

## CHAPTER IV

### REPORT OF RESEARCH RESULT

#### A. General Description of Research Location

##### 1. Brief History of LBPP-LIA Banjarmasin

At the beginning, LBPP-LIA was Institution of Indonesia and America. *Lembaga Indonesia America* (LIA) was built in 1956 in Jakarta by Indonesian and American to hold a good friendship between them by culture changing.

This institution is legally considered government from law aspect based on Secretary of State of Indonesia regulation No.1845/01/1980 and its formally name (LIA) that is the Institution of Indonesia and America changed into the association of friendship between Indonesian and American or *Perhimpunan Persahabatan Indonesia-Amerika (PPIA)*. Because it was not a corporation and not permitted to have asset, to preserve and to develop its effort and activity, with various opinions, then LIA's foundation was built in 1986, in Banjarmasin.

LIA was built to increase awareness of Banjarmasin society on English part in against globalization era and make a course place available with qualified national scale then *Yayasan Bunga Bangsa* was formed and led by Hj.Norlatifah Said on August 1988 and work together PPIA/LIA. Finally, on September 5, 1989 LBPP-LIA Banjarmasin was legitimated by the Governor of South Kalimantan, Ir.H.M.Said and testified by R. Sudaryanto

from Jakarta. This institution was named *Lembaga Bahasa Inggris Banjarmasin (LBIBm)* and used temporary building on Jalan Jendral Sudirman I. It had six classes, 1 teacher's room, and 1 administration's room, and received 450 students only.

On December 1994, LB-LIA Banjarmasin moved to new building owned properly on Jalan Gatot Subroto with 17 classrooms, 1 administration room, 1 director room, 1 supervisor room, 1 foundation room, and the third floor is used for praying room and sport. In 2002, LB-LIA changed to *Lembaga Bahasa dan pendidikan professional (LBPP-LIA)*.

At this moment, LBPP LIA Banjarmasin has 19 instructors and 1,170 students. The students of LBPP LIA consist of elementary school, junior high school and senior high school. The other is college students, employees, housewives, and various professions.

In LBPP LIA Banjarmasin from 1989 until 2011, there have been five head of Branch Manager. The first was Mr. Suriansyah, the second was Ms. Ani Subagyo, the third was Ms. Hj. Artitah Harmadji, the fourth was Mr. Pahriadi, and now the head of Branch Manager is Ms. Jeanne Syariffudin.

## **2. Overview of Teachers, Administration Staff, Students, and the Course Facilities at LBPP-LIA Banjarmasin**

Teachers, administration staffs, and students are the communities at LBPP LIA. They could not be separated each others.

- a. LBPP-LIA Banjarmasin has many teachers. The total numbers of them are 34 teachers. They graduated from different educational backgrounds; and most of them are from English department graduated. The description of teachers of LBPP-LIA Banjarmasin can be seen in appendix 2. The teachers that teach in English for children classes that the writer observed are Indah Fitriani and Ricka Renita Purnanda. They graduated from S1 FKIP English Department UNLAM and have been taught at LBPP-LIA for five years (Purnanda) and two years (Indah).
- b. LBPP-LIA Banjarmasin has 13 administration staffs which consist of a head of affiliate, an A.O.O., a head of administration staff, three administrations, two cashiers, two guards, a parking man, and two Security Officers. The data can be seen in appendix 3
- c. The total numbers of students who are administratively registered at LBPP-LIA Banjarmasin in academic year 2012 are 1.025 students. LBPP-LIA has 85 classes, 10 classes of EC (English for Children); 33 classes of ET (English for Teens) level, 6 classes of Elementary 1 – 4 level, 15 classes of Intermediate 1 – 4 level, 9 classes of High Intermediate 1 – 4 level, 8 classes of CV (Conversation in English) level and 7 classes of TP (TOEFL Preparation) classes. The data can be seen in appendix 4.

- d. LBPP-LIA has considerably enough facilities for supporting the teaching and learning process and achieving its educational goals that can be seen in append

## **B. Data Presentation**

On this data presentation the writer describes about result of the research that collected by techniques of data collection, English for children at LBPP LIA Banjarmasin encounter 2 classes have been done twice in a week, on Monday and Wednesday for class EC-1A and EC-1B. The writer did the research in April 16<sup>th</sup>, 2012 until June 16<sup>th</sup>, 2012 (two months).

### **1. What techniques do the teachers apply in teaching English?**

The writer observed two classes of English for Children at LBPP LIA Banjarmasin, Miss Nanda and Indah. They used several different teaching techniques in every meeting, the technique also varied within a relatively short span of time. The language used in the learning process mostly in English, but sometimes the teachers use Indonesian.

The writer observed 6 times, with the following details:

<b>NO</b>	<b>DATE</b>	<b>TEACHER</b>	<b>CLASS</b>
1.	Monday / April 30, 2012	Miss Nanda	EC-1A
2.	Wednesday/ May 2, 2012	Miss Nanda	EC-1A
3.	Monday / May 14, 2012	Miss Nanda	EC-1A
4.	Monday / May 21, 2012	Miss Indah	EC-1B

5.	Wednesday/ May 23, 2012	Miss Nanda	EC-1A
6.	Monday / May 28, 2012	Miss Indah	EC-1B

**Table 4.1 list of observation**

At the first meeting, the writer observed Miss Nanda's class. In this meeting there were 11 students, consisted of 5 boys and 6 girls, the theme of the lesson was about clothes and colors. In this meeting there were two different activities performed by the teacher with students. On the first 28 minutes, the teacher used game techniques with a tape recorder and a ball. In this activity, the teacher played music and asked students to throw the ball to the friend next to them. Then, when the teacher turned off the music, the student who has been holding the ball got one question about the name and color of clothing that were worn by her friend. Student answers were then compared with the whole class answers. After that, the student who could not answer questions of the teacher, he was punished by crossing out his cheeks use baby powder. Furthermore, on the last 21 minutes the teacher asked the students to color the images in their textbooks.

Second meeting, the writer observed Miss Nanda's class. In this meeting there were 11 students, consisted of 5 boys and 6 girls The theme of the lesson was about the name and color of clothing, the teacher opened the lesson by greeting the students and asked how the condition or simply

asked whether the students had lunch. Later, she told students to sit on the floor. While the teacher preparing the props, there was a student who played with paper. Then the teacher rebuked him and said "*stop playing with the paper*".

In this meeting the media that used was poster. After the poster was attached on the board, then the teacher asked the students to name every character contained on the picture. Then, the teacher asked the students in the form of simple present continuous tense, e.g. "*what is grandmother wearing?*" then the students had to answer that question. In the next stage, the teacher asked students to create questions using "*what is he / she wearing?*" and asked orally to other students, then the students who got the question answered orally. At 15:00 to 15:40 the teacher divided class into pairs. Then she asked students to write a description of the clothing worn by the people in the poster.

Third meeting, the writer observed Miss Nanda's class. In this meeting there were 11 students, consisted of 5 boys and 6 girls. Same as in the second meeting the teacher opened the lesson by greeting the students. Then she asked the students to arrange their desks. By the time the teacher was helping students arrange their desks; there was a student who gave a gift to the teacher. The teacher thanked the student. Then she asked a student who was not present at the previous class about why she was absent.

In addition there was a student who said that she was happy to learn in this class. *"Mom, I love to learn here."* the teacher replied *"oh really, why?"* then the students answered *"because there are canteen and library "*. After each student sit on their places, then the teacher asked whether the students were ready to learn, and then asked the students to open their textbooks on page 50. The students were asked to read the lyrics of the song on the book, and then the teacher played the songs using a tape recorder, and told the students to listen to the song. After that, the teacher re-played the songs for a second time, but this time she asked the students to sing the song together.

Next, the teacher asked the students to find the shapes were on the song and then she asked them to draw on the whiteboard. Before draw the shapes, the students was asked by the teacher how to spell the shape. e.g. *"how do you spell triangle??"* then the students answered *"T-r-i-a-n-g-l-e."* The students scramble forward with enthusiasm when they were asked to draw on the whiteboard.

At 15:00 to 15:20 the teacher divided the class into pairs. Media used to divide the group was picture cards. The way it worked was:

1. Teachers distributed a picture card to each student
2. Students were asked to find a partner, which has the same image on their card.

When the group was formed, the teacher played the audio about how to pronounce "how many blue squares do you see?? ". Then she asked the students to answer some questions on their book.

At 15.00-15.20 the teacher wrote a sentence on the whiteboard e.g. I can see 4 triangles in my house. Then she asked students to draw the sentence. During the students do the assignment, the teacher moved around the class to help them. While the time was over, the teacher asked the students to do the task as home work.

Fourth meeting, at this meeting the writer has observed Miss Indah class. In this class there was 6 students consisted of 3 boys and 3 girls. At 14:40 to 14:55 the teacher started the lesson by greeting students and asked how they were. Then she drew a figure on the board. Furthermore, she asked the students to draw a little kite on the board. Next, she said "*this kite is green*" and "*that kite is blue*". She used these images to illustrate the use of the word designated "This and That". After that, she discussed the pictures with students.

At 14:55 to 15:10 the teacher asked the students to open their workbooks and asked them to color the picture on the book. After the images were colored, then she asked the students to read the sentences contained in their book aloud.

At 14:55 to 15:10 the teacher wrote puzzle words on the whiteboard and then asked the students to arrange the words become a sentence.

Furthermore, at 3:10 P.M to 4:00 P.M the teacher divided the students to girls' team and boys' team. Then, the teacher explained about the games rules as below:

1. Each team consists of a writer and two members who helped in the chair.
2. Puzzle words can view only by two students who sit on the chair.
3. Then the writer writes a sentence in accordance directed by his teammates.

After the teacher explained the rules of the game, then the teacher started the game by showing the puzzle words to the students on the chairs.

Fifth meeting, the writer observed Miss Nanda's class. In this meeting there were 11 students, consisted of 5 boys and 6 girls. Theme of the lesson was about "*What room is this?*", and the media used were students' books and cards. At 14:40 to 15:27 the teacher showed some picture cards to the student and she asked them about what room they looked at the cards. Then, the teacher divided the class into groups. After all the groups sat in their position, the teacher spelt some words in English, then she asked the students to write the words on the paper that has been shared before. For the group which could answer the questions, they got one flower. Then the teacher asked the groups to discuss the answers from their friends. Next, the teacher asked the students to read their textbooks.

At 15:28 to 15:40 the teacher changed learning activity with the game. She attached some picture cards on the wall of classroom. Then, she explained the rules of the game to the students. Later, she read a few sentences, for example: *mother was cooking in the kitchen*. Then, the students had to stand in front of the room picture that had been taped earlier. This game lasted until class ends.

Sixth meeting, the writer observed Miss Indah's class. In this meeting there were only 3 students, consisted of 2 boys and 1 girl. Media were used to teach students were lesson book, dice, colored pencils, and whiteboard. This meeting focused on simple present continuous tense. At 14:45 to 15:04 the teacher used game to teach the student. She asked the students to open their textbooks. Then she asked the students to shake the dice and run their pawn. When student's pawn stop in the picture, then the teacher asked what was being done by individuals or animals that were in the picture, for example: *"what is the dog doing?"* After students answered the teacher's questions, she asked the students to color the picture.

At 15.04 to 16.00 the teacher asked about what pictures that colored by the students. Then she asked the students to spell the words. Next, the teacher wrote a few sentences on the whiteboard and then she asked the students to copy the words into their notebooks. Finally, teacher gave homework to students.

## **2. How do the students respond to the English course?**

The students who studied in English for Children class (EC) were the students of elementary school between grade one or two. They responded the learning process in many ways. Basically, the students in these two classes were very enthusiastic in following each lesson presented by the teacher. They always presented a few minutes before the teacher entered the classroom. When the teacher explained the lesson, they were always concerned about every explanation from the teacher. Then, when they didn't understand the explanation or instruction from the teacher, they didn't hesitate to ask questions. However, they often shouted when asked or answered questions, and caused the class to be noisier.

Students in these classes were active children, so they were happy to move even ran in the classroom. In addition, they were also love competition; it can be seen in the third observation. At the time, they scrambled to the front of the class to draw on the whiteboard. Furthermore, they were also love to sing and clapped their hands. Then, when bored, the students perform a variety of activities, such as chatted with friends, doodle, or played with objects around them.

### C. Data Analysis

After all the obtained data are presented, then they also need to be analyzed based on the order of issue that have introduced earlier in this study.

#### 1. What techniques do the teachers apply in teaching English?

Childhood is a time to play, so then in education there is a term called play while learning. In every meeting the teacher applied the concept of play while learning to teach students about colors, names of objects, clothes, animals, verbs, and so forth. Furthermore, when teaching they also used a variety of media such as flashcard, posters, music, etc. to make the students feel comfortable when learning. This thing proved powerful enough to attract students to learn English vocabulary. Not only that, these techniques also can stimulate students to speak English.

According to the results of 6 observations by the author, describes that the teachers combine multiple teaching techniques for each meeting. This can be explained as follows.

No	Techniques							
	Date	Question & answer	Games	Reading aloud	Listen & Repeat	Listen & Do	Drawing & Coloring	Group work
1	April 30, 2012	X	X	-	-	-	X	-
2	May 2, 2012	X	-	-	-	-	-	X
3	May 14, 2012	X	-	X	X	-	X	X

4	May 21, 2012	X	X	X	X	X	X	X
5	May 23, 2012	X	X	-	-	-	-	X
6	May 28, 2012	X	X	-	-	-	X	-

**Table 4.1 list of techniques**

**a. Question and answer**

This technique was always used in each meeting by the teacher. Various things were asked by the teachers, from the students' conditions to the theme of learning. The teachers mostly used English, so when they explained or asked questions they used English. This technique included in the direct method.

**b. Games**

During the observation, there several types of games were applied by teachers when teaching such as music and ball, snakes and ladders, spelling bee, guessing the room.

1. Music and ball games.

Basically, this technique was used by the teacher to select or appoint a student to be asked questions. This technique can be seen in the first observation on Monday, 30 April 2012. At the meeting, the teacher asked the students about the color and the name of the clothes being worn by their friends. With complete control of the

tape recorder, then the teacher could easily appoint a student to answer a question.

## 2. Snakes and ladders.

The teacher made the children feel comfortable to learn English. When the students were playing the game, actually they were encouraged to speak English according to the topics specified by the teacher. It can be seen in the sixth observation on Monday, 28 Mai 2012. At the meeting, the teacher asked the students about what was being done by a person or animal in the picture.

In this technique, the teacher invited students to spoke by using simple progressive tense. As in the question "what is the dog doing?"

## 3. Spelling bee

This technique was used by the teacher in asking students to spell some words. This technique can be seen in the first observation on Monday, 30 April 2012.

### **c. Reading aloud**

During the observations, the technique was applied twice by the teachers, on the third and fourth observation. In the third observation the teacher asked students to read the text of the songs contained in their textbooks, then in the fourth observation the teacher asked students to read sentences in their textbooks.

**d. Listen and repeat (sing a song)**

The technique was applied on the third observation. In this observation, the teacher played music and asked students to listen to the song. Furthermore, the teacher sang the song again. After that she asked the students to sing the song together. Basically, this technique was used by the teacher to teach vocabulary and speaking. When singing songs, children learn about how sounds or say a sentence.

**e. Listen and do**

This technique was applied in the fifth observation. In this meeting, the teacher pasted some pictures on the walls of the classroom. Then she read the sentence in English. After that the students should move towards the pictures according to the teacher's instruction.

This technique was related to the method of total physical responses. When the teacher used this technique, she wanted to know the students' understanding of the instructions she gave. For example, when the teacher read the phrase "my mother is cooking", then of course the students should go to the kitchen picture.

**f. Drawing and coloring image**

The technique was applied four times by the teacher, in the first, third, fourth, and sixth observation. At the first meeting, the teacher asked the students to color the picture of clothes in the textbooks.

At the third meeting, the teacher played the song and told the students to listen. Then she asked the students to draw the shapes were contained in the song. Next, in the last minutes of learning she also told the students to draw shapes according to the sentence that was written by the teacher.

At the fourth meeting, the teacher asked the students to draw a kite on the whiteboard and coloring pictures in their textbooks. Then in the sixth meeting, the teacher also asked the students to color the pictures in their books.

**g. Group work**

This technique was applied four times by the teachers; on the second, third, fourth and fifth observation. In the second and third observation the technique was applied in pairs. The teachers asked students to describe the clothes on poster. Then, in the fourth and fifth observation the technique was applied in the group work games, the teacher divided the students into groups of men and women groups to arrange the scrambled sentences. Furthermore, on the fifth observation this technique is also applied in the form of games.

Basically, this technique was applied to train students to interact each other in social life. This is technique was appropriate with Vygosky's theory who argue that children learn through social interaction.

## **2. How do the students respond to the English course?**

The students in English for Children class gave positive responses to the teaching and learning process. They were present at all meetings, except when sick. During the learning process take place the students always paid attention to the lesson. However, their attention and concentrations to the teachers' explanation in very short terms.

Then, they were very loving and respecting teachers. This can be seen in the second observations. When reprimanded by the teacher, the student immediately stopped playing. Furthermore, in the second observation, there was a student expressed feelings of joy when she learned in class. While, in the third observation there was a student gave a present to her teacher. The expression of students proved that they respected and loved the teachers.

The students in these classes were also able to cooperate with each other. For instance, it can be seen when the teacher applied group work techniques, they did the task with enthusiasm in their group. In addition, students also loved the competition that can be seen in the third observation. They competed to be the fastest in completing the task.

However, there were some student responses that become obstacles for teachers in teaching such as easily bored, noisy, and jealous. When bored, students became more difficult to learn. They lost concentration and

did not paying attention to the teacher. Fortunately, the teachers were able to overcome these problems by applying various techniques in teaching.