

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter outlines the results reached by researchers based on observations and interviews done in response to the issues addressed in this study. These problems include (1) what are the Techniques in Teaching English Vocabulary in Kindergarten Santa Maria Banjarmasin (2) What are the teacher's challenges in using English vocabulary teaching techniques in Santa Maria Banjarmasin Kindergarten?

A. FINDINGS

1. Techniques in Teaching English Vocabulary in Kindergarten Santa Maria Banjarmasin

To identify what techniques are used in teaching English vocabulary at Santa Maria Kindergarten Banjarmasin, the researcher makes observations to determine whether the techniques are used in the kindergarten.

a. Singing

Singing is a technique or media for conveying messages where children can receive lessons from the songs sung and the values contained in the songs as well as character education for children. In the application of singing techniques in class, the researcher observed singing activities led by the teacher. The song sung corresponds to the theme taught in class that day. Before starting learning. The teacher greets the students then sing a song, "Hello, Hello, how are you? Hello, hello, how are you? I am fine, thank you. The teacher directs the children to follow her instructions and then sing together. After that, the song taught by the teacher is

a rainbow song, "red orange yellow green blue purple pink, it is a rainbow, it is a rainbow a beautiful rainbow in the sky."

The teacher repeats the song 3 times, until the students is familiar with the song being sung. This song introduces children to the names of colors in English and how to pronounce them. In this case, the teacher sing it first followed by the students. From the observation session above shows that the use of singing techniques by the teacher as a means for children to receive learning. Children and teachers sing songs together so that children are familiar with the English they use when singing.

In this finding, the vocabulary that can be used using singing techniques is to introduce children to the names of objects around them, such as body parts, colors, planets, names of days, months, plants, animals, etc. because the vocabulary is diverse, using singing techniques repeatedly with the target that students memorize and get used to it will enable students to master English vocabulary.

Pica (2013) points out how children's engagement with music and songs goes from swaying or clapping along with the music as babies to engaging in "active listening" at roughly four years old—singing, moving, and playing finger games. They then go to more complex interactions, such as singing and dancing with the group, reproducing melodies, coordinating motions with rhythm, and singing and dancing with the group.

b. Drilling

Drilling techniques are repetitive drills that are performed according to a predetermined routine. This approach is often used to train speech sounds or

sentence patterns through practice and directed repetition. Students are involved in drill techniques as a continuous practical exercise to acquire certain knowledge and skills so that they become permanent.

Researchers found that teachers use drilling techniques to teach almost all English lessons, such as teaching, vocabulary pronunciation, prayer, etc.

"Look at your book, *lihat dibukunya gambar apa? Jeruk. Dalam Bahasa Inggris Namanya adalah Orange, repeat after me, ikuti setelah miss, ya. Orange... Orange... Orange... bukan oranye atau oren ya... One more time, sekali lagi Orange... Orange... Orange, Good job*".

Students can follow the pronunciation as exemplified by the teacher, although some children still have difficulty pronouncing words or focusing on paying attention to the teacher. In these findings, the use of the drilling technique is an effective way because it allows students to listen and say repeatedly. Drilling is shaped by the Audio-Lingual Method (ALM), a well-known method for teaching vocabulary and speaking English as a foreign language. The primary idea behind ALM is to focus on habit. Meanwhile, habit refers to repetition. (Maro, 2018) The vocabulary that can be applied in this technique is familiar vocabulary such as the names of animals, plants, professions and even prayers. forms of daily greetings such as "Good Morning", "How are you?" etc., can also be applied using the drilling method.

c. Doing Tasks

The task in the English textbook is material with pictures that vary depending on the theme. students will be instructed to do tasks such as coloring, connecting

lines, or matching pictures with writing. "Okay, now open your book. *Warnai matahari, bulan, dan pelanginya dengan warna bebas ya*" Then, the teacher explains about the theme of celestial bodies which consist of the sun, moon, rainbow, clouds, etc. Then students are asked to color those objects.

Kırkgöz (2009) state that Textbooks can complement teacher instruction. For students, that is textbooks can be their main source of contact with the language apart from the input provided by Teacher. In this finding, by using the task technique, children can be recognized by the vocabulary from the instructions, for example, "Draw a line!", "Color the pet!", or "Read the name!". The teacher will read it in English then interpret it into Indonesian as simply as possible. that way children will get used to and understand the meaning of the teacher's instructions and familiarize children with the vocabulary in their books.

2. Teacher's challenges in using English vocabulary teaching techniques in Santa Maria Banjarmasin Kindergarten

This stage uses interview material that is appropriate to the situation in Santa Maria Kindergarten Banjarmasin with reference to the criteria for teacher challenges in teaching English vocabulary.

a. Crowded classes

Early childhood has various characteristics. they like exploration of the environment, like to play, ask questions, and already have vocabulary so they tend to talk more.

"... Pada dasarnya, anak anak memang aktif tapi mereka masih mau mendengarkan, jadi diarahkan fokusnya supaya ke arah kita, kemudian kita kasih

ice breaking, *entah berhitung atau tepuk tepuk suka, supaya mereka tidak asik sendiri."*

b. Differences in student abilities

Each student has different abilities to capture and process knowledge. This difference sometimes becomes an obstacle in teaching foreign languages, especially English.

"... Kayak Colors itu mereka udah punya pengetahuan sendiri dari rumah, pada dasarnya mereka sudah bisa, cuman ada beberapa yang memang yang gak paham Bahasa Inggris... Bahkan ada yang taunya kosa kata Bahasa Inggris aja, Bahasa Indonesia enggak."

c. Student's Lack of Pronunciation

English as a foreign language or for both children is a challenge for teachers so that children can accept and recognize English as their initial learning at the kindergarten level so that misunderstandings do not occur at the advanced level.

"Selain menyamakan kembali pengetahuan mereka saya juga membenarkan pelafalan kosa kata yang susah, misalnya kan purple, mereka masih suka salah... atau mereka biasa nyebut-nyebut High heels jadi Haihil... misalkan, itu sampai Itu sih mbak yang bias akita benarkan, beberapa penyebutan seperti Three harus terus ditekankan, ayo... ayoo sampe keluar lidahnya Three..."

d. Lack of Media

In teaching and learning activities the use of learning and teaching media is quite important because it can help activities to be more efficient. However, schools do not always provide supporting tools or media.

“... Tahun ini kami cukup kesulitan untuk menyediakan audio segala macem... Dulu sempat pake audio listening beberapa kali, apalagi waktu pandemic kan kita zoom ya, jadi agar mereka tidak melulu liat zoom jadi kita berikan video, lagu- lagu dan semacamnya.”

B. Discussions

The researcher analyzes the findings of the field research (techniques and challenges of English teachers at TK Santa Maria Banjarmasin) in this chapter. The findings of this study are based on observations and interviews.

1. Techniques in teaching English Vocabulary at Santa Maria Kindergarten Banjarmasin

The use of techniques in teaching English is very important because it involves students' understanding. The more effective a technique is, the more it will help children receive the knowledge being conveyed, of course the results will be different from presenting material that is done monotonously. Teachers need to understand the characteristics of children and then correlate them with techniques that can be used in teaching, especially English. The use of English teaching techniques is included in class management so that classes can run conducively. Classroom management covers all aspects of class procedures, including planning, organizing, managing, monitoring and evaluating student progress (Chika and Chinyere, 2019).

Hartina (2018) revealed techniques for teaching English vocabulary to early childhood, namely, Singing, Playing Games, PPP Techniques (Presentation, Practice, Production), Drilling Techniques, Demonstrations, Storytelling, Reading

aloud, and Dictation. Referring to these findings, the techniques used in Santa Maria Banjarmasin Kindergarten students namely Singing, Drilling and doing assignments are only the basic techniques used by teachers in delivering material to children, but the components in the use of techniques in Kindergarten are still less varied, a combination of various techniques learning activities are still minimal in class.

Lestari & Kurniati (2019) Explain that a competent teacher must take the initiative to create a learning environment with the goal of assisting children in understanding a lesson; one option is to alter teaching techniques and teaching media such as TPR and teaching methods English through songs. According to this theory, a teacher must be able to promote children's learning by mixing diverse teaching strategies and procedures in order to provide effective and fun learning experiences for children.

The teaching approach employed is also dependent on the subject delivered by the instructor and to the teacher's talents. Singing is a common practice carried out by teachers in the classroom. The teacher demonstrates how to sing and recite language in a precise rhythm so that children can retain it. The selected songs are also adapted to themes that contain material or characteristics and abilities of early childhood so that they can stimulate children's thinking. Suryaningsih (2016) revealed that singing techniques have a significant influence on children's language development because they indirectly use their sense of hearing to listen and their mouths to sing, say and pronounce a word. As a result, singing activities have an indirect impact on early infant language development.

Regarding the use of children's game techniques, teachers tend to use English as a guide compared to playing games that use English entirely. with the aim of avoiding misunderstanding of information in children so that the initial goal of children playing while learning can be achieved without burdening children. However, teachers can try playing games in English to stimulate children's memory and understanding.

Drilling technique is the most dominant technique used, because this technique focuses on teaching from the teacher and then continued by students with certain exercises. Drilling techniques can concentrate on accuracy through intensive practice in hearing and pronouncing certain word phrases. Drilling also helps students pay attention to the correct form or pronunciation of words or phrases, allows students to practice many times to achieve learning goals, and helps in memorizing and automating the same language (Septibera, 2016).

Meanwhile, doing assignments is an activity where children are exposed directly to written English vocabulary, shapes, or pictures, as well as working with teaching materials. Children will be stimulated by pictures and colors as they do the tasks. Children's worksheets are learning tools that contain various activities that children will actively carry out (Trianto, 2011).

In English learning activities in class, it is necessary to hold evaluation activities such as games in English that train children's individual abilities as a final assessment or evaluation that children understand English in learning activities and games. The techniques used in class are basic techniques where teachers still need to innovate in integrating teaching techniques in class.

2. Teacher's challenges in using English vocabulary teaching techniques in Santa Maria Banjarmasin Kindergarten

Challenges at the stage of teaching English vocabulary are commonplace due to the characteristics and differences in abilities of early childhood and older children of different ages. However, each teacher has his or her own preparation and techniques to reduce obstacles in the classroom and achieve learning activities and goals. From the findings that researchers obtained through interviews, there are four things that are challenges for teachers, the first is crowded class. In this context, there is only one teacher with 14-17 students, leaving children with a lot of energy and divided focus. As a result, students sometimes ignore the teacher's teachings.

Students can be motivated by active dialogue activities with them in which they are asked questions and given answers because it allows them to actively participate in lessons and interact successfully in the target language at an early stage of the learning process (Becker & Roos, 2016). Furthermore, there are differences in children's language abilities, some children in the class have different English language abilities, this is motivated by conditions outside of school, for example at home, family environment, performances, etc.

This requires teachers to be as wise as possible in handling the class in order to get equal material. Then related to student ability is the lack of proficiency in student pronunciation, this is an initial obstacle at the initial teaching level. Lastly, there is a lack of basic necessary equipment. At this stage it becomes an obstacle for schools if they want to convey material through the media. Petraki and

Khat (2020), for example, stated that many schools do not provide teachers with a variety of teaching and learning materials, and teachers themselves do not produce these materials. Not only electronic media, applied media such as flashcards, posters, lectures, etc., are very necessary to support learning in the classroom.