “No... yes....”
- Mrs. Bridget : “You sad? You sad? No..you look happy. Oke, hands are ready... hands are ready...hands are ready...”
- Another teacher : “Hands are ready...hands are ready”
- Mrs. Bridget : “Oke kita hitung sampai berapa?”

Student : “*Sepuluh*”

Mrs. Bridget : “One two three four five six seven eight nine ten. Are you happy?”

Student : “Yes!”

Mrs. Bridget : “Oke...”

### **MVI 4268**

Bersama2 : “Mouth is quiet... four hands are to my shelves five heart are carrying”

Student : “*Mencintai teman*”

Mrs. Bridget : “Ya”

Student : “*Menyayangi teman*”

Mrs. Bridget : (?)

Student : “*Melihat...*”

Mrs. Bridget : “*Untuk melihat kemana? Ke sana, ke sana, apa di sini?*”

Student : “*Di situ*”

Mrs. Bridget : “Ears are listening?”

Student : “*Mendengarkan*”

Mrs. Bridget : “*Yang paling penting, mouth is quiet*”

Student : “*Jangan ngomong*”

Mrs. Bridget : “*Tidak penting....(?) penting berarti kesepakatan itu tidak bisa jalan. Yang menurut...menurut kalian aku pikir sih itu*

*penting mouth is quiet kalau kita lagi mendengarkan cerita. Angkat tangan kalau piker itu penting...menurut Garnis penting...menurut Nuno penting..menurut Are penting...Ratih penting...penting...Nalan...ya...penting...ya...oke... bagus.. jadi kalau ini tetap nanti saya di sini...berarti mouth is quiet. Dita.. kita setuju sepakat kalau missal begini berarti kita langsung mouth is quiet”*

Student : “Setuju”

Mrs. Bridget : “Oke”

Another teacher : “Wah dek Nara hebat banget e”

Mrs. Bridget : “Kalau lihat buku ini hari ini dari yang ini dari temen-temen dari Australi atau ini bisa cerita ada cerita lagi mau kan... atau yang ini dari Australi”

Student : “Yang ini...yang ini...yang ini...”

Mrs. Bridget : “Wua...wua..wua... yang ini? Tapi ini kita sudah tahu ceritanya...ee... Matie and the mango ingat? Ingat ini Matie and the mango? Mau ini?”

Student : “Mau...”

Mrs. Bridget : “Oke... can I have three people to help me? To read the title?”

Student : “Aku...aku...aku..aku..aku....”



- Mrs. Bridget : “One...two...three... *Gak bisa Nara...ya... one...two...sama Nuno ya..*”
- Another teacher : “*Nuno berdiri Nuno...*”
- Student : “*Nuno nggak mau bu...* (Another student said)
- Mrs. Bridget : “*Tapi angkat tangan...*”
- Student : “*Nggak mau...aku mau...aku mau...*” (students still scrambling to come forward in order to read the title of the story)
- Mrs. Bridget : “Are..Are...”  
(third students come forward)
- Mrs. Bridget : “Ma...tie... and.. the... mang...go....” (Mrs. Bridget guiding students to read the title)

### **MVI\_4269.AVI**

- Mrs. Bridget : “Oki...mouth is quiet ya.... One day..Matie *ada...(?)*. Ayo *Nara... pada suatu hari, Matie ini punya tugas yang agak luar biasa..*”
- Another teacher : “Abel....Abel...”
- Mrs. Bridget : “He (?)*jadi ia bangun seperti biasa dan olah raga seperti biasa...igh...igh...igh...gih... yuk, kita lihat ada apa di sini? Ini cawan...pakai apa ini? Tapi buat Matie berat sekali..*

*iya...iya... tapi setelah itu ia ketemu ada surat...halo... ada surat di depan rumah... Dinner tonight at my house bring out mango. Wah surat dari temennya Gomes buat nanti malam”.*

Another teacher : “*Eh, ini dilanjutkan nggak ya?”*

Student : “*dilanjutkan....*”

### **MVI\_4270.AVI**

Mrs. Bridget : “*Sebenarnya ini Matie.. A mango? Hah? What is that? Matie sama sekali tidak tahu artinya mango. Apa itu? Mmm... but Matie was very curious. Tetapi Matie dia seekor tikus yang sangat ingin tahu..ingin tahunya tinggi sekali jadi dia mau cari...Manggo... Hum...hemmm... he had it out. First he decided to stop at the (?) is a frog. Jadi Matie keluar, dia bawa apa? Pensil and buku..ya...book and pencil... ah...ehem...excuse me frog...excuse me...says Matie... what is the mango? Mangga itu apa kodok? Rebek...rebek.. a mango is a fruit... cuuung... terus dia (?) a mango is a fuit. Artinya apa ya?”*

Student : “*Fret... buah...*”

Mrs. Bridget : “*Mangga adalah sebuah buah*”

Another teacher : “*Sebuah buah*”

- Mrs. Bridget : “*Ya...sebuah buah... ya is a fruit... betul nggak? Mangga itu buah?*”
- Students : “*Betul*”
- Mrs. Bridget : “*Betul nggak? Apakah mangga memang buah?*”
- Students : “*Betul*”
- Mrs. Bridget : “*Yea... Oke.. alright.. oke so Matie a Manggo is a fruit...eee...sudah mulai...ya... wow...sight that. Matie (?) across a Gorilla...wouw.... Hmm... asa Gorilla... ehehem... excuse me Gorilla...excuse me... am...are those mangoes? Dia Tanya apakah Gorila itu mangga? No?*”
- Student : “*Jeruk*”
- Mrs. Bridget : “*Jeruk? Owuw....of course not... mangoes are much bigger... this a guava. Waaaa...ini bukan mangga. Mangga jauh lebih besar. Ini namanya jambu. Buah jambu...*”
- Another teacher : “*Hahaha...*”
- Mrs. Bridget : “*Hmmm... oo... thank you... said Matie... okai... dia tulis sudah ada itu... mangga adalah sebuah buah. Sekarang mango lebih besar dibandingkan jambu. Manggo is bigger than guava. Oke... oh.ya...thenik..uk...ek.uk.ek... Matie met a caterpillar*”
- Student : “*Ulet...ulet*”

- Mrs. Bridget : “He’eh... ah..eh..excuse me excuse me caterpillar... is that a mango? Is that mango?”
- Student : “*Bukan... no*”
- Mrs. Bridget : “What is it?”
- Student : “*Semangka*”
- Mrs. Bridget : “*Siapa tahu bahasa Inggris? Semangka? In English. The water?*”
- Student : “Watermelon”
- Mrs. Bridget : “Ya... watermelon. Good watermelon. Is not a mango? No.. *ini catipular bilang... ik..ik...mango is smaller than watermelon. Jadi dia bilang mangga itu jauh lebih kecil. Ini namanya...bahasa inggris apa? Watermelon*”
- Student : “*Semangka*”
- Mrs. Bridget : “Oh...Ya in Indonesia. Ok thank you said Matie then he wrote again Mango is smaller than watermelon. *Betul kan mangga itu lebih kecil dibandingkan semangka?*”
- Students : “*Benar*”
- Mrs. Bridget : “*Benar? Ya ok. Woo...what is that? What is that? From Australia.. poing...poing..poing...*”
- Student : “*Kanguru*”
- Mrs. Bridget : “*Yea...kanguru..kanguru*”
- Student : “*Kanguru*”

- Mrs. Bridget : “And the kanguru was called me...ee...*siapa tahu buah ini? It’s crown?*”
- Student : “*Kacang...*”
- Mrs. Bridget : “No”
- Student : “*Kacang...*”
- Mrs. Bridget : “No”
- Student : “*Mangga*”
- Mrs. Bridget : “*Dalamnya itu hijau. Green inside*”
- Student : “*Apel*”
- Mrs. Bridget : “No”
- Student : “*Alpukat*”
- Mrs. Bridget : “No Ki... Kiwi. Or kiwi fruit..*ya... kiwi fruit. Jadi ini kanguru ini sedang mengumpulkan kiwi fruit. Ehem...am...excuse me kanguru. Said Matie are those mangoes?*”

#### **MVI\_4644.avi**

- Student : (open the sheets of book)
- Researcher : “*Dek, suka lihat gambar ya? Suka lihat gambarnya ya?*”
- Student : (glanced)
- Researcher : “*Bagus-bagus ya gambarnya...*”
- Student : (nod)

**MVI\_4648.avi**

(Student noisy in the class after eat snack)

Another teacher : “*Yuk... sudah jam setengah sebelas..*”

**MVI\_4653.avi**

Student : “Yes iam ready”

Mrs. Bridget : “Okeee... Good morning”

Student : “God morning mam Bridget”

Mrs. Bridget : “Good morning. How are you?”

Student : “Iam fine”

Mrs. Bridget : Fine? Good. Or... are you sad? Huhuhu...

Student : “No...no...no...”

Mrs. Bridget : “Oke... hore... (?). Aaa... Nara...Nara... are you hot?”  
(fanning)

Student : “Yes...yes..yes...”

Mrs. Bridget : “Are you hot?”

Student : “Yes...yes...”

Mrs. Bridget : “Are you hungry? Oo...”

Student : “Yes..Yes..Yes...”

Mrs. Bridget : “*Tapi baru makan?*”

Student : “Yes...yes...”

Mrs. Bridget : “You hungry? No...no...”

- Student : “Yes...yes...”
- Mrs. Bridget : “Oke... Oki, are you angry? Huargh!”
- Student : “Yes...no...yes...”
- Mrs. Bridget : “No... no...angry? You are not angry... lets get hands ready... hands ready... hands ready... and we came to (?) twenty.... Dika..Oke...Happy yeah...”
- Mrs. Bridget, student : “One two three four five six seven eight nine ten. Are you happy? Yes”
- Mrs. Bridget : “Oke... you’re happy? Right... are you ready for a book?”
- Student : “*Aku....aku...*”
- Mrs. Bridget : “Yes or no?”
- Another teacher : “Yes? *Mau?* Yes? *Mau?*”
- Mrs. Bridget : “*Yang mau cerita.* Yes? Oki? Are you ready? For this? Oke... I need one, two, three people one...two...three...”
- Student : “*Aku...aku...aku...*”
- Mrs. Bridget : “*Maaf ya Nara...* okai... (?) wild thing (?)”
- Student : “Yeah...”
- Mrs. Bridget : “(?) are you ready? *Sudah siap?* Are you ready? Oh yeah... Thank you Pras... alright oke... (?). Oke... we call we (?) ya... one.. two...three.. four... five... oke... are you ready? Oke? Yes? Okeee... one... eye are watching... two, ears are

listening... three mouth is quiet... four hands are to my shelf... five... hearts are carrying...”

- Student : “*Mencintai teman*”
- Mrs. Bridget : “Right. so (?)? *Sepakat?*”
- Students : “*Ya..*”
- Mrs. Bridget : “*Angkat tangannya yang tidak sepakat*”
- Another teacher : “*Angkat tangannya... yang tidak sepakat*”
- Mrs. Bridget : “Oke... *sepakat..*good... oke...”
- Student : “*Sepakat...ye...*”
- Mrs. Bridget : “So...*kita mulai kalau* mouth is quiet.. Nara... fantastic... very nice... very fantastic... wonderfull (?)... okeee... when the wild thinks are... story and picture by Moris (?). *Jadi ini Cuma satu orang Morris (?)*”
- Student : “*Yang menulis... yang menggambar...*”
- Mrs. Bridget : “*Itu nama yang dipakai yang menulis dan menggambar*”
- Student : “*Dan melukis... yang mewarnai...*”
- Mrs. Bridget : “*Dan ini sedikit lucu karena kamu tahu cerita ini cerita ini sudah ada sebelum saya lahir. Ini cerita yang lama sekali tapi bagus.. sudah lama... zzz..z.zzz...zz (?) ui... huw... aaa...its Max (?). Pada suatu malam, Max pakai kostum serigala.. dan... apa tidak nakal tapi tidak bisa diem... is Max happy?*”
- Student : “Nonono....”



- Mrs. Bridget : “No. No Max no happy.. yeah... and another...  
wihhi...guguguguk.. is the dog happy?”
- Student : “No”
- Mrs. Bridget : “No”
- Mrs. Bridget : “Wow... his mother (?) and Max said (?). *Ibunya Max bikin apa marah dan dia bilang Max itu wild thing apa seperti binatang liar. Tapi Max membalas di belakang saya akan makan mami. Jadi ibunya usurh masuk tempat tidur. Dan dia belum makan malam. Max happy? Is Max sad? Max sad?*”
- Student : “Hungry”
- Mrs. Bridget : “Hungry... yeah.. angry.. Max is sad”
- Student : “*Tapi ini orangnya udah di...*”
- Mrs. Bridget : “Ssst.... Mouth is quiet. Mm... thank you it... that very nice (?). *Malam itu juga di dalam kamarnya Max sendiri...*”

**Appendix 2:**

**Documentation: photos**



Figure 6.1

Students work posted on the walls in the classroom



Figure 6.2

Students work on the wall in the classroom



Figure 6.3

Students work posted on the walls in the classroom



Figure 6.4

Students work posted on the walls in the classroom



Figure 6.5

Students work on the walls in the classroom



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI YOGYAKARTA  
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<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
10 Jan 2011

Nomor. : 0507/UN.34.12/DT/V/2013  
Lampiran : 1 Berkas Proposal  
Hal : **Permohonan Izin Penelitian**

22 Mei 2013

Kepada Yth.  
Kepala Sekolah Sanggar Anak Alam Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

***THE CHARACTERISTICS OF THE ENGLISH TEACHING LEARNING AT ELEMENTARY SCHOOL OF SANGGAR ANAK ALAM YOGYAKARTA***

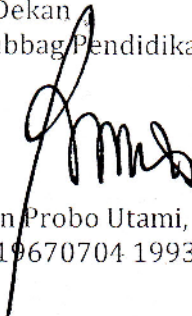
Mahasiswa dimaksud adalah :

Nama : RIAS ANTHORAHMI SUHARJO  
NIM : 06202241028  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Waktu Pelaksanaan : Mei - Juni 2013  
Lokasi Penelitian : Sekolah Sanggar Anak Alam Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan  
Kasubbag Pendidikan FBS,

  
Indun Probo Utami, S.E.  
NIP 19670704 199312 2 001



KEMENTERIAN PENDIDIKAN NASIONAL  
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http://www.fbs.uny.ac.id//

FRM/FBS/32-01  
10 Jan 2011

Nomor : 433/UN.34.12/PB.1/V/2013  
Lampiran : .....  
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth. Dr. Widyastuti Purbaningrum, M.A.

Wakil Dekan I

FBS UNY

Dengan hormat,

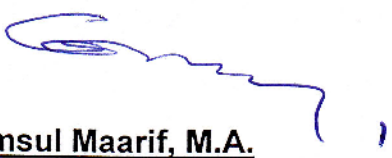
Menanggapi surat dari Saudara:

Nama : Rias Antho Rahmi Suhayo  
No. Mhs. : 06202241028  
Jur/Prodi : Pendidikan Bahasa Inggris  
Lokasi Penelitian : Sekolah Dasar Sanggar Anak Alam  
Judul Penelitian : The Characteristics of the English Teaching \*  
Tanggal Pelaksanaan : 22 Mei 2013 - 15 Juni 2013

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami  
Ketua Jurusan  
Pendidikan Bahasa Inggris

  
**Samsul Maarif, M.A.**  
NIP19630423 197903 1 004

\* Learning at Elementary School of Sanggar Anak Alam Yogyakarta