

**THE METHOD USED BY GLC JUNIOR
COURSE INSTRUCTOR IN TEACHING
ENGLISH AT AL ISHLAH
KINDERGARTEN**

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Abstract

The aim of this study is to describe the method used by GLC Junior instructor in teaching English at Al Ishlah kindergarten, Laren, Brebes. The subject of this study is class B consisting of 22 students. The writer uses descriptive qualitative method. Triangulation of technique uses observation, interview, and documentation. In teaching English GLC junior course instructor uses some methods focusing on improving vocabularies, listening, and speaking skill at the students in class B Al-Ishlah

Kindergarten, Laren, Brebes, namely lecturing method, demonstration method, translating method, and TPR method. The methods are class handled by instructor fully. In demonstration method, instructor uses picture to make materials clearer. In TPR method, instructor uses some songs, speech and action. In translating method, instructor uses bilingual to make material clearer. In teaching learning English the instructor and the students have difficulties, but the instructor has solutions. It is very enjoyable for the students in studying English with the instructor.

Keywords: method, GLC Junior Course, instructor, teaching English, Al Ishlah Kindergarten

A. Introduction

According to Piaget in Morrison (2011: 74–75), there are four steps in cognitive development. They are sensory, preoperational, concrete operational, and formal operational. In the preoperational, two until seven years of age the children can use the symbol like the words or delineation of their taught for solving problem, starting to think of things and thinking the people who are not in their surroundings. Therefore, English should be taught when students have two until seven years of age. It means English can be taught in Kindergarten.

Using English teaching method especially in kindergarten, the teaching and learning of English process must be more interesting, so the students become enjoyable and happy to study English. According to Moon (2000:3), children learn a foreign language in a natural way, through being motivated, by listening and repeating, by imitating the teacher, by doing and interacting, through translating.

Cameron (2001: 66) states that the activities of reading and writing for formal literacy skill in the first language are generally introduced to children from around 5-6 years old at the beginning, children struggle to make letters shapes with their pencils and to recognize printed words and letter. They can read simple texts but still need to work hard to make sense of new words; for attention to shape and spelling. It means teaching English for young learners as foreign language only practice listening and speaking skill.

Nunan (2005: 30-52) states that there are two methods to teach listening and speaking to young learners. They are Total Physical Response and Audiolingual Method. According to James Asher in Nunan (2005: 30), in Total Physical Response (TPR) method, where learners physically respond to oral commands which are given, the learners are expected to respon non-verbally to commands before they are expected to speak. The teacher usually gives an oral command while demonstrates it.

Furthermore, Murcia in Nunan (2005: 52) says that the Audiolingual Method (ALM) to language teaching is based on the notion that one learns language by developing habits based on the patterns of language. In addition, Anthony in Fauziati (2008: 5) offers many methods such as Grammar-Translation Method (GTM), Direct Method (DM), Audio Lingual Method (ALM), Situational Language Teaching (SLT), Communicative Language Learning (CLL), Total Physical Response (TPR), Natural Approach (NA), Silent Way (SW), and Suggestopedia.

Al Ishlah Kindergarten, Laren, Brebes is one of schools that has English as the study subject. The school has collaborated with Glory Learning Centre junior course. GLC junior course is a course that teaches English especially for kindergarten. The

teaching and learning method is used to teach English as foreign language there. Al Ishlah Kindergarten has a good instructor who uses happy learning method and makes the student enjoy in learning English.

Based on the background above, there are two research questions in this study as follows:

1. What is the method used by GLC Junior Course instructor in teaching English at Al Ishlah Kindergarten?
2. How is the method applied by GLC Junior Course instructor in teaching English at Al Ishlah Kindergarten?

B. Literature Review

The theories reviewed here comprise the stages in cognitive development of children, the methods used in teaching children, and teaching English for young learners.

1. Stages in Cognitive Development of Children

According to Piaget in Morrison (2011: 74-75) children have cognitive development where it can be explained in stages as follows:

a. Sensory (0-2 years of age)

The concept focuses on object, definition of thing and people which have free existence. The implication is to response and to search the objects.

b. Preoperational (2-7 years of age)

The concept focuses on symbolic thinking, definition is able to use symbol like words in their thought for communication. The implication is getting of best of language quickly.

c. Concrete Operational (7-12 years of age)

The concept focuses on opposite operational, definition of physical and way of thinking can be opposite and voidable. The implication is thinking logical.

d. Formal Operational (12-15 years of age)

The children can face the problem and can evolve what they think.

2. Methods Used in Teaching Children

Barnawi (2012: 122-147) offers some methods used in teaching children:

a. Playing Method

In this method playing activity is something important. The children feel happy and the material can be clearer. The cognitive development can be easier.

b. Story Telling Method

There are some points of telling story as a method used in teaching learning English for young learners, as follows:

- 1) The content of story must be connected with the children's life.
- 2) The activity of telling story can give happiness for children.
- 3) The activity of telling story is the children's experience.

c. Singing Method

The purposes of singing are as follows:

- 1) Singing is happiness
- 2) Singing can break a way
- 3) Singing is media for expression
- 4) Singing can help children to be confident
- 5) Singing can help children to keep memories

d. Vacation Method

Vacation method is a method that gives opportunity for children to observe and find the

information directly. The themes of vacation method can cover:

- 1) The animals, in which the students can visit the zoo.
 - 2) The plants, in which the students can visit the plantation.
 - 3) The profession, in which the students can visit police station, hospital, or post office.
- e. Demonstration Method
- Demonstration method can give illustration in giving information or materials to students.
- f. Dialogue Method
- Dialogue method is two ways of communication which is very important. The purposes of dialogue method are as follows:
- 1) Increase the students' confidence
 - 2) Improve the students' speaking skill
 - 3) Widen the students' knowledge
3. Teaching English for Young Learners

Slattery and Willis (2001: 4) suggest some points related to teaching English for children under seven years as second language, as follows:

- a. Acquire through hearing and experiencing lots of English, in much the same way as they acquire their first language.
- b. Learn through doing things and playing, they are not consciously trying to learn new words or phrases.
- c. Love playing with language sounds, imitating and making funny noises.

These are the methods of teaching English to young learners as foreign language which focuses on vocabularies, listening and speaking skill by Nunan (2005: 30-52) as follows:

- a. Total Physical Response Method (TPR)

TPR Method is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity (Asher in Richards, 2001: 73).

When using TPR with five, six, or seven year olds, be sure to give only one command at a time. The kinds of TPR can be explained as follows:

- 1) Songs and Finger Plays
- 2) Story Telling
- 3) Yes or No Cards
- 4) Drawing
- 5) Syllable Clapping
- 6) Rhyming Word Activities
- 7) Minimal Pairs

b. Audio Lingual Method (ALM)

According to Murcia in Nunan (2005: 52), ALM is based on notion that one can learn language by developing habits based on the patterns of language. There are two important features of ALM which can easily be adapted for young learner classroom: drill with choral responds and dialogues. The first feature typical of ALM is drills aimed at getting learners to practice using the patterns that occur in language. The second feature of ALM which can easily find its way into the young learner's classroom is dialogue. Dialogue provides learners with grammatically controlled scripts that they can use in real life.

Meanwhile, Anthony in Fauziati (2008: 5) offers method as an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. The other methods are such as:

- a. Grammar Translation Method (GTM)

In general GTM is described by Paron and Murcia in Fauziati (2008: 12) as classes which are taught in mother tongue, much vocabularies, long elaborate explanations of the intricacies of grammar given, instruction focusing on form and inflection of words, reading difficult classical text begun early, and little or no attention given to pronunciation.
- b. Direct Method (DM)

DM in can be described such as: the spoken is primary, the findings of phonetics should be applied to teaching and teacher training, learners should hear the language first, and words should be presented in sentence (Richards and Roghers in Fauziati, 2008: 20).
- c. Situational Language Teaching (SLT)

SLT described by Richards and Rogers in Fauziati (2008: 43) has main principles such as: language teaching begins with the spoken, the target language is language of classroom, new language point are introduced and practiced, reading and writing are introduced once a sufficient lexically, and grammatical basis is established.
- d. Community Language Learning (CLL)

CLL is a language teaching method well known as a program which promises to do justice to psychological and emotional needs of students at a time when they no longer can be disregarded. The classroom procedure used in CLL comprises four steps such as recording session, transcription, reflection period, and listening and practicing.

e. Natural Approach (NA)

The classroom procedure in NA starts with TPR, introduces classroom terms and properties into commands, uses name of physical characteristic, notes to identify members of the class name, and uses visual.

f. Silent Way (SW)

The principle of SW is respect for the students' capacity to work out language problems and recall information on their own with no verbalization and minimal help from the teacher.

g. Suggestopedia

Basically suggestopedia is based on three assumptions such as: learning involves the unconscious function of the learners as well as the conscious functions, people can learn much faster than they usually do under certain condition, and learning is held back by norms-harmonious-consequent.

C. Method of Investigation

This research uses descriptive qualitative method. In this study there are some data sources: GLC junior course instructor, the head master, the students' parents, and the students of class B of Al Ishlah Kindergarten. Observation is used to collect the data during teaching and learning English process. The writers come to class and observe the instructor's way in teaching English especially, then the writers pay attention on the students' attention on the instructor's explanation too. Furthermore, triangulation of technique is also used, by which the writers use the different techniques to get the data from the same source. The techniques are not only observation, but also interview and documentation. In analyzing the

data, the writers use data reduction, data display, and data conclusion.

D. Findings and Discussion

There are some methods which are used by the instructor of GLC junior course in English teaching and learning in class B of Al Ishlah kindergarten. The methods are lecturing, demonstration, translating, TPR, and presentation methods. All methods have advantages and disadvantages.

1. Lecturing Method

The lecturing method is applied in the first activities of the students and there are some advantages and disadvantages of this method in the classroom activity in class B of Al Ishlah kindergarten school.

a. Advantages

This lecturing method has some advantages, which are:

- 1) The oral communication can occur between the instructor and the students in English teaching and learning process.
- 2) The instructor is able to explain the material to students easily.
- 3) The students can receive the material from the instructor.
- 4) The instructor can control the activities in classroom well.

b. Disadvantage

Nevertheless, this lecturing method also has a disadvantage, which is: the instructor is more active than students.

2. Demonstration Method

Demonstration method is applied by using picture. This method is applied after lecturing method.

a. Advantages

This demonstration method has some advantages, which are:

- 1) The students are more interested in the lesson.
- 2) The students can more focus on the material.
- 3) The instructor can easily guide the students.

b. Disadvantage

However, this demonstration method also has a disadvantage, which is: the instructor becomes less creative.

3. Translating Method

This method is applied when the instructor explains vocabularies about the material. Translation is used in bilingual.

a. Advantages

This translating method has some advantages, which are:

- 1) It is easier for the students to receive the material.
- 2) It is easier for the lecturer to guide the students.

a. Disadvantage

Yet, this translating method has a disadvantage, which is: the students are slower in understanding the lesson.

4. TPR Method

TPR method in English teaching and learning process applied by the instructor of GLC junior course in class B of Al Ishlah kindergarten is TPR method which is combined with translating method.

a. Advantages

This method has some advantages, which are:

- 1) It is more enjoyable for the students for learning the material.
 - 2) It is easier for the students to follow the material.
 - 3) The teacher can improve her creativity.
- b. Disadvantage

On the other hand, this method also has a disadvantage, which is: some students are still shy to dance in the song.

5. Presentation Method

Presentation is applied in assignment magazine where the students do their activities after the instructor explains the material.

a. Advantages

This presentation method has some advantages, which are:

- 1) The students can apply the material which is explained by the instructor in assignment book.
- 2) The instructor can measure the students' ability about the material.

b. Disadvantages

In contrast, this presentation method also has some disadvantages, which are:

- 1) Some students are still lazy to do their assignment.
- 2) The students still work their assignment which is not appropriate with the instructor's instruction.

In applying English teaching and learning method, the instructor faces some difficulties, which are: the students always play and the students are often late, but then the instructor has the solution, such as giving instruction to the students "Sit down, Please!"

when the students play something and prepare some songs and claps to wait for the students' lateness.

Moreover, it is not only the instructor who has difficulties, but also the students. The difficulties which are faced by the students are translating, pronouncing, and writing and reading. In this case the instructor has solution, such as using bilingual in translating, singing songs and repeating in pronouncing, ignoring reading ability because the students still start to learn reading in their mother tongue and for writing they just practice their motoric in assignment of magazine.

E. Conclusion

The methods which are used by the instructor of GLC junior course at Al Ishlah kindergarten in teaching English in class B are lecturing, demonstration, translating, TPR, and presentation methods. The writers can conclude in general that, in English teaching and learning process, the instructor is successful. The success cannot be separated from the experience owned by the instructor. She has been teaching English as an instructor for three years at GLC junior course. She has taught in eight kindergarten schools of GLC junior course. Now, she is as the best instructor of GLC junior course and a trainer for the other instructors although she has not yet graduated from STAIN Purwokerto.

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