

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data about findings that have been collected on the research. It is divided into three parts which include the general description of research location, research findings and data analysis. Each part is described as follows:

A. General Description of Research Location

1. Brief History of RA Ulumul Qur'an Al Madani

Raudhatul Athfal Ulumul Quran Al Madani is one of the early childhood education institution located in Guntung Manggis Sub-district, Landasan Ulin District, Banjarbaru, South Kalimantan. As an early childhood education institution that is under the guidance of The Religious Ministry, it provides services with more complete curriculum by integrating government regulation no. 58 Year 2009 and the Islamic education system in accordance with the Holy Qur'an and Hadits. So the character building becomes the main result in the implementation of education in Raudhatul Athfal Ulumul Qur'an Al Madani.

RA Ulumul Qur'an Al Madani also has provided inclusive education services for children with diagnosis of autism, hyperactivity, Attention Deficit Hyperactivity Disorder (ADHD), Pervasive Developmental Disorder - Not Otherwise Specified (PDD NOS), learning difficulties or others, except blind and deaf. This is in line with the Regulation of The National Education Ministry No.70 Year 2009 on inclusive education and it is completed by the school with

infrastructure and human resources (HR) educators who have been trained on children with special needs.

RA Ulumul Qur'an Al Madani was established on May 25th, 2011. It was built in 2011 based on the S. K. Institution No. 002/adm-Yckm/RA UQ AL MADANI/VII/2011. It got the operational licence in 2013 based on the S. K. Kemenag Kalsel No. Kd.17.11/2/PP.00.4/1160/2013 on October 1st, 2013. This kindergarten is under of Yayasan Cahaya Keluarga Madani. This kindergarten operates on Monday until Friday. Every day the students study in this kindergarten at 08.00 until 12.00 except Friday at 08.00 until 10.00.

Geographically, RA. Ulumul Qur'an Al Madani has an address in Raya Guntung Manggis Street Rt.18/III, Sub-district of Guntung Manggis, District of Landasan ulin, Banjarbaru, South Kalimantan Province. In the west, the school is bordering to the road Guntung Manggis, in the north, east and south it is bordering by Meek Farm Durian Gardens, located at latitude -3.46934 and longitude 114.78935. It is about 3 miles from the capital city Banjarbaru and about 30 miles from Banjarmasin.

2. Vision and Mission

Vission

RA Ulumul Qur'an has a vision. The vision is Building Early Childhood Characters: Smart, Good Morals and Independent in Inclusive Environmental Community.

Mission

There are some missions to realize a vision. The missions of RA Ulumul Qur'an Al Madani are (a) Teach reciting and writing the Holy Qur'an that is appropriated to the level of education, (b) Introduce and implement the model of Prophet Muhammad Saw through understanding the hadist in each learning theme, (c) Implement the curriculum according to the national education standard, (d) Introduce and practice the concept of independence early on, and (e) Introduce, understand and implement an inclusive environment at school.

3. The Data about Headmaster, Teachers, Administration Staffs, and Students

a. Headmaster and Teachers

The headmaster of RA Ulumul Qur'an Al Madani is **Mrs. Hj. Husnul Khatimah, SP**. She leads this school since the school was established in 2011 until now. She graduated as S1 agriculture scholar from Universitas Lambung Mangkurat Banjarbaru but she takes an education again in early childhood education.

In this school, there are 8 teachers. 7 teachers are female and 1 teacher is male. There are six teachers' class, one extracurricular (English and Arabic) teacher and one shadow teacher. The shadow teacher is an educational assistant who works directly with special needs child during his preschool and elementary school years.

The background study of teacher in RA Ulumul Qur'an Al Madani are 4 teachers from S1 early childhood education (1 teacher has finished her study and

3 teacher are still on process) and 2 teachers takes an education in Universitas Lambung Mangkurat Banjarmasin and others takes an education in Universitas Terbuka Banjarbaru, 2 teachers from S1 special need education and both of them take an education in Universitas Lambung Mangkurat Banjarmasin (1 teacher has finished his study and 1 teacher is still on process), 1 teacher graduated from S1 public health in Universitas Islam Kalimantan Banjarmasin, and 1 extracurricular teacher from S1 Islamic Education in STAI Al Falah Banjarbaru and she takes an primary teacher education again in Universitas Terbuka Tamban. To know further about the data about the headmaster and teacher in RA Ulumul Qur'an Al Madani, it can be seen on appendix.

b. Administration Staff

There are three administration staffs in RA Ulumul Qur'an Al Madani. All of them are female. The background of study of administration staff are head of administration staff graduated as S1 agriculture scholar from Universitas Lambung Mangkurat Banjarbaru and 2 administration staffs graduated in S1 Informatics System STIMIK Banjarbaru. To know further about the data about the administration staffs in RA Ulumul Qur'an Al Madani, it can be seen on appendix.

c. Students of RA Ulumul Qur'an Al Madani

In academic year 2015-2016, the students of RA Ulumul Qur'an Al Madani are 42 students. There are some the students with special need. One student is obstacle of cerebral palsy, three students are autism, two students are

speech delay, and two students are with attention deficit hyperactivity disorder (ADHD).

The subject of this research is TK B class. The number of students in TK B class are 24 students. From 24 students in TK B class, 15 students are male and 9 students are female. There are 3 special need students in this class, 1 student is autism and 2 students are with attention deficit hyperactivity disorder (ADHD).

In general, the economic level of students and educators at the level of average economic, only less than 5% of students who come from weak economy, orphans will get a scholarship from the school for his education.

Demographically, RA Ulumul Qur'an Al Madani has a number of students, teachers and education personnel are almost equal between the sexes male and female. Distribution of furthest learners is located in Palm sub-district which is directly bordering to Guntung Manggis sub-district, and the others are still in the limits of rayon Guntung Manggis sub-district. Teachers and Education personnel come from different districts, 3 teacher are in Cempaka District, 2 teachers are in Landasan Ulin District, 2 teachers and 2 education personnel are in Banjar Regency and 1 teacher is in Liang Anggang District.

4. Facilities of RA Ulumul Qur'an Al Madani

The building of RA Ulumul Qur'an Al Madani was made of permanent material. It was built on an area of 1000 m². It has several room as follows (a) Headmaster room, (b) Teacher and administration staff room, (c) Classroom, (d) Library, (e) UKS room, (f) Hall, (g) Playground yard, (h) Musholla, (i) Wudhu place, (j) Toilet, and (k) Parking Area. All of facilities are in good condition

because it is a new school. To know further about the data about the facilities in RA Ulumul Qur'an Al Madani, it can be seen on appendix.

B. Research Finding

1. The Use of Theme-Based Approach In Teaching Young Learners'

Vocabulary in RA Ulumul Qur'an Al Madani

The first problem statement is how the use of theme-based approach in teaching young learners' vocabulary is. From the research, there are some findings in answering that problem statement. Those are themes, activities, integration of lessons, techniques, media through the use of theme-based approach. It is described as follows:

a. The Themes through the Use of Theme-Based Approach in RA Ulumul Qur'an Al Madani

Raudatul Athfal Ulumul Qur'an Al Madani is an Islamic kindergarten under the guidance of Religious Ministry. The theme that is used in RA Ulumul Qur'an Al Madani based on the curriculum of Religious Ministry. The theme in first semester academic year 2015-2015 as follows:

Table 4.1 Themes in RA Ulumul Qur'an Al Madani

| No. | Theme | Sub-Theme | Verse | Time | Week |
|------------|--------------|---------------------|----------------------|--------------------------------------------------|-------------|
| 1 | My Self | Me and part of body | QS. Adz Dzariat : 56 | August, 3 rd -8 th 2015 | I |
| | | The Five Senses | QS. An Nahl : 78 | August, 10 th -15 th 2015 | II |
| | | My favourite Colour | - | August, 17 th - 22 nd 2015 | III |
| | | My Hobby | - | August, 24 th -29 th 2015 | IV |

| | | | | | |
|------------|----------------|----------------------------------------------|-----------------------|-----------------------------------------------------------|-------|
| 2 | My Environment | My Family | QS. Al Mujadalah : 11 | August 31 st – September 5 th 2015 | V |
| | | My home | QS. Al Furqan : 74 | September, 7 st - 12 th 2015 | VI |
| | | My school | - | September, 14 th -19 th 2015 | VII |
| | | The introduction of Idul Fitri and Idul Adha | - | September, 21 st - 26 th 2015 | VIII |
| 3 | My Need | Muslim clothes | QS. Al A’rof ; 31 | September 28 th - 3 rd October 2015 | IX |
| | | Halal Food | QS. Al Baqorah : 168 | October, 5 th -10 th 2015 | X |
| | | Halal Drink | QS. Al Furqan : 26 | October, 12 th - 17 th 2015 | XI |
| | | Hygiene and Health | QS. Asy Syuara; 80 | October, 19 th - 24 th 2015 | XII |
| 4 | My Country | My country I | QS. An Nahl : 11 | October, 26 th - 31 st 2015 | XIII |
| | | My country II | - | November, 2 nd - 7 th 2015 | XIV |
| | | Life I | - | November, 9 th - 14 th 2015 | XV |
| | | Life II | - | November, 16 th -21 st 2015 | XVI |
| 5 | Animal | Animal I (Characteristics and Types) | QS. Al Mukmin : 80 | November, 23 th -28 th 2015 | XVII |
| | | Animal II | QS. An Nahl : 5-6 | 30 th November 5 th December | XVIII |
| | | Animal III (Habitat and How to Breed) | - | December, 7 th – 12 th 2015 | XIX |
| 6 | Plant | Plant I | QS. An Nahl : 11 | December, 14 th – 19 th 2015 | XX |
| | | Plant II | - | December, 21 st – 26 th 2015 | XXI |
| Evaluation | | | | | XXII |

b. Teaching Activities in English Class RA Ulumul Qur'an Al Madani

The research was conducted for about three weeks started from 4th until 18th August 2015. The research was conducted through the following process:

Table 4.2 Timeline of Research Process

| No. | Date | Schedule | Information |
|-----|-------------------------------|-------------|------------------------------------|
| 1 | August, 3 rd 2015 | Observation | RA Ulumul Qur'an Al Madani |
| 2 | August, 4 th 2015 | Observation | TK B English class |
| | | Documentary | Headmaster or administration staff |
| 3 | August, 11 th 2015 | Observation | TK B English class |
| | | Interview | English teacher |
| 4 | August, 18 th 2015 | Observation | TK B English class |
| | | Interview | Students |

Based on the observation done to English teacher and her students, the observations focused on the activities and the atmosphere in the English classroom. It is because the target of observation is to know how the use of theme-based approach in teaching young learners' English vocabulary in TK B class RA Ulumul Qur'an Al Madani. It described as follows:

1) The First Observation on August 4th, 2015

The theme in August was *My Self*. The sub-theme in first week of August was *Part of Body*. The process of teaching English in the use of theme-based approach by teacher were:

a) Teacher activity on set induction

In the first activity in teaching English, the teacher started with some songs that they must sing it every day. It was related to the greeting, the date and something made fun the class before going to study. The teacher invited the students to sing songs with the movement. The first class was in outdoor the class.

The teacher invited students to do the activities for starting the class in the yard in front of this kindergarten.

b) Introduction of teaching material

The teacher invited students for coming back to the class. In the class, the teacher did brainstorming to students first. She asked them some of part of body such as “*What is this?*” by pointing the nose and the students answered it in Bahasa Indonesia because they did not know the name of part of body in English. After doing the brainstorming, she said that the material is about part of body.

c) The theme explanation

The teacher showed some paper. Those paper contained the pictures and new English vocabularies of part of body (head, hair, eyes, nose, ear, mouth, hand and foot). She pronounced the vocabularies of each part of body. She asked students to follow her and then she repeated it several time. She often did asking and answering about the vocabularies to students, and sometime she did asking and question by song.

The special need students was accompanied by shadow teacher team, so the shadow teacher helped students to understand the vocabularies with theirs own ways. The example, when teacher in front explained about *nose*, the shadow teacher that sat down beside the student with special need (ex. autism student) explained with oral and sign language communication.

d) The material integration

In this meeting, the teacher related the material to the mathematic. The teacher asked students to mention the number 1 to 10 in English, then she asked

them. She asked the number of each part of body to students in their bodies. She said “*how many eyes do you have?*”, they answered “*two*” or she said “*how many fingers do you see?*”, they answered “*seven*”. The students memorised the vocabularies about the number 1 to 10 in English because they studied it in TK A class.

e) Singing songs

The teacher asked the students to sing together. The title was *my body*. The song contented the new vocabularies about part of body in English and Bahasa Indonesia (head means kepala, eyes means mata and others). Based on the interview, the teacher made the song by her own based on the theme. The song was bilinguals (mother tongue and target language) because it made students faster and easier in understanding and memorizing the new English vocabularies. The teacher taught them vocabularies by singing a song with gesture. When they said “*ear*”, they must touched their ears. The teacher repeated the song several time until the students were getting memorize it.

f) Doing games

The teacher invited the students to do the games. The games were introducing the body and touching friend. Before doing the games, the teacher explained the roles of the games to make students easy to understand the game. The first game was introducing the body. The teacher called one student to move forward. The teacher showed some pictures of part of body and asked the chosen student each of pictures. The student that was chosen must answer it in English. The teacher said “*What is this?*” or “*Where is the eyes?*”, the chosen student

answered “eyes” or pointing the picture of eyes. The special need students also followed the game.

The second game was touching friend. The teacher asked the students to make two big circles, the boys and the girls. The teacher asked them to touch their friends that were beside them. When the teacher called “*touch your friend's nose!*”, so the students touched their friend's nose that were beside them.

g) Giving the tasks

The teacher gave the tasks to the students. The first task was counting and it was related to the material that already studied. The teacher gave the printable task to students. In the printable task, there was five pictures of part of body. It was the number of eyes, noses, ears, mouths and hands. The students must counted the pictures and wrote the sum of those pictures. The teacher also asked them to colour the pictures of part of body after they finished counting.

The second task was writing. The teacher distributed students' books. In the book, the teacher wrote the word *Eyes = Mata*. She asked the students to write it in their books. The teacher asked the students to write ten lines. For special need students, the teacher wrote the word by the dotted letters in their book, so the students must connected or bolded it.

h) The evaluation and appeasement

Before the end of class, the teacher asked students to remember again the new vocabularies about part of body that they learned. They asked them some new vocabularies, and sometimes she asked them by song. In the end, the teacher also asked them to sing a song of part of body together.

2) The Second Observation on August 11th, 2015

The theme in August was *My Self*. The sub-theme in second week of was *five senses*. The process of teaching English in the use of theme-based approach by teacher were:

a) Teacher activity on set induction

In the first activity in the second meeting, the teacher started with some songs that they must sing it every day. It was related to the greeting, the date and something made fun the class before going to study. The teacher invited the students to sing the songs with the movement. The first class was in outdoor the class. The teacher invited students to do the activities for starting the class in the yard in front of this kindergarten.

b) Introduction of teaching material

The teacher invited students for coming back to the class. In the class, the teacher did brainstorming to students. She asked them the five senses. She said “*What is this?*” by pointing the nose and the students answer it in English because they studied it in the last meeting about part of body. After doing the brainstorming, she said that the material was about the five senses.

c) The theme explanation

The teacher showed the video by projector. The video contained cartoon animation that showed pictures, function, and English vocabularies of five senses (eyes, nose, mouth, ear, and skin). After looking the video, the teacher pronounced the vocabularies. She asked students to follow her and then she

repeated it several time. She often did asking and answering about the vocabularies to students and sometime she did asking and question by song.

d) The material integration

In this meeting, the teacher related the material about five senses to the science. She explained more about the function of five senses. She explained by giving them simple and close examples to students because it made students easy to understand it. For the example, the teacher explained about tongue. The teacher explained the function of tongue is tasted. She explained with using the tongue, the students could know the sweet taste in sugar, the salty taste in salt, or the spiced taste in chili.

e) Singing a song

The teacher asked the students to sing together. The song was about the function of five senses. The song contented vocabularies about five senses in English and Bahasa Indonesia. The teacher taught them a song with gesture. When they said "*ear*", they must touched their ears. The teacher repeated it several time until the students were getting memorize it.

f) Doing the games

The teacher invited the students to do games. The first game was hearing teacher. The student must touched that the teacher said and they didn't look the teacher touched. When the teacher touched the nose but she said "*touch your head!*", so the student must touch their head not their nose.

The second game was testing. The teacher prepared three things on the table in front of the class. The teacher asked one student to come to front of the

class. The chosen student must taste each of it and mentioned the taste. The teacher prepared the sugar, the salt and citrus fruit on the table.

g) Giving the tasks

The teacher gave tasks to the students. The first task was matching. The teacher gave the printable task to students. In the printable task, there was five pictures and vocabularies about five of senses. The students must match the pictures and vocabularies, connect the dotted letters from vocabularies, and colour pictures. The second task was writing. The teacher distributed students' books. In the book, the teacher wrote the word *two ears*. She asked the students to write it in their books.

h) The evaluation and appeasement

Before the end of class, the teacher asked students to remember again the vocabularies about five senses that they learned. They asked them some vocabularies, and sometimes she asked them by song. In the end, the teacher asked them to sing a song of five senses together.

3) The Third Observation on August 18th, 2015

The theme in August was *My Self*. The sub-theme in third week of August was *my favourite colour*. The process of teaching English in the use of theme-based approach by teacher were:

a) Teacher activity on set induction

In the first activity in teaching English, the teacher started with some songs that they must sing it every day. It was related to the greeting, the date and something made fun the class before going to study. The teacher invited students

to sing songs with the movement. The first class was in outdoor the class. The teacher invited students to do the activities for starting the class in the yard in front of this kindergarten.

b) The material introduction

The teacher invited students for coming back to the class. In the class, the teacher did brainstorming to students. She asked them colour of things around them. The students answered it in Bahasa Indonesia. The teacher asked “*what’s colour of this table?*” with pointing the table in front of her, then the students answered “*hijau*”. They answered in Bahasa Indonesia because they haven’t studied it yet. After doing the brainstorming, she said that the material was about *my favorite colours*.

c) The theme explanation

This meeting, the teacher explained the material by story-telling. The teacher brought some puppets. The teacher told a story about the colour. The puppets were named by colour of puppets’ clothes. From puppets, the teacher introduced the new English vocabulary about colours to students.

After finishing telling story, the teacher pronounced the vocabularies (red, green, yellow, blue, brown, black, white, purple, grey, and pink). She asked students to follow her and then she repeated it several time. She also did asking and answering about the vocabularies to students using the puppets.

d) The material integration

In this meeting, the teacher tried to relate the material to the art. She invited students to do crafting by coloured paper. She distributed the coloured

paper to the students. Then they did crafting using the coloured paper. They made *paper plane* together. After finishing it, they named their plane and blew it together. The students with special need always followed the activity and they were accompanied and helped by the shadow teacher.

e) Singing a song

The teacher asked the students to sing together. The song was about colours. The song contented the new vocabularies about the colours in English and Bahasa Indonesia. The teacher repeated it several times until the students were getting to memorize it. The teacher taught them a song with coloured papers. When they said “*red*”, the teacher raised the red paper.

f) Doing the games

The teacher invited the students to do the game. Before doing the game, the teacher explained roles of game to make students easy to understand the game. The game was pointing the colours. The teacher stuck some coloured papers in the whiteboard. She called one student to move forward. Then she asked the chosen student each of colour. The teacher gave praising to the student if he answered correctly and criticized politely if he answered incorrectly.

g) Giving the tasks

The teacher gave tasks to the students. The task was colouring and writing. It were related to the material that already studied. In the first task, the teacher gave the printable task to students. In the printable task, there was a picture. The male students got *a boy picture* and the female students got *a girl picture*. The students must colour the picture based on the instruction of the teacher. The

example, teacher said that the vile of people in the picture must be coloured by yellow, so students must do it.

The second task was writing. The teacher distributed students' books. In the book, the teacher wrote the word *Green is hijau*. She asked the students to write it in their books. In the last of class, the teacher gave homework to students, teacher asked students to draw the hand. The students must draw the hand print by their own hand. Then, the students must colour the picture of the hand that they drew. The homework was collected in the next week meeting.

h) The evaluation and appeasement

Before the end of class, the teacher asked students to remember again the new vocabularies about colours that they learned. They asked them some vocabularies, and sometimes she asked them by song. In the end, the teacher asked them to sing a song of colour together.

In all process of teaching and learning English in RA Ulumul Qur'an Al Madani, the teacher always tries to use a simple English in communication to her students as young learners in the class. She always gives the instruction in English, like "*sit down please!*", "*repeat again!*" and "*silent please!*". She also gives a feedback to students like prising in English, like "*very good!*", "*nice!*", and "*well down!*". Based on the interview, the teacher always do it to make students are habitual in English even they do not understand the meaning. By habituation, slowly students will be familiar with English and begin to understand it without translation.

c. The Integration in The Use of Theme-Based Approach in RA Ulumul Qur'an Al Madani

The integration of the main subject and the others is one way to know about theme-based approach. Based on three observations in RA Ulumul Qur'an Al Madani, English teacher integrated English subject to mathematics, science and art. It is explained as follows:

1) English and Mathematics

In the first observation, the teacher integrated English and mathematics. In the first class, the teacher explained English vocabularies about part of body, then in the middle of explanation she explained and asked the number of each part of body to students. The teacher said "*how many eyes do you have?*", and the students answered "*two*". The teacher tried to integrate English and mathematics in her explanation.

The students memorized the vocabularies about the number 1 to 10 in English because they studied it in TK A class. The teacher used it to integrate the both. The integration of English and mathematics was continuing in the task. In the task, there was five pictures of part of body. The picture are eyes, nose, mouth, ear and hand. The students must count the pictures and wrote the sum of those pictures.

2) English and Science

In the second observation, the teacher integrated English and science. The second observation was under five senses' theme. The integration of English and science was in teacher explanation of five sense and its function. The teacher gave

more explanation about the function of five senses to students. The teacher gave simple explanation and close example to students. The example, the teacher explained the function of tongue is tasted. She explained with using the tongue, the students could know the sweet taste in sugar, the salty taste in salt or the spice taste in chili.

The integration of English and science was continuing in the game. The teacher prepared three things on table in front of the class. The students must tasted each of it and mentioned the taste. From this game, the teacher tried to introduce five senses and explained the function directly to students and it was about science.

3) English and Art

In the third observation, the teacher integrated English and art. Actually in all observations the teacher asked students to colour pictures in their task, and it was the art. It was because the art was about the creativity and the colouring can build the creativity of students.

For the specific, the teacher integrated English and art in the third observation. It was in all activities in third observation. The teacher asked students to make crafting. They did crafting using the coloured paper. They made paper plane and blew it together. The next, the teacher asked students to colour. The teacher gave the printable task to students. In the printable task, there was a picture. The students must colour the picture based on the instruction of the teacher. The teacher said that the vile of people in the picture must be coloured by yellow. In the end, the teacher gave a homework, teacher asked students to draw

the hand. The students must draw the hand print by their own hand. Then, the students coloured the picture of hand that they draw.

d. Teacher's Techniques in Using Theme-Based Approach

According to the observation, the English teacher of RA Ulumul Qur'an Al Madani used some techniques through the implementation of theme-based approach in her class. Those were appropriated to the age of the students as young learners. The techniques were:

1) Song and Gesture/Movement

The activity of teaching vocabulary in English class of RA Ulumul Quran Al Madani was dominated by singing a song. The song is one of appropriate technique used in the process of teaching and learning for young learners. There were four songs often sung by students in the first class in three meeting. The songs were about greeting, date, number and other. They were:

Table 4.3 The Songs 1 in RA Ulumul Qur'an Al Madani

| No. | Theme | Song |
|------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Greeting | Good Morning 2x Nice to meet you Smiling face Good Morning 2x to you and to you |
| 2 | Date | Monday hari senin Tuesday hari selasa Wednesday hari rabu Thursday hari kamis Friday ya Jum'at Ayo ke mesjid Saturday sabtu Monday hari minggu |

| | | |
|---|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| | | January February March April May June July August September October November and December |
| 3 | Number | One, Two, three Satu dua tiga Four, five, six Empat, lima, enam Seven eight Tujuh delapan Nine and ten Sembilan sepuluh |
| 4 | Other (this song must be sung by movement) | Walking walking 2x Jump jump 2x Running running running 2x Now stand up 2x |

The teacher taught English vocabulary by song. The songs that were taught based on the theme. The theme was changed every week, so the teacher also gave new song every week. The theme was part of body, five senses and my favourite colour. The songs were:

Table 4.4 The Songs 2 in RA Ulumul Qur'an Al Madani

| No. | Theme | Song |
|-----|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Part of body | Head kepala Dan hair rambut Eye mata Dan nose hidung Ear telinga Dan mouth mulut Hand tangan Dan foot kaki Ingat ingat kawan Ingat ingat kawan Ingat selalu Jangan dilupakan |

| | | |
|---|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Ingat ingat akhi Ingat ingat ukhti Klo lupa Kamu akan rugi |
| 2 | Five senses | Eyes berfungsi melihat Nose berfungsi mencium Ears berfungsi mendengarkan suara-suara Lip berfungsi merasa Skin berfungsi meraba Itu semua dinamakan panca indera |
| 3 | My Favourite Colour | Red merah, green hijau Yellow itu kuning Blue biru, brown coklat Black white hitam putih Purple itu ungu Yang grey abu-abu Yang pink merah muda Jangan sampai lupa |

Based on the interview, the teacher made the song by her own. She made it based on the theme. In 2011, she ever taught English by song that she took from the internet and it was all in English, but it made the students difficult to understand the vocabularies. The teacher then made the song with bilinguals (mother tongue and target language) by her own because it made students faster and easier in understanding and memorizing new English vocabularies. The teacher taught them English vocabularies by singing a song with gesture or movement. Gestures were helping children to understand the meaning of those vocabularies.

2) Games

Children naturally want to play games. Based on the interview to some students, the activity that the students in TK B class at RA Ulumul Qur'an Al

Madani like was playing games. The teacher did the games in the middle of her class. In three observations, the games must be there in her class.

The teacher did simple games in three observation. In the first observation, the games were guessing pictures of part of body and touching friends. In the second observation, the games were doing the teacher said and tasting something. In the third observation, the game was mentioning colours.

3) Story telling

The teacher introduced the new vocabularies by story-telling with using puppets in the third meeting. The story was about colours' family. The teacher told a story and introduced the new English vocabularies about the colours. The name of puppet was same as the colour of puppets.

The teacher told a story in Bahasa Indonesia, but she mentioned the name of puppets (colours) in English. She pronounced it and repeated each vocabularies about colours and then did question and answer to students when she told a story. After the end of story telling, the teacher repeated all vocabularies with the students.

4) Writing

In three observation, the teacher asked students to write. Based on the observation to English teacher, the purpose was to train and accustom children to write and also made children to get better handwriting with frequent of writing. The teacher distributed the students' books, and in the book, the teacher wrote the word, then asked the students following to write it in their books. The word written in the book was depend on the vocabularies in weekly theme. In the first

observation, the writing was *eyes = mata*, the second was *two ears*, and the third was *green is hijau*.

5) Colouring and Drawing

Every observations, the teacher asked students to colour the pictures in the tasks that she gave to students. The students were accustomed to colouring in the end of task that they finished. The students really liked colouring and drawing. In the first observation, the teacher gave a task with part of body pictures, the second was five senses pictures and the third observation, it was colouring and drawing time. The teacher gave a girl picture for female students and a boy picture for male students and she asked students to colour it. Then in the last class, she gave a homework to draw a hand and colour it.

6) Matching

The teacher gave matching task in second observation to her students. The teacher gave the printable task about the material they already studied. The material was about the five senses (eyes, nose, ears, mouth and skin). In that printable task, the students must match the pictures and vocabularies of five senses. The example, the picture of eyes must be matched to the writing of *eyes* or the picture of ears must be matched to the writing of *ears*.

7) Crafting

The third observation was under the theme my favourite colour. In this observation, the teacher asked students to make paper plane by their own. The paper plan were made by coloured papers. She distributed the coloured paper to the students, then they did crafting using the coloured paper together. They made

the paper planes and blew it together. The process of crafting on this observation was folding and shaping.

8) Counting

One of basic teaching for young learner is counting. The teacher tried to integrate English lesson to mathematics, then the counting was be a technique to implement it. It was seen in the first observation, the teacher asked students to count their part of body directly in her explanation. The teacher also gave the task to her student to count pictures part of body in the middle class of first observation.

9) Question and Answer

Based on the interview, the most preferred used technique by teacher was question and answer. The teacher often repeated question and answer to students in her class. The teacher asked students about the vocabularies that they studied by question or song. This was the simple technique and the using of this technique accompanied the other techniques.

10) Drills

The teacher did drilling in her class. She did drills of vocabularies that she taught. She do drills one by one word such as *eyes* in part of body theme several time. The children always imitate the teacher, so the teacher must be often repeats the vocabularies. In all three observation, the teacher tried to do drills in accompanying the other techniques. She pronounced the vocabularies, then she asked students to follow her and then she repeated it several time.

e. The Used Media in Theme-Based Approach

Based on three observation, in the implementation of theme-based approach the English teacher in RA Ulumul Qur'an Al Madani used some media. In young learners' class, learning media is necessary because it serves as a tool to attract the attention and grow the interest in children participates in the learning process. The media were:

1) Pictures

Children really like pictures. The teacher used pictures in her English class as a media. It was in the first observation under part of body theme. She showed the pictures of head, hair, eyes, nose, mouth, ears, hand and foot. The pictures were used in all activities, such as in the explanation, games and tasks.

2) Coloured Paper

In the third observation, the teacher used coloured paper as a media in the explanation, she introduced colours by coloured paper. The teacher also used in the game, she stuck some coloured papers in the whiteboard. Coloured paper also was used by teacher and students for crafting activity. They made paper plane together. Students were really excited when the teacher distributed coloured paper to them.

3) Puppet

In the third observation, the teacher used puppets. Puppets was used by English teacher as media in story-telling to introduce the colours to students. The puppets used are some animal hand puppets with different colours. Almost every

children like puppets. It was a good media to be used in teaching English to children as young learners.

4) Printable task

In three observations, the English teacher used the printable tasks to give a task for her students. It was printed paper tasks. The printable task was made by teacher own. The task was different in every meeting, it was depend on the theme. In the first observation, the task was counting. The second, the task was matching. The third, the task was colouring.

5) Video, Laptop and Projector

Video, laptop and projector were used by teacher in the second observation. The video showed about the short cartoon of introducing five senses. It included the vocabularies and the function of five senses. The video was took by teacher in youtube. Using computer projectors to present lessons adds the audio-visual element to instruction and reaches those whose learning style is not addressed through traditional teacher lecture. Since today's students are heavily oriented to the visual, this approach appeals to everyone.

2. Students' Responses toward The Theme-Based Approach

The data collected through interview provided the answer related to how students' responses toward the use of theme-based approach in the classroom activities. The result indicated that the students showed positive responses about it. The results were mainly obtained from interview which was conducted to three students chosen randomly.

In terms of students' responses which was related to the use of theme-based teaching to their comprehension of the material given, the result of interview revealed that most of students stated that the use of theme in the teaching and learning process help them to comprehend the lesson better. That statement was proven by students' ability to recall the theme and materials about vocabulary they learned in the previous meeting. Moreover, the students were also able to answer the question related to the material they learned and mentioned the vocabularies learned in the classroom. By means of the findings, students' answers indicate that the implementation of theme-based teaching helps them in understanding the lesson.

Next, in the case of their responses toward the teaching activities presented through theme-based teaching in their classroom, it reflected that the students also showed positive response toward the teaching activities presented in the three meetings. Almost all the respondents stated that they enjoyed the lesson. Students revealed several reasons of why they seemed to enjoy the lesson. As stated by Student 3, she enjoyed the lesson because it was presented through various activities so that the lesson was not boring. The similar response was also shown by Student 1 who stated that the activities were interesting and it attracted her to follow the lesson more. Likewise, Student 2 said that the use of pictures, games and other medias make the lesson more satisfying.

The students' positive response toward the activities also presented through theme-based teaching in the classroom. Here, the students expressed their enthusiasm toward teacher's question about whether they wanted to play game or

not by answering concurrently that they are want to play. When the teacher decided to play, the students promptly cheered together. This situation displays the state where children will be enthusiastic to do the enjoyable activity.

As final point, the students give a positive responses toward the use of theme-based approach. They like English with the ways and activities through theme-based approach. In the other words, when students, in this case are young learners, enjoy the learning activities they will be interested to continue the lesson.

C. Data Analysis

1. The Use of Theme-Based Approach In Teaching Young Learners' Vocabulary in RA Ulumul Qur'an Al Madani

a. Themes in RA Ulumul Qur'an Al Madani

The themes used in RA Ulumul Qur'an Al Madani are based on school curriculum and school curriculum is based on Religious Ministry. The themes are really appropriated to the age of students as young learners. Those theme are started with the theme around the students like their self, their family and their school, then continued by others like the country, animal and plant. It is good in choosing the themes for young learners. With theme-based approach, the teacher can organize her class by her own. English teacher can enrich every theme with fun activities and appropriate media for students.

b. Teaching Activities in English Class RA Ulumul Qur'an Al Madani

In the activities, theme-based approach gives the teacher a freedom to make her own class. The teacher can organize her class by her own. Based on

three observation in RA Ulumul Qur'an, the teacher give various activities every week for students in their English class, but the activities are still appropriated to the age of students as young learners. The various activities gives positive affect for students. It makes students are excited to the English lesson and they don't feel bored when they follows the class. The students express their enthusiasm in all activities that the teacher gives.

c. The Integration in The Use of Theme-Based Approach

The integration is one way to recognize theme-based approach. English teacher in RA Ulumul Qur'an Al Madani integrates English subject to others, such as mathematics, science and art. The integration gives the positive effect to students. It makes the students can study some lessons in one time and they can implement one lesson to other lesson. For the teacher, it makes her easier to teach English and other lesson in one time. She can relate English to other lesson and make fun activities about lessons for children by her own.

d. Techniques in The Use of Theme-Based Approach

The using of appropriate technique is needed in teaching young learners. The English teacher used some techniques through the use of theme-based approach. Those are in line with the age of the students as young learners. The teacher uses some techniques in her class, such as singing song, doing games, telling story, writing, colouring and drawing, matching, crafting, counting, question and answer, and doing drills. The teacher chooses the appropriate

techniques and it adjusts the themes and age of students. She uses the technique that can espouse teaching process. Every technique has own advantages for students and those techniques make students easier in receive the lesson.

e. Media in The Use of Theme-Based Approach

The media is needed in the process of teaching and learning. In young learners' class, the media is necessary because it serves as a tool to attract the attention and grow the interest in children participates in the learning process. The teacher uses the media in her class, such as pictures, coloured papers, puppets, printable tasks, video, laptop and projector. She uses the media that can espouse teaching process. Every media has own advantages and those media help teacher in teaching process and students in learning process.

2. Students' Responses toward The Theme-Based Approach

Students give positive responses toward the use of theme-based approach. The most students state that the use of theme based approach in the teaching and learning process helps them to comprehend the lesson better. They also enjoy the lesson in the use of theme based approach. Students also show strong interest with high enthusiasm in teaching and learning English process. As conclusion, for these three reasons, the use of theme based approach is good and students gives positive responses about it.