

CHAPTER IV

FINDING AND DISCUSSION

This chapter present the result of the research, and it divided into two section. The first section describes the data gained by held a observation related to children in Miriam Kindergarten of young learner English language Acquisition and included the English teacher. The discussion consisted of analyzing the data described in the finding by comparing it with the theories that had been collected in this study.

The second section contain a deeper explanation about the result and it relation with theoretical review that researcher uses in this research.

A. Findings

1. The process of English acquisition

Begin from early morning, teacher greeting every student “morning (call the name)” and the student who called her name say (morning) with high five. Another teacher say “hai or hallo” for the student and bring the student make a line. Please ladies in front of and boy behind, then repeat it to Indonesian language, another teacher keep in front of the door to wait a student who late come to the school and direct to the line. This line by a level of the class, in fornt of the student there is a mother class, who give an instruction, “oke lets close eye” the teacher speak with the gesture and the student followed. After close eye the teacher pray to god “demi roh kudus”, the student say it to follow the teacher says. “amen” then open their eye, the teacher speak to the student

“touch hand” with a gesture with another teacher, so the student do that, after that the teacher in front of bring the student with singing, until enter the class room. In the class the teacher close the door, “oke student keep silent please” with a gesture close her mouth and put her finger in the mouth, the student see it and keep silent, “sit down and close eye” inside the class them repeat to pray together again. After that the teacher open the class with a brainstorming and give a clue for the next lesson. “who is remember about our last lesson” there is a student who up hand and say the last lesson loudly “kereta api” student said , the teacher smile and say “good, what in English kereta api?” another student said again “train” after that the teacher said “oke good job all”, then the teacher draw in the white board about the lesson today. “what is it” teacher said, the student directly says “apple” and then the teacher write in white board a word “apple” with broken word and ask the student to make a good word. After that the teacher ask the student to write and draw “fruit” based on their book, before that the teacher told the student about names of the fruit based on their book. After finish the lesson the teacher bring them to play their lesson, “keep silent please” teacher said, and the student keep silent and listen to the teacher. After that the teachers singing “twinkle twinkle little star” and after the teacher keep silent the student up their hand, who is first up their hand, that below to speak, and then get a sticker, after play a game, the student give a support for them “study be hard, study at home” and then repeat again into Indonesian. After that the teacher say “thank you, good job all, we meet again next week” “oke miss thank you”.

2. Kind of Skill and Language Component of Young Learners Acquire at Miriam kindergarten

Kind of skill in this school related to the theory about listening, writing, speaking and reading the teacher in this school use all of the skill even though just a little bit. For example when teacher explain about the lesson about sky, the teacher using Indonesian language and then repeat again to English language “ini adalah bulan, bulan bahasa inggris nya moon” with the English after Indonesian explain. After that the teacher ask the student what in English “bulan?” student “moon”. In their book there is a big moon, a teacher ask to the student for draw the moon and with a color. Before that the teacher ask student to draw “black” color, teacher “apa bahasa inggris hitam?” student “black”. “lalu the moon di kasih warna black ya” student “yes miss”. The teacher give their book one by one by saying their name based on the cover of the book, after that the teacher surround the class for check how the student draw the moon. If there the student wrong give the color for the moon, the teacher quickly make it is true and ask the student what in English “hitam” student that the teacher asking “black”. The teacher give a ten minutes for draw the moon, after that the teacher explain the lesson again. Okey the time is over teacher said, then repeat with Indonesian language “jadi waktu, time is over, sudah habis ya”, “ayo kumpulkan buku nya, “are you done your work?” “apakah sudah selesai” the teacher ask for one by one the student, the student answer the teacher “yes miss” student come to forward the teacher’s table for collect their book. After that the teacher write in the whiteboard for the next lesson, “1

2 3 4 5 6 7 8 9 “ the teacher explain the number use an English and Indonesian language, then ask the student to repeat, “satu” “one” until nine. If there is the student unfocused the teacher immediately come to side them and explain or asking what teacher’s explain.

The teacher bring the student to speak English when the student want to ask permission to the toilet, teacher said “miss I want to the toilet please” the teacher ask to the student to repeat it, then student repeat it. Not have a different with a listening above, in speaking the student follow up what the teacher say and the answer what teacher ask, “do you understand” student “yes miss”. Okey you, the teacher choose one of the student to answer what teacher ask, “yes you, apa bahasa inggris nya hijau” the student keep silent and then the teacher help to answer “hijau itu green, coba ulang, repeat” student “green”. “Okey good” teacher said. “masih ada yang ingat lagu bintang?” “yes miss masih ingat” then the teacher invite all of the student to sing together. “twinkle twinkle little star” “ oke good, bagus yaa”. The teacher explain to the student the time of our lesson only 30 minutes, then after this we are gonna play with “ship”. “ada yang tau kapal bahasa inggris nya apa?” “no” student screaming together “well kapal itu bahasa inggris nya ship” “jadi bahasa inggris nya kapal apa” “ship” student said, “okey good” teacher said. Than the teacher explain the student for make an ship from the paper, “okey jadi one by one, satu satu, ambil, take the paper, kertas nya kedepan yaa” the student say “yes” then take the paper in front of the table one by one. The teacher help the student to make the ship from paper with a patient feeling. After that teacher

ask student to make a line, “oke kita baris ya, hello please diam yaa” “oke miss”.

Teacher write in whiteboard, a bold and stripes word than ask student to write in whiteboard follow the stripes line, then the student do it. After that the teacher ask student to read it with help by the teacher. The teacher ask student to write in the their book follow the stripes bellow and then draw the subject beside the written, the teacher help one by one student to do the job. Sometime the teacher come to forward to write the lesson then bring the student to spell it together.

In other day the teacher always give an little simulating before teach the student. When begin the lesson the teacher ask “ada yang tau fruit itu apa?” student “buah” the say it with loudly voice and one by one of the student says names of fruit when the teacher ask what fruit them eat, and tell them what names of fruit in English language, than ask the student to repeat it. The teacher bring student to draw the fruit and say what names of the fruit that them draw. The teacher call one by one of them to write bold fruit names on the whiteboard, teacher bring the student to say what the names of fruit in bahasa then the student answer use English language.

In other situation the teacher ask some student to write in front of the white board to connect the broken word into a perfect word. After that the teacher ask the student to, write a word on her book.

Kind of foreign language acquisition and language skill the at Miriam Kindergarten						
Language components		Language Skills				
Vocabulary	Sentence	Speaking	Writing	Reading	Listening	

B. Discussion

In this chapter, the researcher displayed the result of this research on the observation. The data analyzed and reported systematically based on problem statement about the English teacher of young learner to find the language component and the process at Miriam kindergarten Banjarmasin. It consisted of the English teacher to teach English for young learners.

The skill that the teacher use include in theory based the researcher find. The language component that the researcher write below the task is related when the teacher teaching in the class. But there is several of the language skill that the teacher use a little component, like writing the teacher use just a little bit, and speaking the teacher use a little bit too and also combine with Indonesian language.

There are four components that language component explain for use when during the lesson. In this research the teacher used two of the components is it content and use. The teacher always bring the teacher speak or repeat what the teacher said. Sometime have two teacher inside class for keep behind or make sure the student make attention to the lesson. The other teacher help the English teacher for make under control while the lesson is go on.

In this school using a English language as a foreign language that related to the research question two about foreign language. In this school of people using a Indonesian language and in this school the student learning English language. Means the student in this school using English language as a foreign language.

Many technique and media that is teacher use during the lesson is include in the theory about technique and media of young learner according to (Asnawir, 2002, p. 19-20). There are nine technique and eleven media of young learner, but the teacher in this school not use all the media and technique, the teacher only use some of them. The teacher sometime bring student playing the lesson with the funny media for make student interesting and that is success to find them attention, but in other problem is there are the student lose their focus and the teacher must make calm the atmosphere.