

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Method in Hartini's Course Banjarmasin

Because the method cannot be separated from techniques, the writer would describe about the method in Hartini's course first before explaining about the technique.

Hartini's course has different and unique method, if it is compared with another course. Hartini's course is one of the units of an international course named Kumon. Every unit of Kumon applies Kumon method. Kumon method or in another name also called *self-learning method* is a learning system which gives learning program individually based on each person ability, that enable children to dig their potential and develop their ability maximally. In Hartini's course, children learn by reading the instruction and example of question on the work sheet, think by themselves, and then answer the question by their own ability. When they came to class, they take their textbook and plays the audio by themselves. Learning system, learning materials, and kumon guidance is made in such a way in order to children can learn independently.

The lesson which is given is appropriate with student's ability. For that reason, the registered student must do placement test first, it is aim to know the student's ability, after that the teacher can give materials appropriate with the student's ability and they can learn in their level. The lesson which is given adapted with every

children abilities, not based on class grade or age. In order to the children can do their lesson well independently, they need to be given an appropriate lesson.

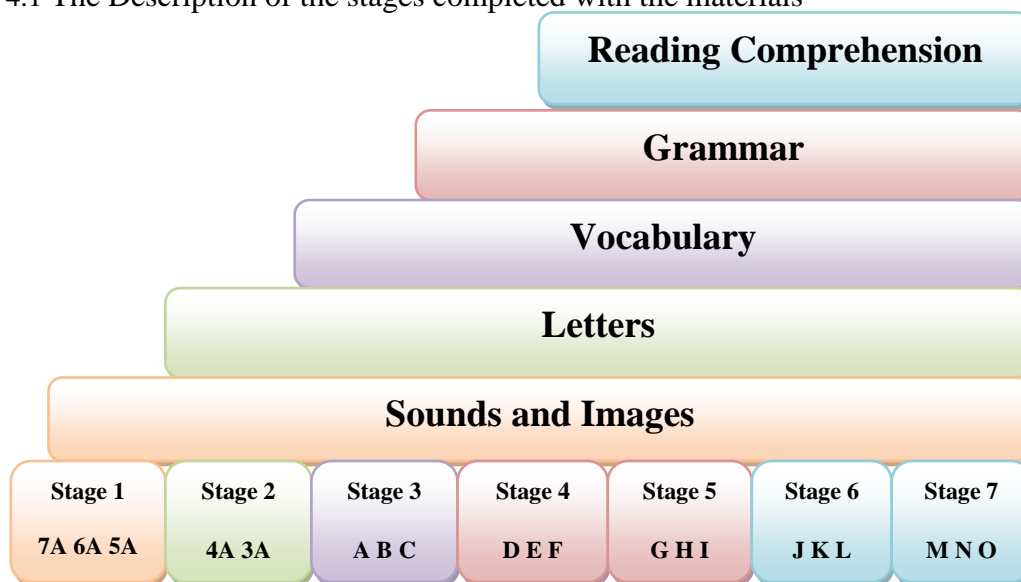
The students will learn by themselves. The course would give students the series of questions in the form of work sheet. The series of questions in the work sheet arranged in small steps so could freely adapted with learning ability and the children's ability. Arranged in such a way in order to form stable basic ability and enable children to do a higher level than their class grade by their own ability. The description of the work sheet can be seen in appendix VI.

In every school or course place, there are some teachers who teach and explain the lesson to the students, in Hartini's course there is no a teacher. Here teachers role just as the instructor for guiding the students and they didn't explain the lesson to them, because of that they cannot be called teacher. The guiding in Kumon aims to children progress to higher level by their ability self. Because of that, instructor always pay attention and watch each of children carefully, then give them the work sheet and approach according to ability and condition of every children.

2. The Techniques of Teaching English for Young Learners in Hartini's Course Banjarmasin

Students in Hartini's course is not divided based on their age or class in school, but based on their ability. Their ability is placed into some levels. It consist of 21 levels such as level 7A, level 6A, level 5A, level 4A, level 3A, level 2A, level A, level B, level C, level D, level E, level F, level G, level H and level O. Then, those 21 levels are divided into 7 stages in EFL class. Level 7A, 6A, n 5A is stage 1, level 4A, 3A, and 2A is stage 2, level A, B, and C is stage 3, level D, E, and F is stage 4, level G, H, and I is stage 5, level J, K, and L is stage 6, and level M, N, O is stage 7. The description of the stages (completed with the materials) can be seen in the table 4.1 below.

Table 4.1 The Description of the stages completed with the materials



Generally, the learning plot of EFL class in Hartini's course are:

1. The student comes, gives her homework to the instructor, then gets the worksheet for she does that day.
2. The instructor will test again the students with the worksheet which they have done in their home. By doing the test, the instructor wants to know whether they comprehend the materials or not.
3. If the students pass the test, they will listen to CD audio while seeing to the CD textbook, and trying to pronounce it. This step is always done in every level of students in Hartini's course. For that reason, Listen and Repeat becomes the major technique that is used in Hartini's course Banjarmasin.
4. Doing the worksheet for that day
5. Reading aloud in front of the instructor, getting the homework, then leaving the class

Although the learning plot is similar, every stage has different materials in learning English and there are some techniques to transfer those materials to the students (based on the direction in every worksheet). Here the writer would describe the techniques used by Hartini's course in EFL class in every stage of students one by one.

1. Stage 1 (Level 7A, 6A, and 5A)

Based on the writer observation, there is 1 student in level 7A named Jessica. In level 6A there are 4 students and 1 student in level 5A. So the total number of students in stage 1 is 6 students.

Students in this stage learn focus on sounds and Images. This stage is to enable students to connect the sounds of words, phrases and sentences with images, and to enable students in understanding the meaning of what they listen to. Here are the techniques which are used by Hartini's course in EFL class for students' stage 1:

- a. Short conversation with the instructor (do some greeting)
- b. Write the starting time
- c. Listening music (song)
- d. Listen and Repeat
- e. Point to each word
- f. Memorization
- g. Trace the letter
- h. Write the finishing time

2. Stage 2 (Level 4A, 3A, and 2A)

Based on the writer observation, there are 3 students in level 4A, 10 students in level 3A, and 9 students in level 2A. So, total students in stage 2 are 22 students.

In stage 2, the students learned about the sound of some letters. For example they learned to pronounce “ng” then in the text book there were some examples of word using “ng” such as *sing, ring, king, long*. Besides learn about letter, in stage 2 students are also introduced writing, pictures and sounds. This stage is to enable students for connecting the letters of words, phrases and sentences with images and also to enable students by understanding the meaning of what they listen to, read and write. Here are the techniques used by Hartini’s course in the stage 2:

- a. Short conversation with the instructor (greeting)
- b. Write the starting time
- c. Listen and repeat (Repetition Drill)
- d. Memorization
- e. Trace and reading aloud
- f. Guessing Picture
- g. Fill in the letters
- h. Write the finishing time
- i. Self correction

3. Stage 3 (Level A, B, and C)

There are 4 students in level A, 5 students in level B, and 4 students in level C. So the total numbers of students in stage 3 are 13 students.

In stage 3, the students begin to learn more vocabulary. They are directed to know the meaning of some vocabularies and learn to combine the words. Here are the techniques used by Hartini's course in the stage 3:

- a. Short conversation with the instructor (greeting)
- b. Write the starting time
- c. Reading aloud
- d. Defining words
- e. Fill in the blanks
- f. Write the finishing time

4. Stage 4 (Level D, E, and F) and Stage 5 (Level G, H, and I)

Based on the writer observation, there are 3 students in level D, 3 students in level E, and 2 students in level F. So the total numbers of students in stage 4 are 8 students. In stage 5, there is 1 student in level G and 1 student in level I.

EFL students in stage 4 and stage 5 learn about grammar. They begin to learn kind of tenses and the function of those tenses. Stage 4 enables students to understand and produce simple sentences and enables students to read and understand 150 to 250 word short stories. While stage 5 enable students to understand and produce complex sentences and the sentences that

include infinitives, tenses and other grammar elements. Stage 5 also enables students to read and understand 300 to 400 words of short stories. Here are the techniques used by Hartini's course in stage 4 and stage 5:

- a. Short conversation with the instructor(greeting)
- b. Write the starting time
- c. Point the matching picture
- d. Reading aloud
- e. Fill in the blanks
- f. Write the finishing time

5. Stage 6 (Level J, K, and L) and Stage 7 (Level M, N, and O)

In stage 6 and 7 students learn about reading comprehension. In this stage students are enabled to acquire reading comprehension by reading stories and essays that include new vocabulary, expressions and grammar elements and enable students to read 500-800 word stories and essays per ten worksheets, some of which are taken from the originals. In Hartini's course, there is no student who can reach these levels, so the writer cannot describe about the techniques which are used on these stages. But from the materials and seeing the students' worksheet (the description of the student' worksheet on this stage can be seen on appendix IX) , the writer can guess what techniques that will be use for teaching English for students on this stage, such as:

- a. Short conversation with the instructor (greetings)
- b. Write the starting time
- c. Reading Aloud
- d. Translation of literary passage
- e. Reading comprehension questions
- f. Write the finishing time

3. Hartini's Course Application of Techniques in EFL Class

- a. Short conversation with the instructor (greeting)

Class day in Hartini's course is from 09.30 till 19.00 a.m and the student can come whenever they want among those times. If one student come, one instructor must guide her. Student who has been coming will be greeted directly by the instructor.

The instructor : *Hallo, Meivina.*

Student : *Hallo, Miss.*

The instructor : *How are you today?*

Student : *I am fine, thank you. How about you, Miss?*

The instructor : *I am fine, thank you. Did you do your homework, Meivina?*

Student : *yes, I did. Here it is.*

The instructor : *Okay then, take your textbook.*

This technique is applied in all of the stages in Hartini's course. This technique has aim for the students to do simple conversation and direct them to talk. It also makes student accustomed for doing some greetings in English.

b. Writing the starting and finishing time

This technique is made by Hartini's course for making the students appreciate the time. In Hartini's course, students are trained to solve the questions as fast as they can. Before students start to learn, They will write the time and after they finish it, they will write the time again. The instructor will see how many time the students need for study today and the instructor will write it on their score book. Score book will be brought by the students to home and will be seen by their parents. Then, their parents will know their child study's progress day per day.

c. Listening Music (Song)

This technique is only used by Hartini's course to teach student in stage 1 (Level 7A, 6A, and 5A). In the first page of students' book in level 7A, 6A and 5A would be a song. The students play the CD, listening to the song and read the song lyric in the book. The instructor will guide the student to sing that song together with her. The description of the song can be seen on appendix VII.

d. Listen and Repeat

This is the major technique of EFL class. Students in EFL class learn by listening. For that reason, they are facilitated with CD player and CD track. In their book, they will see some images of the word which they hear in the CD, after listening to the CD, they will repeat the word they have heard while her hand pointed toward the image in the book related to the word she heard. If they hear “Two dogs”, they will repeat those words while their hand point toward two dogs’ image in the book.

e. Memorization

By listening and repeating the vocabulary or sentence while the student saw the image, she would directly memorize the vocabulary or sentence and also know the meaning of it.

f. Point the matching picture

This technique is used for every level that has picture on the book. After the students listen and repeat the word or sentence, there will be two or three pictures on their worksheet, and they are asked to point which picture is appropriate with the sentence they have heard or answered the question they heard.

g. Point to each word

This technique is used in level 7A and 6A. Level 7A and 6A student do the worksheet which is completed by the picture and the word, then the students will hear the audio then their hand points to each word they have heard before.

h. Tracing

In some levels (4A, 3A, 2A, A, B, C and D) students do their worksheet by tracing and reading aloud the sentence. Students will hear in the audio a question and the answer of that question is sketch printed on the worksheet, then the students are asked to trace the answer using pencil and read it aloud. The description of the worksheet which asked the students to trace and read aloud can be seen on appendix VI.

i. Reading Aloud

After listening the CD, the student will take their worksheet, in the worksheet they will find image and the sentence. They will read aloud that sentence while the EFL instructor listens to them, if there is a wrong pronunciation, the instructor will read the sentence correctly and the students repeated it.

j. Guessing Picture

This technique will test the student's memorization, after the students play the audio and learn using textbook, they will do the worksheet. In the worksheet there is picture and under that picture there is a sentence which

describes the picture (student has memorized the sentence and saw the same picture on the text book), the instructor will hide the sentence by close it uses her hand, so the student cannot see the sentence, student's task to guess what sentence that describes the picture.

k. Self-correction

Self-correction technique is just used from stage 2. Self correction means student know their fault and then try to correct it by themselves. Students in Hartini's course always do the worksheet (from stage 2), after they do it the instructor will correct it and if there is a question which answer wrong by the student, the student will correct it till it is right.

l. Defining words

Defining word is only used for students in stage 3 because students in stage 3 begin to learn more vocabularies. They are directed to know the meaning of some vocabularies and learn to combine the words. Hartini's course textbook or worksheet always completes by picture and sentence, by seeing the picture and learning the sentence, the students will directly know the meaning of the sentence. After the students listen to the audio and read aloud the sentence, they will be asked to defining the sentence (words), the instructor will look after her and tell her if there is some mistake, then the student will do the correction by themselves.

m. Translation of literary passage

This technique is only used for students on stage 6 and 7 because they have already learned about reading comprehension. Hartini's course provides the worksheet which is in the form of reading passage and an exercise. Students translate a reading passage from the target language into their native language. The reading passage provides the focus for several classes; vocabulary and grammatical structures. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

n. Reading comprehension questions

This technique is also only used in stage 6 and 7. Students answer questions in the target language based on their understanding of the reading passage. The questions are often sequenced so that the first group of questions asks for information contained within the reading passage in order to answer the second group of questions, students have to make inferences based on their understanding of the passage. It means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

o. Fill in the blanks and fill in the letters

In Hartini's course, this technique is used on stage 2, 3, and 4. In stage 2, the students just fill in the letters, while in stage 3 and 4 students begin to fill in the blanks (word). For example in stage 2, students learn about the sound of letters */mp/*, on their worksheet there are 4 pictures and words using */mp/* sound, one of the word will miss the letters *mp* and then the students are asked to fill in the letters to its blank word. The description of the worksheet can be seen on appendix VIII.

In stage 3 and 4, students are asked to fill in the blanks. Students are given a series of sentences with word missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses. For example in level B, students learn about the subject. So Hartini's course gives them a worksheet, in the worksheet there is picture, question and the answer. The answer is actually in the form of sentence, but there is two missing words on that sentence. Student's task is to fill those two missing words with the appropriate subject based on the picture and the question.

B. Discussion

In the finding of the research, the writer found that there are 16 techniques in teaching English for young learners in Hartini's course Banjarmasin. Those techniques are short conversation, writing the starting and finishing time, listening music, listen and repeat, point to each word, memorization, tracing, reading aloud, guessing picture, fill in the letters, fill in the blanks, self correction, defining words, point the matching picture, translation of literary passage, and reading comprehension questions. From those 16 techniques, the writer analyses there are some technique which is applied in Hartini's course that has similar technique with some of the methods which is learned in TEFL. Those methods are Grammar Translation Method, Direct Method, and Audio Lingual Method.

Grammar Translation Method has 5 techniques, such as : Translation of literary passage, Reading comprehension questions, Antonyms/synonyms, Fill in the blanks and Memorization. From those 5 techniques, there are 4 techniques of GTM which are used by Hartini's course, they are Translation of Literary Passage which is used on stage 6, Reading comprehension questions technique which is also used on stage 6, Fill in the blanks technique which is used on stage 3 and 4, and the last one Memorization technique which is used by Hartini's course on stage 1 and 2.

Direct Method has 5 techniques, they are Reading aloud, Question and answer exercise, Conversation practice, Dictation, and Paragraph writing. From those 5 techniques, there are 2 techniques which are used by Hartini's course, they are Conversation practice and Reading aloud. In Hartini's course, the students do short

conversation with the instructors firstly when they attend to the class. This technique is used in every level and every stage of EFL class. Although the name of the technique in Hartini's course is short conversation, but the implementation of this technique is resemble with conversation practice in Direct Method. Short conversation which is done in Hartini's course is only some greetings which is done when the students firstly come to the class and before they start to learn. This short conversation is done by the students and the instructor. The greetings such as : "*Good morning*" , "*how are you*" , etc. The second technique of Direct method which is used in Hartini's course is Reading aloud. Reading aloud is used on stage 3, 4, and 5. In Hartini's course students are asked to read aloud the sentence in the worksheet.

Audio Lingual Method has 5 techniques, they are Dialog memorization, Repetition Drill, Use of minimal pairs, Complete the dialog, and Grammar game. From those 5 techniques of Audio Lingual Method, there is one technique which is resemble with the technique used by Hartini's course, it is Repetition Drill. In Audio Lingual Method, the students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog and it is called Repetition drill. In Hartini's course the students are asked to repeat the word or sentence that they heard in the audio listening and this technique is called Listen and repeat. If in Repetition drill the students are asked to repeat the teacher, in Hartini's course the students are asked to repeat the sound on their audio listening. Because listen and repeat technique in Hartini's course is adapted with Self Learning Method which doesn't used a teacher. Listen and Repeat is the major technique of

EFL class in Hartini's course Banjarmasin. Students in every levels learn by listening. When their homework has been tested by the instructor, they will take their book and CD player. They listen to the CD and repeat it, the instructor stays beside the students and listen what they say, if there is something wrong with the students' pronunciation the instructor will correct it and ask the students to repeat until the pronunciation is correct.

In the findings of the research, the writer found that there are one special technique that is used by Hartini's Course. This technique is never taught in TEFL and there is no the same or resemble technique in any method which is learned in theory about English Teaching and Learning. This technique is originally created by Hartini's course. The technique is writing the starting and finishing time of teaching and learning process. This technique is made by Hartini's course for making the students appreciate the time. Writing the starting and finishing time means students are asked to write their name and start time when they firstly get their worksheet and when they finished their worksheet, they will see the time and write it. The students' worksheet has been completed by the place for write the name of students, starting time, and finishing time. By seeing the starting and finishing time, the instructor can calculate it and know the amount of time that the students need for doing a worksheet. After the instructor calculated it, she will write it on the students' score book and this book will they bring to home and checked by their parent. This technique is also aim as the training to the students for they can finish their worksheet as fast as they can. The students in Hartini's course are trained to learn independently

and work fast, they are demanded not only for being smart but also for being adroit, they do as best as they can themselves.

From all of the findings of the research, the writer can conclude that Hartini's course applies 16 techniques which are those technique is in one harmony with self learning methods. Some of those techniques has similarity with another technique in Grammar Translation Method, Direct Method, and Audio Lingual Method. The major technique which is used in Hartini's course is Listen and Repeat because students in every stage are learned by listening the audio and repeat what they heard. And based on the writer analysis, from all of the techniques, there is one technique which is only applied by Hartini's course and its technique is writing starting and finishing time.