

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The result of this Research approximately one months, it start on 3 August 2019 until 2 September 2019 at Madrasah Ibtidaiyah Baladan Amina Banjarbaru. Observation and interview techniques are intended for school principals and English teachers. Observation was carried out in class 6 times..

To see how English learning process in grade I, II, and III, researcher needs to present the data obtained each time of observation starts from planning, implementation and evaluation. Learner's responses to English learning are obtained from the interviews according with the interview guidelines

As for the schedule of English subjects in Madrasah Ibtidaiyah Baladan Amina:

Tabel 4.2 schedule of English in Madrasah Ibtidaiyah Baladan Amina

No.	Day	Time	Class
1	Monday	09.10-09.45	VI
2	Tuesday	08.00-08.35	III
3	Wednesday	09.10-09.45	V
4	Thursday	09.10-09.45	IV

5	Friday	08.00-08.35	I
6	Saturday	08.00-08.35	II

#### 1. 1st Grade (August 9th, 2019, & 16th, 2019)

In the 1st grade classroom, there was a big carpet, a whiteboard, desk, Fan, speaker, and there was not chair in this classroom. So the students can study casually. The teacher and the students sat on the carpet to make the situation more comfortable and the students could feel like they were studying at home. The environment in the classroom was simple because there just green walls and not many pictures decorate the class, only class structure boards, absent board, windows and air vents.

Before starting the lesson the teacher start activity by prayer and read short surah. The topic at that time was alphabet. When starting the lesson the teacher spoke in bahasa with the student.

First, they talked about alphabet. Then the teacher asks to read the alphabet in the student's worksheet, the students are enthusiastic when reading it, but they only spell in bahasa Indonesia. A few moments later The teacher then ask to them to sing together with "abc song", Students enjoy while singing with their teacher. When singing, the teacher corrects their spelling to match to English, some students have difficulty while spelling

letters according to English, but some students are still quite fluent in spelling these letters. After that, the teacher makes a quiz, guessing the letters. when the teacher write the letters on the whiteboard, the teacher asks students to guess the correct spelling but the teacher scrambles letters that students will guess. In this activity the teacher pointed students one by one according with their absent.

At the end of the lesson teacher gives an assignment to bold the letters on the student worksheet, after all students have finished their assignment, the teacher evaluates the student's work by scoring, and closes the lesson by saying *Alhamdulillah*.

In the next meeting still discussed about alphabet. As usual before starting the lesson, the teacher asked the students to pray and read short surah. But some students are look sleepy, at that time the teacher asked them why they were sleepy, spontaneously the sleepy students admitted they are staying up late, then the teacher gives an aadvice that staying up late is not good for health, after that to encourage the students, teacher ask to the to play a game.

After the game, the teacher asks students to repeat last week's lesson by singing abc song, after singing, the teacher makes letters form dots on the whiteboard and one by one students trace it and spelling the letter. after that activity, the teacher asks to write

their names spelling in their books. After they have finished the work, the teacher assess results of the student's performance. The lesson went very well.

2. 2nd grade (August 24<sup>th</sup>, 2019 & August 31<sup>st</sup>, 2019)

In the 2nd grade classroom, equipped with a whiteboard, desk, chair, fan, and cupboard. The classroom setting for 2nd grade is pretty neat according to the researchers because the student's table were arranged in the form of U form and covered with a sasirangan pattern tablecloth.

The environment in this classroom was attractive because there lot of trinkets and small flags which is hung on the classroom ceiling, class structure, absent board, window with curtains. This class is equipped with learning media such as globes, maps, animal and fruit poster, also student's workshops that displayed above the cupboard.

The topic discussed was about things arround us. Before start the lesson the teacher by praying and read short surah. then teacher reviewed about the last topic and then the teacher told them see a picture in student's worksheet. Then the teacher ask to students to reading aloud vocabullaries in the picture. Then the teacher ask to student to listen and give correct picture task. While the teacher mention the vocabullary on the picture, students listen carefully

and give the mark to correct picture. Then the teacher asked the students to read the what they marked loudly.

Then, the teacher asked the students to fill blank word bellow the picture, the teacher mentioned picture and the student fill the blank word based what they hear from the teacher. At the end of the lesson, the teacher review the lesson and advice to students to keep study and practice in their home.

In the next meeting, Before start the lesson the The teacher started the lesson by praying first and greet the students. Then the teacher checking the attendance and start the lesson . The topic discussed at that time still was about things arround us. the teacher asked the students to mention kinds of things that teacher pointed around the them, students answer when the teacher points to the object.

After that, the teacher ask to students to read a text in their worksheet. After that, they told by teacher to translate it. The teacher asked the students to retell what they got from the text

Then, the teacher asked the students to review the by fill the question based on the text and presented the review in front of their friends one by one. They seemed enjoyable during learning process. At the end of the lesson, the teacher ask to the student to colour the picture in their worksheet with colored pencil to give student a minigames in the next lesson.

3. 3rd grade (August 13<sup>rd</sup>, 2019 & August 24<sup>th</sup>, 2019)

In 3rd grade, it is equipped with a blackboard, table, chairs and cupboards. Its setting is by regular classroom setting. The environment in this classroom was quite attractive. Classroom is decorated with student's artwork and paintings are displayed on classroom wall. Also equipped with a class structure, cleaning picket, scheme of tables arrangement, absent boards, windows, a long flag, clocks, posters, calligraphy and also a picture of the president.

In the first meeting, teacher started the lesson by praying first and greeting to students. Then the teacher checked the attendance of students and collected their savings. The topic was about foods. While talking about food, the teacher asked the students what their favorite foods. The class atmosphere became noisy when students mentioned their favorite food.

The teacher asked students to open student's worksheets, there are pictures of various foods and drinks, then the teacher asked students to read aloud the kind of food and drinks in the picture section. After that the teacher asked students to open a dictionary and translate the vocabularies according to picture. After that the teacher evaluated student's translation one by one. After that the teacher reads the question and asks students to write their favorite food and drink read in whiteboard. After that the lesson is over and the

teacher asks students to remember the kind of food and drink to increase the student's vocabulary.

The next meeting, teacher started the lesson by praying and greeting the students. First, they reviewed about the last topic and then the teacher told them about the topic for that day. The teacher asks students to mention each two of their favorite foods and drinks. The topics at this meeting are still related to foods.

After the students memorize their favorite foods and drinks. The teacher explained about expressions to say favorite drink foods. The teacher showed the explanation in the white board and explain carefully. Then, the teacher read an example based on student's worksheet and asked the students to read it. After reading the example, the teacher asked the students to practice it like a conversation each other. After practicing the dialogue, the teacher gave the students some interview questions to make them understand easily.

After practicing several times, the teacher asked the students to make the interview dialogue in pair spontaneously without text. They seemed like they already understood about how to do the interview. It seemed when they made a conversation spontaneously and they did it very well. Even though there were some vocabulary they didn't know but the teacher understood it and told it in English. In the end of the lesson the teacher give students

homework in their worksheet about material that they learned before to review the lesson in their home.

From six times observation from class I until III, the researcher found that the learning process was begin the teaching and learning by greeting and praying. After that, the teacher gave the students review about the last topic by conducting question and answer activities or asked the students to explain with their own words in English.

And based on interviews results with English teachers said that learning English in MI Baladan Amina just as an introduction lesson, as mean to give foreign languages proficiency since early stage to MI Baladan Amina students, especially for 1<sup>st</sup> & 2<sup>nd</sup> grade students, so the learning is still in expressing very simple expressions, and developing language skills.

Then, Mrs. Betty yohana said the difficulties in teaching English such as student's different abilities, some students have a good responsive, some are rather slow. But these materials must be understood by all students. so that is the problem when teaching young learners. Moreover, there are classic problems in depelop young learner's skill, as like reading, writing and arithmetic problems or *calistung*. Because there found cases where a regulations not allowed reading, writing and arithmetic learning on kindergarten level education, but in fact some of lessons at the elementary school level can not be separated with reading, writing and arithmetic things. This is makes the teacher more extra effort to catch up



for students who are have reading, writing and arithmetic problems. How to overcome children's learning problems during learning process can be given an additional assignments, moreover give a specific approach and extra attention.

Then the lack for learning material because the matterial that was used in teaching is only using the student's worksheet. The book is according with the curriculum that used at Madrasah Ibtidaiyah Baladan Amina and lesson plan which has been prepared before, so not every time before enter the class, make a lesson plan because it has been made for one semester

For learning media, teacher just use media that available in student's worksheet specifically like picture, song lyric as learning media. besides that it can be varied with singing and games activities to make students move actively and learning activities become not boring. But it cannot be denied using tools such as dictionaries or pictorial dictionaries becomes primary tools to add new vocabulary to students and help students when they are struggling to translate new vocabulary that they didn't know, so the teacher ask to students to bring a dictionary every English lesson. She pointed out that the problem with the lack of resources for teaching English is often related to the school resources and facilities.

Then the main problem in English at Madrasah Ibtidaiyah Baladan Amina was an lack of english teacher which made her hold two positions

as a school principal and English teacher in 6 classes at once. This becomes a big problem for her to faced, because the teacher's efforts when preparing media, material, and more things for English learning activities, divided with her job as a supervisor for educational activities at Madrasah Ibtidaiyah Baladan Amina. That is the main problem in planning and teaching English effectively and efficiently in Madrasah Ibtidaiyah Baladan Amina.

## **B. Discussion**

This sub chapter will be discuss all of finding from this research and this section also will answer the research problem of this research that has been explain in first chapter.

Based on observations and interviews conducted by researchers. English learning process in grade I,II,II in MI Baladan Amina consist Planning, Learning Implementation, and Evaluation

### **1. Lesson Plan**

Planning a lesson is the initial stage that teacher doing in every time they will teach, where teacher try to prepare everything so that learning goes as well, to get excellent and efficient results. Lesson Plan will be a guideline for teacher to be able to direct students to learn as well. A good planning will affect the implementation and assessment of learning. using a plan is entirely right and proper to

design learning outcomes which is hope to students will achieve (Harmer, 2007 p 367).

Based on interviews with the teacher, before starting learning the teacher must prepare a lesson plan which has been made previously by the teacher referring to the curriculum structure of the Madrasah Ibtidaiyah Baladan Amina which used 2013 (K13) curriculum.

The learning steps taken during the lesson start from the teacher entering the classroom until end of the lesson. The teacher has also prepared instruments form of cognitive and affective assessments which for the affective assessment itself are monthly assessments. In affective assessment there are 3 indicators that are assessed; task commitment, activeness and creativity.

## 2. Learning Implementation

The implementation of learning is a following step from lesson plan that has been prepared previously. The better planning is made, more optimal it will be in implementation. Teacher's skills in managing learning also play an important key in achieving success of student's learning.

Based on observations, implementation of learning is guided by the lesson plan that have been made previously. learning

implementation includes every steps consist of introduction, core activity, closing, and evaluation.

a. Introduction Activity

Based on the results of interviews with English teacher, preliminary activities carried out as usual which starts from greetings, reading prayers and daily surahs, and checking the attendance. If there is a home work or assignment, the thing to do is to discuss that things first. And if the lesson start at the beginning of the chapter there are usually tell a story which relating to the material that being taught. After that, continued to apperception activity to review on the material that was previously taught to stimulate students. Sometimes, the teacher also warmed up the children by singing a song to make them feel comfort and ready to start the lesson Those were the routines in the beginning of the lesson.

b. Core Activity

Material submission doing by the teacher is according to lesson plan with an allocation of time 1 x 35 minutes for the elaboration of material for English lessons. the teacher started topic by used picture, songs, games and object around students as media, The teacher explained the lesson in Bahasa Indonesia, but teacher also gave the students new vocabulary to enrich students vocabulary especially relating to student's environment

and daily life. And teacher conducted a question and answer activities asked the students to explain with their own words related to the topic. When the teacher explains the material, the teacher also emphasizes students to be active to make active learning. For example, The teacher might use probe questions to stimulate the children curiosity about the lesson and also recalled the children's experiences/ knowledge related to the lesson starting from a problem, so that the teacher needed to emphasizes student and making an activity that involves students to active in learning by using drilling techniques, singing, games, questions and answers, and also do conversation. As the teacher said, Learning activities doing using various methods and techniques such as drilling, reading aloud, sing songs, games, and learning by real life environment around students (field study).

Using various methods and techniques to make English learning activities become not monotonous and boring, and make students active in learning activities, because at that age, children like active-moving learning form. All English teachers who teach English to children face a big problem and that is maintaining learners' interest throughout the lessons. Teachers should always be creative in the techniques they use. One interesting and funny way of maintaining learners' motivation

and interest is the use of stories, games and songs in English. Stories, games and songs have a great impact on the learner firstly because they present themes which are interesting for them, and secondly because they have a major input, and they are able to express what they want using what they were exposed to (Imaniah & Nargis, 2018: 72).

c. Closing Activity

Mrs. Betty Yohana, S. Pd as an English teacher and have task to gives some motivation and encouragement for the students to study hard. And by making a cool atmosphere in learning so that students still feel comfortable during the learning process.

The feedback process conducted by the teacher in general is like learning is more directed to active learning but still continuity. When closing learning, the teacher together with the students give conclusions and occasionally provide homework so that students can repeat lessons at home. The review was given to check the students' memorization about the topic whether the last topic had been understood or not. teacher usually give encouragement or advice students that English lessons are useful for everyday life. Because in this era of globalization, the use of English are often seen in every aspect so that we are not left behind by other nations and can compete in real life with learn english, and will be very useful when

working later if someone can be English always be more value, perhaps with motivation like it expected to make students become enthusiastic to learn English. As Imaniah & Nargis, (2018: 72). feedback is designed to enhance student learning. To be effective, the authors use two-way dialogue which helps motivate students – although not all students need the same type of feedback.

### 3. Learning Evaluation

When evaluating the process of student learning outcomes, the teacher conducts an initial assessment of learning first, then the teacher use the results of the initial assessment as a starting point for learning. In learning process, the teacher always gives assignments to students. Teacher want to see the goal of a learning achieved or not is through evaluation, as Bachman (1990, p. 23-23) evaluation is involved when the results of a test or other assesment procedure are used for decision maker. and Cummins (1996: 3), English assessment should be accurate and effective. An accurate and effective assessment of language is essential to ensure that English language learning gain access to instructional programs that meet their need.

When the results are good the teacher will not repeat the learning on the next meeting, but when the evaluation results are bad the teacher will review back learning on the next meeting.

Evaluation of learning activities conducted by the teacher will later be delivered to student's parents, so that they know the result. so that parents can participate in guide their children when learning independently at home. Because There are learning activities that cannot be assessed by test and there are some aspects that can be assessed using non-test (Arifin: 2012, 130).

All learning activities in grade I,II and II, are dominant using the first language rather than using the target language. grammatical structure is not too focused by the teacher, but more focused on mastering vocabulary and daily phrase.

Improving their English skills ability depends on the teacher and students respectively. If the teacher bring the class atmosphere to be fun and interesting students will enjoy it and enthusiasm in learning. As the teacher said: "I think success of a student in English ability is from the method applied by the teacher because teacher is someone who give new information for her students. If the method is good, so the students will understand easily and learning process will be fun and relax".

The development of skills in students is doing gradually and integrated, but not all skills are developed at once time, because it is adjusted to student's ability is still very low so development skills only focused on listening, pronunciation, introduction to vocabulary, and simple conversation activities.



.The first thing to remember, especially at beginner levels, students are going to translate what its happening into their first language (L1). It is a natural proccess of learning a foreign language. And as far as possible there should be english environment in the classroom, where english is heard and used as much as often as possible, and not to spend a long time talking in the student's L1 (Harmer: 2007, 38). Using English as target language and instruction in class provides wide opportunities for students to interact in English. So that students will be familiar with a variety of English vocabulary, grammar, and sentence patterns.

In teaching English for young learner, learning activities consisted of more than one skill. It was proven by the observation. In speaking and listening, teacher asked the students to do brief dialogue and listening activity. In reading teacher asked the students to read the example from the book, in writing, ask the students to do writing exercise from the book or write the example of sentence on the white board or their paper.

The researcher concluded that by implementing integrated skills, the students were not simply learning from more than one skill at the same time. the integration of the four skill—or at least two more skill—is the typical approach within a communicative, interactive framework (Brown: 2007, 268).

The source of material only from student's worksheet by the English Elementary teacher's development team. from the suitability of the

material for the students is good enough with the student's needs and abilities for example, the material was taught just like:

1. 1st Grade students

Material for 1st Grade students was Alphabet (Unit 1 in the student's worksheet), the objective of the teaching-learning was students were able to spell the word and copy in simple writing as identify word's symbols to get them ready to read and write, The title of this material was *Spell The Word*. this unit focus on spelling alphabet, spell the word, bold the letter and sing the song. this activity focused to get them ready to read and write.

2. 2nd Grade students

Material for 2nd Grade students was Things around us (Unit 1 in the student's worksheet), the objective of the teaching-learning was students were able to identify object around them and to get a new vocabularies for students. The title was *My Clean Bedroom*. The materials this unit focus on listen and see the object around students to bring them and introduce some new vocabularies about the name of the objects around students through this unit. There are several learning activity such as pair dialogue practic, match the picture, listen and write and color the picture

3. 3rd Grade students

Material for 3rd Grade students was Food and Drink (Unit 1 in the student's worksheet), the objective of the teaching-learning

was students were able the ability to develop expressing in functional texts and simple conversations in context about food and drink. The title was *Do you like Fried Chicken?* this unit focus on introduce some new vocabularies and focusing on how to communicate using a new vocabulary as well through expressing their favorite food/drink. There are several learning activity such as pair dialogue practic, arrange the word, listen and write, fill in the blank and mini games.

Explanations and instructions in the student's worksheet are quite clear and content of the book is equipped with various pictures that are interesting for students and used by the teacher as a learning media. But the material source only from student's worksheet. but it is known that the workbook is not good enough to be the main source for teachers, as well as students. With the high number of grammatical and spelling errors which are found in the workbook, the teachers are likely to correct the errors during the class lesson, so that there will not be misunderstanding between students and teachers later on.

Of course, it will take much time in class and reduce the effectiveness of the lesson. Acording Sukamerta (2011) about the quality of workbook, which is available and being used by schools. He stated that the textbook which is used by teachers and students are

low in quality for example, many spelling and grammar mistakes on it.

Beside that, the limitation of instructional learning media that mainly found classroom learning, could be covered with the use of instructional media in workbook could be an alternative way. As Azlina (1981), although the use of instructional media used by teachers whether it is still very simple and limited, but the benefit of using appropriate media are effective for teaching advance students as they are for young beginners of english.

Teaching English for Young Learner in Madrasah Ibtidaiyah Baladan Amina is work in simplicity even though there are still have some problems such as limited of learning media and teaching materials. beside that, the lack of English language teachers which made Mrs. Betty Yohana hold double positions as a school principal and English teacher in six classes at same time. This is may be the main problem So it has an impact on planning and teaching English effectively and efficiently in Madrasah Ibtidaiyah Baladan Amina. This is have similiarity with (Kasihani & Chodijah, 2002; Mursalim, 1997; Suherdi & Kurniawan, 2005) Findings, most teachers who are assigned to teach English are not prepared for the teaching they need to do. But in this case english teacher in this school come from qualified English teachers, she graduated from S1 english department of Tarbiyah and Teacher Training Faculty, Antasari

State Institute for Islamic Studies, which hold double position as an english & School Principal.

As the result of the practices, teacher's efforts in preparing learning material, making the media and activities of English teaching are divided into tasks together with the task of being a supervisor of educational activities at Madrasah Ibtidaiyah Baladan Amina. which makes his effort as an English teacher limited, especially in technical development and teaching strategy in learning English for Young Learner at MI Baladan Amina.