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Redefining 21st Century TEYL: Challenges and Opportunities

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**THE 1ST PROCEEDINGS OF NATIONAL SEMINAR ON
TEACHING ENGLISH TO YOUNG LEARNERS**

UNIVERSITAS SINGAPERBANGSA KARAWANG 2019

Wednesday, August 7th 2019

REDEFINING 21ST TEYL: CHALLENGES AND OPPORTUNITIES

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PREFACE

Warmest greetings to all participants of National Seminar on Teaching English to Young Learners 2019

It is very delightful to welcome you all to the first National Seminar on Teaching English to Young Learners, entitled “**Redefining 21st Century TEYL: Challenges and Opportunities**”.

Teaching English to young learners is a common practice nowadays. Many parents begin to introduce English to their children at early age. It is also easy to find early childhood education institutions that include English language learning in their curriculum. This is inseparable from the assumption which says it is better to begin learning languages as early as possible.

However, it is important to remember that teaching English to young children requires special competence and motivation. Working with young children gives us the opportunity to explore the creative and fun side of ourselves. It is rewarding when you can touch the young lives through teaching language. However, at the same time we are also responsible for fostering positive attitudes and etiquette to them. Unfortunately, the role of English language teachers for young learners is often undervalued. Many consider that teaching early childhood is easier than teaching adult.

Thus, it cannot be denied that there are many opportunities and real challenges that we can study together at the conference. I wholeheartedly believe that you would not only gain insights and knowledge but also update yourself with fascinating discussions, along with interactive input sessions which will allow you to put theory into practice.

Thank you very much

Nina Puspitaloka

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A STUDY ON *PLAGIARISMDETECTOR.COM* AS A TOOL FOR REDUCING PLAGIARISM ON STUDENTS' FINAL PAPER

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Abstract

Plagiarism is a crucial problem in academia. Plagiarism-detection tools like *plagiarismdetector.com* have been used for nearly a decade to help university faculty and administration combat this form of cheating. This study aims to describe the originality percentage of students' final papers at first time checking with *plagiarismdetector.com* and second time checking with plagiarism detector after revising and editing process. Data is taken from department of English Education Study Program, Universitas Islam As-Syafi'iyah. The data shows different percentage on the originality, reference, and plagiarism indicated of the papers. At the first time checking, data revealed that plagiarism percentage of students' final papers were more than 30 % up to 70 %. After revising and editing process the plagiarism percentage of students' papers decreased in the level of 15 % until 0%. This result has proven that *plagiarismdetector.com*/ software is effective to reduce plagiarism percentage of students' final paper. The implication of this research is to provide meaningful information for the university faculty and administration to mitigate the plagiarism and also for students in order to enhance the quality of their paper.

Keywords: final paper, *plagiarismdetector*, students, reduce.

1. Introduction

In English Language Teaching (ELT) area, writing is one of important aspects among other language skills that need to be mastered by students. Good writing can be one of indicator that ones have good English proficiency. In higher institution, academic writing is important in many contexts throughout academic life. Different than personal writing, academic writing follows its own set of rules and practices such as dealing with theories, exploring explanations, using objective language and adhering to traditional conventions of punctuation, grammar and spelling.

Recently, with the emerging trend of publication in higher institutions, both students and teachers face challenges in publishing their articles such as quality of their writing, content, organizations, and the issue of keeping the originality of published paper. Broadly speaking, the issue of unethical activity stealing the contents of others; works without giving them proper acknowledgement has been study in the last decades (Alfaro et al, 2013). This act is also known as plagiarism. Plagiarism is the act of using the general idea to state other people's work without any notice to the crowded audience (Almeida et al, 2015). In this era, the technology has developed rapidly especially in information field itself. Many people can get the information from the internet for their needs, but not all of people use it well.

In academic life, technology has been used to assist teaching and learning process. For instance, online library, learning application and software as well as plagiarism checker software. In writing scientific papers, students are required to have good writing skills in terms of grammar and writing organization. Besides that authenticity is also demanded as evidence of the integrity of an academic. However, with the technological sophistication of many students who misuse information posted from the internet so that it traps them in cases of plagiarism. Some scholarly works reports relevant cases with plagiarism. A study reported by Roveredo et al (2007) that several paragraphs of publication were found to be unacknowledged verbatim fragments. Some universities are very strict with the rule of plagiarism.

In reality, plagiarism happens not because students intention to copy and paste directly the sentences but sometimes occurs because students take notes as they read, then forget the name of the original author of the ideas and words in their notes. Then, usually students include these sentences or ideas in their paper without the reference, hence they are accused of plagiarism. Therefore, it is important to check the paper before publish it. Recently, plagiarism software both paid and free software has been attracting students and teachers in checking the originality of their papers. One of famous plagiarism checker software is plagiarismdetector.com that has been used by some university due to its affordability.

Based on the cases and real condition above, this paper explores similar issue of plagiarism but focusing on the role of plagiarism detector software to reduce plagiarism level in students' papers. This paper explores the utilization of plagiarismdetector.com as a tool to reduce plagiarism level in students' papers. Moreover, this paper has objectives to know the percentage of plagiarism level in students' papers so both teachers and students can use the result to revise their papers.

Definition of Plagiarism

In 1999, the Committee on Publication Ethics (COPE) defined plagiarism as, "plagiarism ranges from the unreferenced use of others' published and unpublished ideas, including research grant applications to submission under "new" authorship of a complete paper, sometimes in a different language. It may occur at any stage of planning, research, writing, or publication: It applies to print and electronic versions." The Oxford English Dictionary argued that, Plagiarism is

“the action or practice of taking someone else's work, idea, etc., and passing it off as one's own; literary theft.”

Plagiarism is a universal problem from developing countries to developed countries. More importantly, the research on plagiarism in developing countries are critically needed due to some factors such as cultural and economic factors (Ana et al, 2013; Martin, 2012). According to some experts, most unique aspects that may enable people to do plagiarism act are poor writing skills, tolerance to misconduct during education and professional activities, lack of institution policies, lack of understanding the responsible to conduct research and many more (Rodriguez and Lolas 2011; Davis 2003; Vasconcelos et al. 2009; Cameron et al. 2012)

Plagiarism Cases in Academia

In their study entitled “Using writing assignment design to mitigate plagiarism” Heckler, Ri. Forde and Bryan argue that it is important for students to submit weekly written one plag assignments separately to fulfill requirements for a hybrid introduction to sociology course to avoid plagiarism Hence, they examine students’ papers to identify potential plagiarism. Students in each semester were provided identical instruction regarding the academic integrity policy of the university in the class syllabus; no changes to the policy were made during the study. The results of the study were not used for grading purposes. Three weekly assignments were randomly chosen from each semester, and the same week was used for all three semesters. Accordingly, the 2008 student population generated 1,429 submitted papers, 2009 generated 1,588 submitted papers, and 2010 generated 1,614 submitted papers, for a total of 4,631 submitted papers. And the result of the research is since responsibility for preventing plagiarism is being shifted predominantly to faculty and class sizes continue to expand, it is imperative that assignment designs be reevaluated. (Gundy et al. 2006).

It is not enough to ask opinions, randomize questions, or conduct quasi-experiments. These strategies when independently applied in this study still indicated that one-third of submitted papers showed overlap. Therefore, several strategies must be incorporated simultaneously in each assignment to mitigate plagiarism. As the trends toward increased computer technology use and the commercialization of higher education continue, faculty must prepare assignments for this generation of students. Recycling assignments or avoiding the Internet revolution is no longer an option for faculty. Although it is important to know why students will cheat, copy, or plagiarize (McKever, 2006), faculty must also recognize that they can design writing assignments to mitigate plagiarism. Assignment design influences how students will collaborate, share, and learn concepts. This is especially true in the current educational environment where computer technologies and the commercialization of higher education, play a large role in institutional response. With increased use of the Internet as a resource by students, instructors increasingly rely on plagiarism detection systems in order to be effective educators in higher education. Nonetheless, faculty still has ultimate responsibility for the design and types of assignments to prevent plagiarism.

Moreover, Park (2003) examines about reviews the literature on plagiarism by students. He mentions that much of it based on North American experience, to discover what lessons it holds for institutional policy and practice within institutions of higher education in the UK. And The method is qualitative which is reported incidence of cheating varies a great deal from study to study. At the lowest end of the spectrum, Karlins et al. (1988) found that only 3% of the students on a business course plagiarised a library research assignment. More common are reported incidence levels of at least 50%. For example, Haines et al. (1986) found that more than half of the 380 students they interviewed self-reported cheating during the academic year in at least one area (exams, quizzes, homework assignments). In a study by Hollinger and Lanza-Kaduce (1996) more than two-thirds self-reported some form of academic cheating during a sample semester. Some studies report incidence levels of three-quarters or more. Eighty per cent of the graduate business students interviewed by Brown (1995) had engaged in at least one form of cheating, including plagiarism. Stern and Havlicek (1986) found that 82% of the 314 undergraduate students in their survey admitted to engaging in some form of academic misconduct during their college careers.”

Unlike the situation above, some plagiarism cases found based on self-reporting by students, whilst others quote detection rates by staff (which is likely to be ‘the tip of the iceberg’, because most plagiarism probably goes undetected) (Michaels & Miethe, 1989). In addition to it, Karlins et al. (1988) stress the need to investigate what students do rather than what they say they do in the context of academic dishonesty, because there are often major differences between the two. Caruana et al. (2000) developed and tested a measure of academic dishonesty and found it reliable and valid for measuring actual cheating and plagiarism by students. However, there is no doubt that more research needs to be done in this area.

PLAGIARISM DETECTOR

Plagiarism detector is a plagiarism detection software to check for plagiarism in the text documents. It is a fast and reliable plagiarism checker, also is a Microsoft windows 10 desktop application to check sets of documents against the major search engines databases trying to locate the possible sources and define the exact amount of shared information

Wikipedia (2018) defines that Plagiarism detector is the process of locating of the plagiarism within work or documents. The widespread use of the computers and advent of the internet has made it easier to plagiarize the work of others. Most of the case plagiarism are found in academia, where the documents are typically essays or reports. Detection of plagiarism can be either manual or software-assisted. Manual detection requires substantial effort and excellent memory, and is impractical in cases where too many documents must be compared, or original documents are not available for comparison.

Method

This study used qualitative descriptive method to analyze the data. 10 papers of students are used as the main data of this research. Plagiarismdetector.com software is used as an instrument to process the data in which the software doing two times checking. To gain the data of this study, consent and letter of permission are submitted to the head of English education department, FKIP Universitas Islam As-Syafi'iyah. After obtaining the permission and the data then the writers check each data that has been collected. The data presented in the table by comparing the result of plagiarism checking at first time the papers submitted and then the second time after making revisions on the papers.

Findings and Discussion

The data presented in Table 1 below are based on students' assignment.

Figure 1. The result of plagiarism checking using plagiarismdetector.com

No.	INITIAL NAME	FIRST CHECK				SECOND CHECK			
		Folder Check		Internet Check		Folder Check		Internet Check	
		Plagiarism	Original	Plagiaism	Original	Plagiarism	Original	Plagiarism	Original
1	FAz	46%	54%	19%	81%	3%	97%	26%	74%
2	MA	46%	54%	18%	82%	4%	96%	13%	77%
3	MIN	20%	80%	7%	93%	2%	98%	5%	89%
4	NH	51%	49%	25%	75%	3%	97%	20%	71%
5	ARH	46%	54%	28%	72%	3%	97%	25%	75%
6	FAm	43%	57%	21%	79%	4%	96%	22%	78%
7	UM	35%	65%	15%	88%	4%	96%	16%	84%

The data above is the result of plagiarism checking using plagiarismdetector.com with two sources of database namely internal folder checking and internet or web based checking. The internal folder contains all the papers from internal university that have been saved in faculty's computer including thesis, dissertation and course assignment. For websites and internet or online check include all databases that have been used as information sources by plagiarismdetector.com.

Based on the data above, The level of plagiarism is higher when the first time checking than the second time checking. When students submit their assignment based on deadline, teacher scanned the document using plagiarismdetector.com tool and send back the assignment to the students for revision and editing. Then, students revised their assignment based on teachers' feedback and plagiarism checking result. it is clearly shown that there is a significant difference between the level of plagiarism between first time checking

and second time checking both folder check and internet check. Significantly, all students enable to reduce the plagiarism level on their paper with internal folder source compare to internet based source. The range of plagiarism reduced (internal folder checking) from 20 % up to 45 % from all samples. Unlike the internal folder checking, several papers that scanned with the sources of internet checking only reached the reduction of plagiarism from 1percent up to 5 percent.

Surprisingly, students no 1, 6 and 7 indicated adding 1 percent of plagiarism level than the previous checking using internet based sources. The data also presents that three students (number 1, 4 and 5) have highest plagiarism percentage among all students in first checking and second checking. FAz has 46% but for the second check the percentage of plagiarism and reduces the plagiarism up to 3%. Similarly, NH has 51% and enable to reduce it until 3%. ARH reached 46% but for the second check the percentage of plagiarism is reducing which just have 3% of plagiarism.

Conversely, the unique data obtained from FAz which is getting highest internet checking after second revision. This number is higher than the first time checking which questioning the revision result.

However, most of the amount of plagiarism level after second time checking is still tolerable except for students number 1 and 5. Based on the university's policy, the acceptance of plagiarism level is 20 % .

When looking at the results related to the significance decrease, it is clearly shown that the results are mainly consistent with the literature that students were facilitated to learn how to properly acknowledge sources and improve their paraphrasing. Also, there was a decrease in the reportable incidence rates of plagiarism (Stappenbelt & Rowles, 2010)

Conclusion

Apparently, plagiarism is a serious problem in academic life particularly in resource-limited and cultural setting such as in Indonesia. Educational activities must be monitored and evaluated as well as giving zero tolerance to academic misconduct. Plagiarism and cheating appear to be a frequent problem in research training programs in resource-limited settings, such as Peru. These instances of misconduct should be addressed at institutional and programmatic levels through policies that prioritize preventive strategies, instead of purely punitive actions. Educational activities and mentoring should be complemented with strict, active detection and zero tolerance to misconduct. One of ways to avoid plagiarism before publishing the paper is by utilizing plagiarism checker or detector software like plagiarismdetector.com. this study has proven that plagiarismdetector.com can reduce students plagiarism level both intentionally or unintentionally. However, more empirical studies are needed to examine the issue of practical solutions and how to overcome plagiarism particularly in higher institutions. It is believed that the more research will be conducted, the more ways of prevention could be found to inform educational stakeholders. Therefore, this way could help to stop increasing plagiarism act in this era.

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CODE SWITCHING IN 2018 *BLACK PANTHER* MOVIE

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Abstract

This study is aimed at exploring the code switching found in ‘Black Panther’ movie released in 2018 through the existence, the types and the reason of using the code switch by the speaker. This study is categorised as a synchronic research where the study only analyses the use of language in one era and not using history to get the answer of the research question. Thus the method used is descriptive with the qualitative approach. To analyse the data, this study uses Hymes’ definition (Sumarsih, Siregar, Bahri, & Sanjaya, 2014) to identify code switching, Poplack’s (Saraswati & Octavita, 2016) types of code switch to categorise and Hoffman’s (Khairunnas, 2016) code switch reasons to identify the use of code switch. The result of the study shows that there are forty-five code switch data appeared in the form of sentences, phrases and words changing done by the speaker (related characters in the movie). Of all the data, there are only intrasentential and intersentential types of code switching found with intersentential become the majority of the two types. Meanwhile, the reasons of the using are done because of expressing group identity, talking about particular topic, interjection, intention of clarifying the speech content for interlocutor and repetition used for clarification in total quantity order of the reasons.

Keywords: Code Switching, Black Panther, characteristics, types, reasons.

Introduction

Movie as Cambridge online dictionary (“MOVIE | meaning in the Cambridge English Dictionary,” 2019) tells as “a moving pictures, often telling a story, usually shown in a theatre or on a television” has been an increasing popular entertainment over the last three decades. It becomes a new mediation element of dreams or imaginations and psychological phenomena (Klarer, 2004). It makes many people feel that movie is one of human needs nowadays. It has given some great stories to follow and many unbelievable effects which amazes its watchers as Henderson says that it has “play trick on our imagination”.

Besides, it is also the mirror of our real life we hold tight as Horner (2010: 23) calls as ‘a reflection of the values’ we hold. He mentioned that we can find some answers of life mysteries in the movies. He suggests us to watch movies frequently.

On the other hand, movie have served a number of purposes and assumed a number of roles in the development of twentieth century culture, from the birth movie, movies documented events, personalities, and places, providing not only invaluable sources of information to scholars but a sense of how things looked and left. Movie is not only reflecting our lives but it also influences our life values. The example of the impact given by movies to ones' culture is that many people in one area are affected by the trend set firstly on movies or some culture plays in movies which come from other culture outside the watchers' culture.

However, movie has also helped us in giving some information that we might need as mentioned above. The information can be useful personally and/or academically. As movie is the reflection of values, it becomes the mirror of lives of the cultures it plays. We might find some characteristics of our daily life through it. Researcher might get some data presented in the movies as Henderson said previously.

Through movies, research on various disciplines can be involved to find some possible answers to the research questions made. Sociolinguistics as the study of human daily lives related to language works in conversation interrelated to the media exposed and the presence of societal norms, policies, and laws addressing language. Wardhaugh & Fuller (2015) is one of the disciplines which use movies to be the source of data. It plays it roles in movies since it studies the relationship between language and societies in order to understand the structure of language and how language functions in communication (Wardhaugh as cited by Wibowo, Yuniasih, & Nelfianti, 2017). Many aspects of sociolinguistics research can be made through movies. One of the aspects can be conducted is code switch done by characters in the movies.

Code switching is the practice done by a speaker by using two language or more by shifting from one language to another (Holmes quoted by Wibowo, Yuniasih, & Nelfianti, 2017), and it might be in variations of language and/or some types of style of language (Hymes in Sumarsih et al., 2014). What Holmes and, especially, Hymes says about code switch can be a good measurement to recognize the appearance of code switch in a movie. The movies relating some characters form two or more cultures using two or more languages can be great sources to find some datas to analyse.

Black Panther, a superhero movie taken from a Marvel superhero comic of the same name, was released in 2018. Directed by Ryan Cooglar, the movie is the sequel of Marvel's Avengers ("Black Panther (film) | Marvel Cinematic Universe Wiki | FANDOM powered by Wikia," n.d). The setting took place is some countries: USA, Wakanda and South Korea. Thus there are more than one language used in the films. The mostly used languages in the movie are English and Wakandan Formal Language (isiXhosa). Wakanda in the Black Panther Movie is a fake country made but the language used in the movie is a real one of African language: isiXhosa (Chutel, 2018). Therefore, it is interesting to study the code switching done in Black Panther 2018.

Method

This study is analysing (the use of) language in one period of time. According to Mahsun (2012: 86), a study conducted to analyse a phenomenon of language in one period of time is called synchronic research. Since it is synchronic, it has the characteristic of descriptive method. He added that the stages of descriptive would include data collection, data analysis and presenting/formulating the result of the analysis.

To collect the data, this study uses observation and library research. Attentive observation is done to get the data which are in the form of dialogues done by all characters in the Black Panther movie as the source of the data. Meanwhile, library research is done to get the theories used as the measurement to answer the questions of the study: 1) How many times does code switch appear in the movie? 2) What types of code switch are used? 3) Why do the characters use code switch?

Code Switching Characteristics

To answer the question number 1, the researcher uses the what Sumarsih et al., (2014) say about the characterization of code switching to recognise the data and then counting the data appeared. The characteristics of code switching can be seen through the language/code changing in sentences, phrases or words. This theory is used to help the researcher in finding the occurrences of code switching in the dialogues of the movie. To help this research, a table of analysis is made as the following:

Table 1. *Analysis table of Code Switching Characteristics based on Sumarsih et al. (20014)*

No	Data	Characteristics of Code Switch appeared
1	Example 1	Change language in sentence
2	Example 2	Change language in phrases
3	Example 3	Change language in words

To use this table, the writer has previously got the data of code switch appearing in the dialogues in the film of Black Panther. The identified data (dialogues) are put in the column of data. They are then matched to the characteristics of code switch. Checklist is then given in one of the characteristics given. Meanwhile, the numbering will be done based on the time the dialogues happened chronologically.

The Types of Code Switching

On the other hand, Poplack's (quoted by Saraswati & Octavita, 2016) gave the types of code switching i.e. intersentential, intrasentential and tag-switching. Intersentential belongs to the code switch done after a sentence is done the changed to another language (sentence boundaries). On the other hand, intrasentential is the category where a phrase or words of a language is inserted in a sentence of another

language. Meanwhile, tag switch is an insertion of a tag of a language in a sentence of another language as in question tag. The sample of types of code switching can be seen as the following:

Jack : “What do you think about Jill?”

Andi : “I like her. *Setidaknya itu yang gue rasakan Tapi please rahasiakan ini ya!*”

Jack : “but you really like her, *kan?*”

Andi : “I guess so.”

Of What Andi says from the first two sentences, it can be said that Andi does code switching which categorised as intersentential code switching whilst the third sentence is the sample of intrasentential code switching where he insert other language in a form of word ‘please’. When Jack replies Andi, he uses tag-switching which the tag word used is ‘kan’ at the end of thequestion.

(Esen, 2019) in his writing explains that code switching can also happen in dialect. The example of this code switching is the mix between academic ‘sentence speak’ and ‘street-speak’. However, in this research, the writer doesn’t use this kind of code switch since the writer has no ability to speak isiXhosa to analyse the data yet. Thus to answer the question number 2, this theory of is used to categorise the code switching. The following analysis table is used to help categorising the types of code switch based on the theory of Poplack:

Table 2. *Analysis table of Code Switching Types based on Poplack*

No	Data	Types		
		Intersentential	Intrasentential	Tag
1	Example 1	√		
2	Example 2		√	

To use this table, the writer has previously got the data of code switch appearing in the dialogues in the film of Black Panther. Then the writer will match the data to the types of Code Switching based on the categorization given by Poplack.

Reasons of Doing Code Switching

Hoffman’s (quoted by Khairunnas, 2016) mentioned some reasons people use to do the code switching namely:

1. Talking about particular topic. When speaking about particular topic, there might some terms used.

2. Quoting somebody else. When one quotes someone directly, the original language is going to be used in target language.
3. Being empathic about something (express solidarity). To show an empathy, someone might use words or sentences which is familiar to the persons he/she tries to please to make them feel comfort.
4. Interjection (inserting sentence fillers or sentence fillers or sentence connectors). Interjection of the source language or mother tongue are often done by people.
5. Repetition used for clarification. To clarify things to other people, repetition in other language might be used.
6. Intention of clarifying the speech content for interlocutor. Code switching can be used in the target language the person need to clarify to get the intention.
7. Expressing group identity. Many people might feel more comfort to talk with people who are in their group. Therefore, code switching can be used to express group identity.

This theory is used to know the reasons of using code switch by using the following table to help the researcher answering the last question in this research:

Table 3. *Analysis table of Code Switching Types based on*

No.	Data	Reasons of Doing Code Switch						
		TAPT	QSE	BEAS	I	RUFC	IOCTSCFI	EGI
1	Example 1	√						
2	Example 2					√		

Note:

TAPT: Talking about particular topic

QSE: Quoting somebody else

BEAS: Being empathic about something (express solidarity)

I: Interjection (inserting sentence fillers or sentence fillers or sentence connectors)

RUFC: Repetition used for clarification

IOCTSCFI: Intention of clarifying the speech content for interlocutor

EGI: Expressing group identity

As the previous table of analysis, the data identified are also corresponded to the suitable reasons given by Hoffman and give checklist to one of the column of the reasons. Of all the analysis table, the data used will be the same as the data identified as data in table number 1. The data will be then used to be analysed in the types of code switching and the reasons of doing the code switching.

Results and Discussion

In this part, the writers will divide the results and discussions into two parts: Result and Discussion. In result, the writers will mention the findings of the study briefly. On the other hand, the discussion will elaborate the findings.

Results

The Appearance of Code Switch

According to the result of the analysis, there are about forty five data identified as code switch. The characteristics based on Sumarsih et al., (2014) are categorized as changing the language in sentence, phrase and word. The changing language in words will include interjection, name of a god, and some terms (things).

No.	Characteristics	Quantity
1	Change language in sentence	19
2	Change language in phrase	4
3	Change language in words	22
Total		45

Types of Code Switch

Amongst the forty-five code switch data, there thirty data categorized as intersentential, fifteen data are intrasentential. Meanwhile, there is no tag-switch category found. The theory of Poplack's (quoted by Saraswati & Octavita, 2016) we used to measure the types of code switch.

No	Types	Quantity
1	Intersentential	30
2	Intrasentential	15
3	Tag-Switch	0
Total		45

The Reasons of Code Switch appeared

There are some reasons why people do code switching. Hoffman's (quoted by Khairunnas, 2016) gives some reasons as the following:

- Talking about particular topic (coded as TAPT)
- Quoting somebody else (coded as QSE)
- Being empathic about something (express solidarity) (coded as BEAS)

- Interjection (inserting sentence fillers or sentence fillers or sentence connectors) (coded as I)
- Repetition used for clarification (RUFC)
- Intention of clarifying the speech content for interlocutor (coded as IOCTSCFI)
- Expressing group identity (coded as EGI)

No	Reasons	Quantity
1	TAPT	16
2	QSE	0
3	BEAS	0
4	I	6
5	RUFC	2
6	IOCTSCFI	4
7	EGI	19
Total		45

Discussion

In this part, we will discuss the result of the study. The discussion in this part will be divided into three parts, the appearance of code switch in the film, the types of the code switch data and the reasons why the related character used code switch.

The Appearance of Code Switch in Black Panther 2018

Black Panther (year 2018) is one of the Marvel Superheroes films which it uses several language to use by the characters in the films since it takes setting in several areas around the world. There two languages are used mostly: English and isiXhosa. According to the data, there are about forty five data identified as code switch done in Black Panther 2018. This appearances are basically following the characteristics of code switch given by Hymes: the changing in words, phrase and/or sentence. All the characteristics mentioned are all shown. There are nineteen data indicated as changing in sentence, four data are changing in phrase and twenty two data got changed in words. Thus the changing in words is the domination characteristics of all three.

The following is the sample of the changing in words:

Data 3

00:01:39,099 --> 00:01:40,976

And we still hide, *Baba*?

This sentence occurred in the conversation between T'Challa (the main character) and T'Chaka (T'Challa's father). They are talking about their history of their country, Wakanda, and the history of Black Panther. In this dialogue, T'Challa addresses his father as 'baba' which is the call for a father in isiXhosa language.

Rather than using ‘dad’ as in English use for a father, he preferred calling his father as ‘baba’ as he and his sister had been used to address T’Chaka with it. It can be found as the following data:

Data 26

00:39:02,924 --> 00:39:05,177

Like the old American movie

Baba used to watch.

This utterance is spoken by T’Challa’s sister. She also addressed her father as the same way T’Challa called his father: ‘baba’. The changing is done in word where ‘baba’, an isiXhosa word, is mentioned after speaking English or in the middle of English sentence. Besides, the changings in words were also done when mentioning an object in isiXhosa or an object known in isiXhosa culture as shown by the following data:

Data 35

01:11:14,353 --> 01:11:16,355

His *Kimoyo* Beads

have been switched off.

This code switching is done by Okuye, the War General of Wakanda, when she asked T’Challa’s sister about the existence of him because she (Okuye) couldn’t contact him. *Kimoyo* is a round object like a small ball tied together with other *kimoyo beads* to be a special bracelet. The changing of the some words as ‘baba’ and ‘kimoyo’ are used several times in the film.

The other characteristic of code switching is the changing in phrase. When a person speaks a language and insert a phrase in the utterance, the characteristics of code switching of changing phrase is shown. The sample of code switching with this characteristic can be seen from the following data:

Data 4

00:03:30,210 --> 00:03:32,258

Prince N’Jobu: “Prince N’Jobu, son of Azzuri”

00:03:33,505 --> 00:03:36,475

Wakandan Soldier: “Zomuona kali ungupang umbuye okting ungguye” (Prove to me you are one of us? — isiXhosa language.)

00:03:44,057 --> 00:03:45,274

Prince N’Jobu: “Kungskani” (My King — isiXhosa language.)

This dialogue occur when Prince N’Jobu, a late prince of Wakanda and a brother of the previous King of Wakanda, visited by two soldiers of Wakanda. He was asked to identify himself before the appearing of the previous king of Wakanda, T’Chaka. He answered the questions of Wakanda soldiers in English. When King T’Chaka showed up in Black Panther suit, he changed his language into isiXhosa by saying “Kungkani” which means ‘my king’. ‘Kungkani’ in isiXhosa or ‘my king’ in English are phrase. The language changing into other language with phrase is a characteristic of code switching found in this part.

The last characteristic found is the changing in sentence. When one speak a language and turn to another language initiated by sentence, it is the characteristic of this category. The data found with this characteristic is the majority. It can be shown by the following sample:

Data 43

01:36:51,389 --> 01:36:52,811

T’Challa: “...speak isiXhosa language...” (Why?—red)

01:36:54,934 --> 01:36:58,029

T’Challa: “Why didn't you bring the boy home?”

At this dialogue, T’Challa was talking to his late father (T’Chaka) in the world astral. He protested to his father of his father decision leaving his cousin alone in United States after T’Chaka killed his brother to protect Zurri. He changed his language from isiXhosa into English in the form of sentence.

Types of Code Switching found in Black Panther

As previously mentioned, there are forty-five data identified as code switching. Of all data, there are only two types of code switching found. They are intersentential and intrasentential. There is no tag switching found in the data. Intersentential code switching is the dominant type found with thirty data of forty-five. The following is the sample of intersentential code switching:

Data 8

00:04:59,382 --> 00:05:05,435

King T’Chaka: “...Because I want you to look me in the eyes and tell me why you betrayed Wakanda.”

00:05:05,597 --> 00:05:08,225

Prince NJobu: “I did no such thing

00:05:10,811 --> 00:05:12,188

King T’Chaka: “*Zetare ale l’ubang l’uban*” (Tell him who you are—isiXhosa language)

00:05:12,354 --> 00:05:14,698

Zuri: “Zuri, son of Badu...”

This dialog happened among King T’Chaka, Prince N’Jobu and Zuri. King T’Chaka accused his brother, Prince N’Jobu, betrayed Wakanda and had a cooperation with a criminal stealing vibranium from wakanda which had caused some people died and some destruction in Wakanda. At the beginning of this part, King T’Chaka spoke in English to his brother. After the denial from Prince N’Jobu, he ordered Zuri, a Wakanda agent to reveal himself and give some proves of prince N’Jobu’s betrayal by using isiXhosa. This similar category can also be found below:

Data 23

00:31:21,713 --> 00:31:40,858

T’Chaka: You are a king. *Entuna empu kase yunya* (isiXhosa language—What is wrong my son?)

This utterance was spoken by T’Chaka, the previous king of Wakanda to his Son, T’Challa, in the world of astral. At the beginning, T’Chaka use English to speak with T’Challa. Then he changed to isiXhosa to ask about the condition of T’Challa when seeing him in sad condition. He started by using English and use isiXhosa after the utterance of English sentence was done.

The other type of code switching found in the data is intrasentential code switching. This type shows that there is an insert of one language in a sentence/clause of other language. The sample of this type can be found as the data below:

Data 14

00:22:26,762 --> 00:22:29,766

The head of River Tribe of Wakanda: “*Yibambe!* (Interjection of isiXhosa from River tribe) The River Tribe will not challenge today.”

This utterance is done by the head of the River Tribe of Wakanda in a ‘challenge ceremony’ where royal bloods in all Wakanda tribes have an opportunity to challenge the heir of Wakanda throne to get the chance to be the king of Wakanda. Each tribe had an opportunity to speak orderly from one tribe to another to speak. They started to shout a knid of interjection in isiXhosa or the tribe special term known for their trib. For the River Tribe, they shout ‘Yibambe’. After shouting the term, the leader then stating the tribe decision in the ceremony whether to challenge the heir or not. In this data, the leader decided not to take the challenge by saying it using English. Other samples of this kind can also be found in some similar data spoken by other three tribes of Wakanda.

Another sample is as follows:

Data 32

00:56:30,429 --> 00:56:35,225

Isipho, they call it. The gift. Vibranium.

This sample is taken from what Klaue spoke to agent Ross, CIA agent. He talk about a term referring to vibranium in isiXhosa. The insert of isiXhosa term in English sentence is included as intrasentential code switching. This kind of sample by inserting isiXhosa term in English sentence caln also be seen from the following sample:

Data 35

01:11:14,353 --> 01:11:16,355

His *Kimoyo* Beads have been switched off.

The discussion of this sample is as the same as the previous sample where a term of isiXhosa object is inserted into an English sentence. It can also be seen when an English sentence is inserted by a name of a god of Wakanda as the below sample:

Data 40

01:35:35,730 --> 01:35:37,698

I call upon *Bast*.

‘Bast’ is the panther goddess of Wakanda. It is inserted into English sentence as the same as the insertion of ‘Hanuman’, the monkey/gorilla god of Jabari Tribe of Wakanda found in the following data:

Data 17

00:24:34,014 --> 00:24:35,93

Glory to *Hanuman*.

The Reasons for Doing Code Switching

There are five reasons found in the data for the speakers/characters doing the code switching. The most dominant reason the reason of expressing group identity. The sample of the code switching with this reason is the following data:

Data 26

00:39:02,924 --> 00:39:05,177

Shuri: “Like the old American movie *Baba* used to watch.”

Here, Shuri, T'Challa's sister, is in her lab presenting her new technology inventions to her brother. In her sentence, she inserted the term 'baba' to replace the English call for 'daddy'. They preferred using this isiXhosa word to identify that this is a very the closest word to call their father as a member of Wakanda grup where they are accustomed to call their father by this word. This reason can also be found when T'Chaka called his son in isiXhosa term for lovely or favourite son (in Data 42) or when T'Chaka called his lovely brother (Data 6)

Data 42

01:36:27,198 --> 01:36:37,835

T'Chaka: "(isiXhosa) My son, (English)the time has come for you to come home..."

Data 6

00:04:09,458 --> 00:04:13,052

T'Chaka: "*Songdelam gademam* (Come, baby brother—isiXhosa language). Let me see how you are holding up)."

Another reason used by the character doin code switching is talking about particular topic. This reason can be found in the following data:

Data 41

01:35:55,583 --> 01:35:58,553

Queen Mother: "We must bury him. Cover him. Cover him!" (Speaking English)

01:35:58,711 --> 01:35:59,963

Shuri: "Okay." (English)

01:36:12,058 --> 01:36:13,401

Queen Mother: "...(reading *mantra* in isiXhosa)... Praise the ancestors. (isiXhosa)"

The queen mother change her language to isiXhosa to read mantra for praying for her son in critical condition after giving him the potion of heart-shaped herb.

The next reason used to do code switching is interjection. Data 12 will be the right sample for this reason.

Data 12

00:22:13,332 --> 00:22:17,963

Leader of Merchant Tribe: "*Yu!* (isiXhosa interjection from Merchant tribe)

The Merchant Tribe will not challenge today."

In the ceremony of challenging the heir, each tribe or royal bloods in Wakanda has an opportunity to get the throne of the king in challenge. As the other tribes, the leader of Merchant Tribes began the decision of the tribe to state challenge or not by shouting their identical interjection 'Yu!'. After that, he then gave the statement of challenging or not.

Intention of clarifying the speech content for interlocutor is also one of the reason used to do code switching as in data 34

Data 34

1:08:03,830 --> 01:08:05,252

W'Kabi: "What is this?" (English)

01:08:05,790 --> 01:08:07,292

Erik: "Just a little gift."

01:08:31,149 --> 01:08:32,321

W'Kabi: "Who are you?" (isiXhosa)

In this part, Erik came for the first time to Wakanda bringing the corpse of Klaue, one of the most wanted criminal of Wakanda. W'Kabi, one of the heads of Wakanda soldier from the Border Tribe and his men met Erik. They felt curious of what Erik brought. When W'Kabi knew that Erik brought Klaue dead body and Erik was one of the spy of Wakanda (by the sign inside his lower lip), he felt more curious of who he is and the purpose of his coming bringing one of the most targeted criminal in isiXhosa language.

The last reason used for doing code switching is repetition used for clarification as found in Data 43:

Data 43

01:36:51,389 --> 01:36:52,811

T'Challa: "...speak isiXhosa language..." (Why?—red)

01:36:54,934 --> 01:36:58,029

T'Challa: "Why didn't you bring the boy home?"

In this part, T'Challa needed to clarify the reason why his father, T'Chaka, left his cousin alone in US. He repeat his question in English after asking T'Chaka in isiXhosa language.

Conclusion

After getting the result of the study, there are several conclusions to take. The first one is that code switching might happen anywhere by anyone. The second is that the research on code switching will bring the researcher to give more awareness that we sometimes use code switching in our daily lives for many reasons

such as to mention what we are close to or to what we need to explore. Hopefully, after this research, there can be further research on code switching on other areas of scientific disciplines such as code switching in the analysis of communication research.

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APPLICATION OF TPR TO ENGAGE CHILDREN IN LEARNING ENGLISH VOCABULARY

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Abstract

This Research is about “Application of TPR to Engage Children in Learning English Vocabulary”, the subject of this research is 10 kindergarten students from Islamic Kindergarten As-syafi'iyah. In this research, the researcher used descriptive qualitative method for describing the percentage data from observation session. This research on April 2019. It was about one month, two times meeting a week. It means eight times meeting. The objective of this research is to find out the extended effects in implementing of TPR method to children of Islamic Kindergarten As-syafi'iyah. The reason of the researcher chooses this title because the researcher wanted to know the extended effects in implementing of TPR method in kindergarten level. The instrument used in this research was observation. It was conducted to a class of the TK A2 grade. The result of this research shows that 1) TPR allows students to engage children in learning English vocabulary. 2) TPR make ways for children to reach learning target in a manner similar to a child learns his / her mother tongue 3) TPR is beneficial especially for children in terms of learning process as a method to teach English in EYL classroom.

Keywords: *TPR, Vocabulary*

Introduction

Language is a medium of communication which can help people to interact, converse, and share to other people. English is as an International language that's why it is possible to everyone to communicate with other people around the world if someone has an ability to use English it is also supported by Brumfit (2001:35) “English is an Internasional language that is the most widespread medium of International communication”.The ability in using English is very important to everyone. This is one of the ways to improve human resources.

So, to developing of human resources by mastering English will be better if it starts as early as possible. That is why Indonesian Government has already run the policy and regulation for Elementary school to give English subject for the students in the classroom. It is one of the concerns of the Indonesian government to encounter the era of information and technology.

English has been taught in Indonesia from kindergarten until university. In elementary school, English is one of the local content subjects. It is hoped that the students will be able to learn and practice simple conversation. There are various kinds of skills in learning English include: listening, speaking, reading and writing. To improve English skills, students have to study about grammar and also vocabulary.

According to Ministry of National Education (1993) students need vocabulary which can support them to produce and use meaningful sentences because vocabulary provide organ of sentence". By the statement above, it can be seen that vocabulary is very important to know meaningful words. That is why vocabulary is very important to be mastered. Jeremy Harmer (1991, 153) classifies that "Then it is vocabulary that provides the vital organs and flesh". For that reason the students have to develop their vocabulary and master it in order to be able to communicate with other.

Moreover, vocabulary is not only a sign of symbol for ideas but also a part of how to improve language skills in the target language. More vocabulary students learn it means more ideas they should have, so they can communicate by using their ideas more effectively. It is mentioned by Julian Edge (1993, 27), "Knowing a lot of words in a foreign language is very important. More words we know, it is better our chance of understanding or making ourselves understood. Ideal condition in English for EYL English education will be ideal if it starts from an early age, especially before they were 12 years old. Early childhood is a child at 2 - 7 years old. At that age range is a gold period development of children's language skills. And children can be interesting to the teaching material, teaching learning varieties, and then may obtain a good vocabulary acquisition.

The approach used must be in line with the purpose of language recognition generally. The goal is for children to understand how to speak good and true, dare to express his ideas or opinions and may communicating with the environment. In many English learning methods and techniques that may be used, including by:

- a. TPR (Total Physics Response)
- b. Story telling
- c. Role play
- d. Arts and Crafts
- e. Games
- f. Show and Say
- g. Music and Movement including hymn, songs, rhymes, and so on.

The real condition shown that the student is lack of learning motivation believed to be one of the main problems of English language learning. This is because of students' perceptions of English. Due to the nature of the language that is hardly found in Bahasa Indonesia, many of them regard it as a difficult lesson to

learn. However, teachers must also use their creativity to realize limitations and constraints, and collectively make efforts to overcome and find ways to overcome the problem of lack of available motivation.

In Addition, students sometimes get difficulties to use or apply vocabulary. Their difficulties in using vocabulary which have been studied can be caused some reasons. One of the reasons could be in the method which is used by the teacher in presenting the lesson in the classroom. That's why the appropriate method in delivering the lesson in the classroom should be considered.

One of the methods which is suitable based the problem above for children in learning vocabulary is Total Physical Response (TPR) method. A professor of psychology, Asher (2012) is the one who developed TPR method at San Jose state university says: "TPR is one of method which is met based on the premise that the human brain has biological program for acquiring any language. In other hand, Tarigan (2009) stated that TPR understanding and retention are obtained with both through the students' body movements within answer or respond on commands. While Asher (1993) stated that the use of TPR method for new vocabulary and grammar, to help students immediately understand the target language in chunks rather than word-by-word. This instant success is absolutely thrilling for students.

Total physical response has characteristics are: Larson-Freeman (1986: 118) states that in the first stage of the TPR method, the teacher acts as a model or example. There are characteristic of TPR teachers can instruct some students and then model or practice them in front of students so that students can understand the instructions given and can follow. In the second stage students can demonstrate what they understand from the commands that have been given with their own friends. Then to the next stage when students have understood and can respond to commands with a physical response, students can learn more to read and write.

Until when students are ready to speak, they can be the ones who give instructions or orders that using Total Physical Respond method is effective to help the students to learn the target language because the students practice directly using the vocabulary in real context. By doing so, the students can develop the storage of the vocabulary in a short time. Besides that, Total Physical Respond method also helps the children to understand and memorize linguistic input because the children use body movement as media in the process of learning. It is mentioned by Jack C Richard and Theodore s Rodgers, (1986, 92) that "The movement of the body seems to be powerful mediator for the understanding, organization and storage of macro details of linguistic input". Considering to the explanation above, this paper discusses the TPR method, characteristics of children, and advantages of TPR method to children.

To fill the gap, this study is focused on finding the extend method of TPR effect in EYL field. By that, this study will be entitled as follow: "Application of TPR to Engage Children in Learning English Vocabulary at TK Islam As-Syafiiyah."

Method

In this research, the writer employed qualitative design in the form of qualitative method to achieve the goals. Assumptions qualitative research is based on a constructivist philosophy that assumes reality as multihyer, interactive, and a shared social experience interpreted by individuals. Mcmillan and Schumacher (2001) argued that Qualitative researchers believe that reality is a social construction, that is individual, or groups derive or ascribe meanings to specific entities, such as events, persons, processes, or object. This research did on April 2019. It was about one month, two times meeting a week. It means the research did eight times meeting. The place is As-Syafi'iyah Islamic Kindergarten.

The participants in this study are ten kindergarten students at TK. As-Syafi'iyah as a sample. They are 7 female students and 3 male students. All of them are 5 years old. The writer used an assessment observation checklist as an instrument of the research to analyze percentage data of the subjects who can follow this study using TPR in EYL classroom.

The purposive sampling is chosen by the writer would like to know their vocabulary knowledge. And the writer hopes, in this study can increase the students' vocabulary, giving a funny learning activity too. The writer took a simple topic for them. The topic is hobby. Based this topic, the writer used five words to engage students to move their body based words that the writer said. The words are dancing, swimming, cycling, fishing and writing. In TPR the teacher begins the class by modeling actions and the students guess meanings by observing and acting the commands from the teacher. The students follow simple commands and then give commands to fellow classmates. But the important thing is that speaking will follow after understanding and listening have been mastered already.

The researcher did implementing TPR method in a kindergarten classroom. In this class has 7 female students and 3 male students. All of them are 5 years old. They come from different family background. Three students using English as the first language in their families, but other students using Bahasa Indonesia in their family. The important thing for the researcher is how to make all of students in this class interest with English and never think that English is difficult. And the researcher used TPR method.

The researcher could know that this method is suitable for the children to improve their vocabulary learning because the children were happy during learning proses and could understand about the topic "Hobby" easily. The students could do body movement based the instruction from the reseacher. And the reseacher repeated some verbs as the topic of vocabulary to the students so that they can memorize it easily.

In this case, the result of learning can be described in the assessment observation checklist table.

a. Observation Checklist

In this research, the researcher should have an observation data about the effect of the researcher application of TPR method. And the observation data is shown below:

Table 1. Assessment Observation Checklist

Name	Dancing	Swimming	Cycling	Fishing	Drawing	%
Raisya	✓	✓	-	✓	✓	80%
Naufal		-				60%
Naila				-	-	100%
Kania						80%
Rafa		-				80%
Syfan				-		80%
Davin		-				80%
Kara						100%
Deeva						100%
Dynda	-	-	-		-	20%

Based on the data above, the researcher knows that the most students in this class enjoy and understand about the learning topic using application of TPR to engage children in learning English vocabulary. This is proven that 9 children get high percentage or up to 50% and only one child get low percentage. Kania, Kara and Deeva could do body movement based all vocabulary of the topic “Hobby” that the researcher said. And they get 100%. Raisya, Naufal, Rafa, Syfan, and Davin get 80% because they could do body movement only four words of the topic “Hobby”. Naila gets 60% because she could do body movement only three words of the topic “Hobby”. And Dynda gets 20% because she could do body movement only one word of the topic “Hobby”.

There are about three people who passed the whole category with 100% accurate, named Kania, Kara and Deva because they focused to the researcher and looked happy during learning activity. Different with Dynda who only passed 20% of the test, Dynda did not pay any attention to the researcher, and shejoked with other students. For some people who can’t pass the word “Dancing” because the students didn’t know the English vocabulary, but they only able to answer by using Bahasa Indonesian. In the word “Swimming”, there are 4 students whodidn’t pass, because as the same with before that the word of swimming is not really familiar with some students, perhaps they have never heard the word “swimming” before, the same with “cycling” which takes 2 students, “fishing” which takes 2 students, and “drawing” vocabulary also. In conclusion, most of students who can’t answer properly has a similar causes where the researcher found that the students are not familiar enough with the words have not ever heard or been taught with the related vocabulary and still possess a very basic English language, and never use English as their daily communication. But in another side, their vocabulary were developed well and easily increased, as It means that application of TPR brings a lot of good

effects in children's vocabulary learning and development, and will be described as follows:

1. Increasing student's critical thinking in guessing the gesture from TPR.
2. Developing student's memories to comprehend basic vocabulary through gesture.
3. Conduct a playful and joyful classroom atmosphere that can increase students' interest in learning.

Conclusion

The most important conclusion from this research that Application of TPR to engage children in learning English vocabulary, this is learning method for English language that are effective enough for student especially for the children . Total Physical Response (TPR) is a method developed by James Ashers, a professor of psychology at San Jose State University, California. TPR is based on the premise that the human brain has biological program for acquiring any language. The advocates of TPR believe that language learners should understand the target language before speaking.

The TPR allows the students to learn the target language in a manner similar to a child learns his/her mother tongue. In TPR the teacher begins the class by modeling actions and the students guess meanings by observing and acting the commands from the teacher. The students follow simple commands and then give commands to fellow classmates. But the important thing is that speaking will follow after understanding and listening have been mastered already. TPR should be used in association with other methods and techniques. But the methods used do not necessarily take the whole procedure of the TPR. They may consider some of the underlying principles and the techniques which can be implemented in their language classes.

Finally, Total Physical Response is beneficial especially for children in terms of learning process as a method to teach English in EYL classroom TPR is very helpful for children in learning English vocabulary.

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PEMBELAJARAN BAHASA ASING DALAM PERSPEKTIF HADITS

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Abstrak

Ilmu pengetahuan merupakan kebutuhan setiap manusia untuk memperoleh kebahagiaan hidup. Bagi seorang muslim ilmu pengetahuan bukan hanya dapat memberi kebahagiaan di dunia melainkan juga di akhirat karena dengan ilmu pengetahuan manusia dapat melakukan tugasnya, baik tugas khilafah maupun tugas ubudiah. Oleh sebab itu Rasulullah menyuruh umatnya untuk menuntut ilmu pengetahuan, termasuk mempelajari bahasa asing. Bahasa asing merupakan bahasa yang tidak biasa digunakan oleh masyarakat yang mendiami wilayah tertentu. Banyak manfaat mempelajari bahasa asing, diantaranya adalah menambah wawasan, sebagai alat dakwah untuk menyebarkan agama Islam, dan tidak mudah dibohongi atau ditipu orang lain. Pepatah Arab mengatakan مَنْ عَرَفَ لُغَةَ قَوْمٍ سَلِمَ مِنْ مَكْرِهِمْ “Barang siapa yang mempelajari bahasa suatu kaum, maka ia akan terbebas dari tipu daya kaum tersebut.”

Dalam tulisan ini dibahas hadits Nabi SAW yang menganjurkan sahabat mempelajari bahasa asing, takhrij dan syarah hadits, serta pendapat para ulama tentang hukum mempelajari bahasa asing. Kesimpulan dari tulisan ini adalah bahwasannya hukum mempelajari bahasa asing bersifat kondisional. Hukumnya menjadi wajib apabila dakwah Islam tidak mencapai sasaran kecuali dengan mempelajari bahasa tersebut. Apabila mempelajari bahasa asing merupakan kebutuhan dan dapat memberi manfaat untuk urusan agama dan dunia maka tidak ada larangan mempelajarinya, namun jika tidak ada kepentingan untuk agama dan dunia maka makruh mempelajarinya.

Kata kunci: Hadits, bahasa, asing

Pendahuluan

Allah SWT menciptakan manusia dari tanah, lalu menciptakan untuk manusia pasangan hidup dari jenis mereka sendiri. Selain itu Allah SWT menciptakan manusia berlainan bahasa dan warna kulit. Allah SWT berfirman:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَلَوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

“Dan di antara tanda-tanda kekuasaan-Nya ialah menciptakan langit dan bumi dan berlain-lainan bahasamu dan warna kulitmu. Sesungguhnya pada yang demikian itu benar-benar terdapat tanda-tanda bagi orang-orang yang mengetahui.” (Q.S. Ar-Rum : 22)

Syeikh Asy-Sya'rawi menafsirkan kalimat *وَاخْتَلَفْتُ أَلْسِنَتِكُمْ* dengan perbedaan bahasa. Sesungguhnya bahasa adalah fenomena sosial yang diperoleh manusia dari lingkungan sekitarnya dan jika kita menelusurinya tentu akan sampai kepada bapak manusia yaitu Adam A.S. karena Allah SWT yang mengajarkannya bahasa saat mengajarkan nama-nama semua benda. Setelah itu Adam dan keturunannya mengadopsi nama-nama benda yang diajarkan Allah tersebut agar mereka saling memahami satu sama lain dan mereka menambahkan nama-nama benda baru di atas nama-nama benda yang telah Allah ajarkan.

Asy-Sya'rawi melanjutkan perbedaan bahasa timbul disebabkan pemisahan lingkungan yang satu dengan lingkungan yang lain. Pemisahan ini menimbulkan munculnya bahasa baru, sebagai contoh bahasa Inggris, bahasa Perancis, bahasa Jerman dan lain sebagainya semua bahasa tersebut kembali pada asal yang sama yaitu bahasa latin. Maka ketika banyak lingkungan memisahkan diri, masing-masing menginginkan independensi pribadi dengan menggunakan bahasa khusus yang berdiri dengan ungkapan dan kaidahnya sendiri.

Berdasarkan ilmu phonetics (Ilmu bunyi bahasa dan cara penulisannya), suara memiliki tanda yang berbeda antara seseorang dengan orang lain sebagaimana sidik jari, bahkan tanda suara lebih jelas daripada sidik jari. Masing-masing manusia memiliki suara yang berbeda dalam intonasi, lengkingan, suara tinggi, suara rendah, kelembutan, dan kerasnya. Perbedaan ini merupakan suatu keharusan agar kehidupan terus berjalan dan agar manusia dapat menentukan tanggung jawabnya masing-masing.¹

Ilmu merupakan suatu istilah yang berasal dari bahasa Arab, yaitu 'alima yang terdiri dari huruf 'ain, lam, mim. Secara harfiah ilmu dapat diartikan kepada tahu atau mengetahui. Secara istilah ilmu berarti memahami hakikat sesuatu, atau memahami hukum yang berlaku atas sesuatu. Dalam pandangan Al-Qur'an, ilmu dapat membentuk sikap atau sifat-sifat manusia. Atau dengan kata lain, sikap atau karakter seseorang merupakan gambaran pengetahuan yang dimilikinya. Dengan demikian, belajar pada hakikatnya tidak hanya semata-mata pencarian ilmu. Atau dengan kata lain, penguasaan ilmu bukanlah tujuan utama suatu pembelajaran. Penguasaan ilmu hanya sebagai jembatan atau alat yang dapat mengantarkan manusia kepada kesadaran dan keyakinan terhadap kehidupan sebagai suatu sistem ilahiyah. Dan pada akhirnya, hal ini dapat melahirkan perilaku seorang hamba yang menyadari kehadiran Tuhan dalam setiap kehidupan yang dilalui.²

Ilmu berfungsi sebagai cahaya yang menerangi setiap orang, tanpa ilmu manusia akan merasa hidup dalam kegelapan. Oleh sebab itu Rasulullah SAW menyuruh, menganjurkan dan memotivasi umatnya agar menuntut ilmu pengetahuan. Banyak hadits perintah menuntut ilmu pengetahuan, diantaranya:

¹ Muḥammad Mutawallī Asy-Sya'rāwī, *Tafsīr Asy-Sya'rāwī*, Jilid 18, (Kairo: Akhbār al-Yaum, 1991), Hlm. 11364-11367

² Kadar M. Yusuf, *Tafsīr Tarbawī Pesan-Pesan Al-Qur'an Tentang Pendidikan*, (Jakarta: Amzah, 2013), Cet. 1, Hlm. 16-19

حَدَّثَنَا هِشَامُ بْنُ سُلَيْمَانَ ثَنَا حَفْصُ بْنُ سُلَيْمَانَ ثَنَا كَثِيرُ بْنُ شَيْظِيرٍ عَنْ مُحَمَّدِ بْنِ سِيرِينَ عَنْ أَنَسِ بْنِ مَالِكٍ قَالَ : قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ (طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ)³

Telah menceritakan kepada kami Hisyam bin Sulaiman, telah menceritakan kepada kami Hafs bin Sulaiman, telah menceritakan kepada kami Katsir bin Syindzir dari Muhammad bin Sirin dari Anas bin Malik, dia berkata Rasulullah SAW bersabda: Menuntut ilmu (hukumnya) wajib bagi setiap muslim.” (H.R. Ibn Majah)

Selain perintah menuntut ilmu pengetahuan, Rasulullah SAW juga memerintahkan sahabatnya yaitu Zaid bin Tsabit untuk mempelajari bahasa asing, yaitu bahasa orang-orang Yahudi dan bahasa Suryani. Tujuannya adalah agar Zaid bin Tsabit menjadi penerjemah beliau.

Metode

Teks Hadits dan Terjemah

حَدَّثَنَا عَلِيُّ بْنُ حُجْرٍ ، قَالَ : أَخْبَرَنَا عَبْدُ الرَّحْمَنِ بْنُ أَبِي الرَّزَادِ ، عَنْ أَبِيهِ ، عَنْ خَارِجَةَ بِنِ زَيْدِ بْنِ ثَابِتٍ ، عَنْ أَبِيهِ زَيْدِ بْنِ ثَابِتٍ ، قَالَ : أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ لَهُ كَلِمَاتٍ مِنْ كِتَابِ يَهُودَ قَالَ : (إِنِّي وَاللَّهِ مَا أَمَنْ يَهُودَ عَلَى كِتَابِي) قَالَ : فَمَا مَرَّ نَصْفَ شَهْرٍ حَتَّى تَعَلَّمْتُهُ لَهُ قَالَ : فَلَمَّا تَعَلَّمْتُهُ كَانَ إِذَا كَتَبَ إِلَى يَهُودَ كَتَبْتُ إِلَيْهِمْ ، وَإِذَا كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ كِتَابَهُمْ . قَالَ أَبُو عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ

وَقَدْ رُوِيَ مِنْ غَيْرِ هَذَا الْوَجْهِ عَنْ زَيْدِ بْنِ ثَابِتٍ ، رَوَاهُ الْأَعْمَشُ عَنْ ثَابِتِ بْنِ عُبَيْدِ الْأَنْصَارِيِّ ، عَنْ زَيْدِ بْنِ ثَابِتٍ ، قَالَ : أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنْ أَتَعَلَّمَ السُّرْيَانِيَّةَ .

Artinya:

Telah menceritakan kepada kami Ali bin Hujr, ia berkata telah mengabarkan kepada kami Abdurrahman bin Abu Az Zinad dari ayahnya dari Kharijah bin Zaid bin Tsabit dari ayahnya yaitu Zaid bin Tsabit ia berkata: Rasulullah shallallahu 'alaihi wasallam memerintahkanku mempelajari bahasa dari kitab orang-orang Yahudi untuk beliau, beliau bersabda: "Demi Allah, aku tidak percaya Yahudi atas suratku." Zaid berkata: "Setengah bulan berlalu hingga aku dapat menguasainya untuk beliau." Saat aku menguasainya, apabila beliau hendak mengirim surat kepada orang-orang Yahudi, aku menulisnya kepada mereka dan apabila mereka mengirim surat kepada beliau, maka aku membacakan surat mereka untuk beliau." Abu Isa berkata. Hadits ini hasan shahih.

Diriwayatkan melalui sanad lain dari Zaid bin Tsabit. Diriwayatkan oleh Al A'masy dari Tsabit bin Ubaid Al Anshari dari Zaid bin Tsabit ia berkata: "Rasulullah shallallahu 'alaihi wasallam memerintahkanku untuk mempelajari bahasa Suryani." (H.R. At-Tirmidzi)

³ Takhrij Haits: Hadits ini diriwayatkan oleh Imam Ibnu Majah dalam Sunannya, Tema Muqaddimah, bab 17, No Hadits 224. Ibnu Majah, *Sunan Ibnu Majah*, (Kairo: Dar Ihya Al-Kutub Al-'Arabiyah, t.th.), Juz 1, Hlm.81

Biografi Perawi Hadits

Nama Lengkapnya Zaid Bin Tsabit Bin Dhahhak Bin Ludzan bin Amr bin Abd 'Auf bin Ghanam bin Malik bin An-Najjar Al-Anshari An-Najjari Al-Madani. Kunniyahnya Abu Sa'id dan Abu Kharijah. Sahabat Nabi SAW sekaligus penulis wahyu. Ibunya bernama An-Nawwar binti Malik bin Sharmah. Saat Rasulullah tiba di Madinah Zaid berusia 11 tahun. Peperangan yang pertama kali diikutinya adalah perang Khandaq saat usianya 15 tahun. Zaid adalah salah satu sahabat Nabi yang ahli dalam berfatwa dan paling tinggi ilmunya. Wafat pada tahun 45 H saat usianya 56 tahun. Pendapat lain mengatakan wafat tahun 48 H saat usianya 57 tahun. Pendapat lain mengatakan wafat pada tahun 51 H atau 55 H.⁴

Takhrij Hadits⁵

Hadits ini diriwayatkan oleh At-Tirmidzi dalam kitabnya *Sunan At-Tirmidzi*, tema *Al-Isti'dzan wa Al-Adab*, Bab *Ma Ja'a Fi Ta'lim As-Suryaniyah*, No Hadits 2715.⁶

Hadits ini juga diriwayatkan oleh Abu Daud dengan makna yang sama dalam kitabnya *Sunan Abi Daud*, tema *Al-'Ilmu*, Bab *Riwayah Hadits Ahli Al-Kitab*, No Hadits 3645.⁷

Kualitas Hadits

Abu Isa At-Tirmidzi berkata hadits ini Hasan Shahih. Maksud dari istilah Hasan Shahih menurut Al-Hafidz Ibnu Hajar yang disepakati oleh As-Suyuthi adalah:

- a. Apabila hadits memiliki dua sanad (jalur periwayatan) atau lebih maka maknanya adalah hasan menurut sanad yang satu, dan shahih menurut sanad yang lain.
- b. Apabila hadits memiliki satu sanad maka maknanya adalah hasan menurut suatu kelompok, dan shahih menurut kelompok yang lain.

⁴ Jamaluddin Al-Mizzi, *Tahdzib Al-Kamal Fi Asma' Ar-Rijal*, (Beirut: *Mu'assasah Ar-Risalah*, 1987), Cet. 2, Jilid 10, Hlm. 24-31

⁵ Takhrij (تَخْرِيجٌ) secara bahasa berasal dari huruf (خ - ر - ج) yang berarti tampak atau jelas. (Lihat: Ibn Mandzur, *Lisan al-'Arab*, Kairo: Dar al-Ma'arif, Hlm. 1125). Adapun secara terminologi takhrij menurut ahli hadist berarti: 1) Bagaimana seorang menyebutkan dalam kitab karangannya suatu hadist dengan sanadnya sendiri. 2) Seorang pengarang kitab menyebutkan hadist-hadist yang tertera dalam suatu kitab sebelumnya dengan sanad-sanad miliknya sendiri dan ada kesamaan dalam sanadnya itu dengan sanad pengarang kitab sebelumnya pada pihak gurunya atau yang di atasnya. 3) Menisbatkan hadist-hadist kepada para ulama hadist yang menyebutkannya dalam kitab-kitab mereka, baik yang berupa jawami', sunan atau musnad. (Lihat: Abu Muhammad 'Abd al-Mahdi ibn 'Abd al-Qadir ibn 'Abd al-Hadi, *Thuruq Takhrij al-Hadist*, 'Ajuzah: *Maktabah al-Iman*, 1986, Hlm. 9-10. Buku *Thuruq Takhrij al-Hadist* ini dialih bahasakan oleh Dr. Said Agil Husaen Al-Munawwar dan Ahmad Rifqi Muchtar, dengan judul *Metode Takhrij Hadist*, Semarang: *Dina Utama*, 1994, Hlm. 2-3.

⁶ At-Tirmidzi, *Sunan At-Tirmidzi*, Ta'liq Muhammad Nashiruddin Al-Albani, (Riyadh: *Maktabah Al-Ma'arif Li An-Nasyr Wa At-Tauzi*'), Cet. 1, Hlm. 611; Lihat juga: A.Y. Wensink, *Al-Mu'jam Al-Mufahras Li Alfadz Al-Hadits An-Nabawi*, (Leiden: *Maktabah Pril*, 1936), Jilid 4, Hlm. 328

⁷ Abu Daud, *Sunan Abi Daud*, Tahqiq Muhammad Abdul 'Aziz Al-Khalidi, (Beirut: *Dar Al-Kutub Al-'Ilmiah*, 1996), Cet. 1, Jilid 2, Hlm. 534

Penggunaan istilah Hasan Shahih seolah-olah At-Tirmidzi mengisyaratkan perbedaan pendapat para ulama dalam menghukumi hadits ini, atau tidak mengunggulkan hukum hadits dengan salah satu diantara keduanya (shahih atau hasan).⁸

Hadits Shahih adalah Hadits yang bersambung sanadnya, diriwayatkan oleh orang adil dan dhabith (kuat daya ingatan) sempurna dari sesamanya, selamat dari kejanggalan (syadzd) dan cacar ('illat). Adapun hadits hasan adalah hadits yang bersambung sanadnya, diriwayatkan oleh orang adil, kurang sedikit kedhabitannya, tidak ada keganjilan (syadzd) dan tidak ada 'illat.

Dari segi kehujjahan, hadits yang telah memenuhi persyaratan hadits shahih wajib diamalkan sebagai hujjah atau dalil syara' sesuai dengan ijma' para ulama hadits. Adapun hadits hasan dapat dijadikan hujjah walaupun kualitasnya di bawah hadits shahih.⁹

Penjelasan Hadits

Al-Mubarakfuri mensyarah hadits ini bahwasannya Nabi SAW menyuruh salah satu sahabatnya sekaligus sekretarisnya penulis wahyu Zaid Bin Tsabit untuk mempelajari bahasa Ibrani yaitu bahasa kitab Taurat dan bahasa Suryani yaitu bahasa kitab Injil. Alasan Nabi SAW menyuruh Zaid karena Nabi SAW tidak mempercayai orang-orang Yahudi untuk membacakan surat yang ditujukan kepada beliau atau menuliskan surat dari beliau. Selain itu Nabi SAW merasa khawatir jika menyuruh orang Yahudi menuliskan surat dari beliau kepada orang Yahudi maka akan ditambah-tambahkan atau dikurang-kurangi redaksinya. Atau apabila datang surat dari seorang Yahudi kepada Rasulullah dan dibacakan oleh orang Yahudi akan ditambah-tambahkan atau dikurang-kurangi.

Setengah bulan berlalu hingga Zaid bin Tsabit menguasai bahasa Ibrani, setelah itu Nabi SAW apabila ingin menulis surat kepada orang-orang Yahudi beliau menyuruh Zaid maka Zaid pun menuliskannya dengan bahasa mereka dan membacakan surat dari orang-orang Yahudi yang ditujukan kepada Nabi SAW.¹⁰ Al-Mizzi mengutip perkataan Al-A'masy dari Tsabit bin 'Ubaid dari Zaid bin Tsabit bahwa dirinya mempelajari bahasa Ibrani atau Suryani dalam waktu 17 malam.¹¹

Sebab Zaid bin Tsabit dapat menguasai dua bahasa ini dalam waktu yang relatif singkat selain karena kecerdasan dan ketajaman ilmunya juga karena kedua bahasa ini masih serumpun dengan bahasa Arab, ketiganya termasuk ke dalam bahasa Semit.

Bahasa Ibrani dinisbatkan kepada rumpun besar bahasa yang dikenal dengan bahasa Semit. Bahasa ini digunakan oleh bangsa-bangsa keturunan anak-anak Sam bin Nuh. Perbatasan bangsa ini adalah dari laut putih sampai dua sungai dajlah dan Furat, dan dari gunung Armenia hingga ke pesisir selatan di sebelah

⁸ Mahmud Ath-Thahhan, *Taisir Mushthalah Al-Hadits*, (Iskandariah: Markaz Al-Madi Li Ad-Dirasat, 1415 H), Hlm. 41

⁹ Abdul Majid Khon, *Ulumul Hadits*, (Jakarta: Amzah, 2015), Cet.3, Hlm. 168, 174, 179, 181

¹⁰ Al-Mubarakfuri, *Tuhfah Al-Ahwardi Bi Syarh Jami' At-Tirmidzi*, (t.t.: Dar Al-Fikr, t.th.), Jilid 7, Hlm.497-498.

¹¹ Jamaluddin Al-Mizzi, *Tahdzib Al-Kamal Fi Asma' Ar-Rijal*, Hlm. 28

barat. Seiring berjalannya waktu bahasa ini tersebar melalui eksodus dan peperangan ke sebagian wilayah Afrika dan Eropa. Sumber utama bahasa ini adalah kitab Perjanjian Lama dimana dokumen-dokumen kunonya kembali pada sekitar abad ke 13 SM. Bahasa Ibrani meskipun pernah mengalami masa kejayaan dan masa kemunduran namun ia tetap digunakan khususnya di tempat-tempat peribadatan melalui naskah-naskah keagamaan. Ribuan kata, ungkapan, dan isyarat bahasa Ibrani masuk ke beberapa bahasa berbeda yang digunakan orang-orang Yahudi di berbagai Negara yang mereka tempati. Orang-orang Yahudi telah menghidupkan bahasa Ibrani dan menjadikannya sebagai bahasa sehari-hari sejak akhir abad 19 M bertepatan dengan dimulainya gerakan zionis dan telah menjadi bahasa resmi Negara Israel sekarang.¹²

Adapun Bahasa Suryani pada masa lalu merupakan bahasa umat besar yang mendiami sebagian besar wilayah Asia, yaitu bangsa Syam, Jazirah, Irak, Atsur dan bangsa-bangsa sekitarnya. Bangsa-bangsa ini disebut oleh orang-orang Yahudi sebagai bangsa Aram. Bahasa Suryani adalah salah satu bahasa yang dikenal dengan bahasa Semit (Bahasa yang digunakan oleh Bani Sam). Bahasa Semit yang paling terkenal adalah bahasa Arab, bahasa Ibrani, bahasa Suryani, bahasa Habasyah dan cabang-cabangnya. Bahasa Suryani memiliki beberapa keutamaan dibandingkan bahasa-bahasa lain, diantaranya: Pertama, merupakan salah satu bahasa kitab suci yang diturunkan Allah kepada para Nabi utusannya, hal ini disebabkan teks perjanjian lama yang asli ditulis dengan bahasa ini. Kedua, Al-Masih, ibunda Maryam dan para pengikutnya berkomunikasi menggunakan bahasa Suryani, karena orang-orang Yahudi pada masa Al-Masih tidak menggunakan bahasa Ibrani yang merupakan bahasa nenek moyang mereka melainkan menggunakan bahasa Suryani. Ketiga, Bahasa Suryani adalah bahasa yang banyak dipakai dalam upacara keagamaan kuno di gereja Al-Masih, dan sampai saat ini pun bahasa Suryani digunakan pada upacara keagamaan oleh mayoritas umat Nasrani di Negara Timur.¹³

Hasil dan Pembahasan

Hukum Mempelajari Bahasa Asing

Pendapat Syeikh Ibn ‘Utsaimin

Nama lengkapnya adalah Abu Abdillah Muhammad Bin Shalih Bin Muhammad Bin Sulaiman Bin Abdurrahman Al-‘Utsaimin At-Tamimi. Lahir pada malam 27 Ramadhan 1347 H bertepatan dengan tanggal 29 Maret 1929 di kota ‘Unaizah Saudi Arabia. Hafal Al-Qur’an di usia dini, belajar tafsir, hadits, tauhid, fiqh, ushul fiqh, ilmu fara’idh dan nahwu pada Syeikh Abdurrahman Bin Nashir As-Sa’di. Kemudian belajar Shahih Al-Bukhari dan Rasa’il Ibnu Taimiyah pada Syeikh Abdul ‘Aziz Bin Baz. Syeikh Al-‘Utsaimin banyak menghasilkan karya berupa buku dan lainnya mencapai lebih dari 90 karya, diantaranya berjudul: Perselisihan antara ulama sebab-sebabnya dan sikap kita terhadapnya, Fiqih Ibadah,

¹² Rasyad As-Sami, *Khasha’ish Wa Tathawwur Al-Lughah Al-‘Ibriyah*, (Kairo: Maktabah Sa’id Ra’fat, 1978), Hlm. 5 dan 9

¹³ Aqlimis Yusuf Daud, *Al-Lum’ah Asy-Syahiyyah Fi Nahwi Al-Lughah As-Suryaniah*, (Muwasshal: Dayr Al-Aba Ad-Duskiyyin, 1879), Hlm. 7-9

dan lain sebagainya. Wafat pada tanggal 15 Syawwal 1421 H di Jeddah, lalu dimakamkan di Makkah Al-Mukarramah.¹⁴

Dalam sebuah rekaman suara Syeikh Ibnu ‘Utsaimin yang dipublikasikan pada tanggal 9 oktober 2012 oleh akun youtube islameyatWeb, Syeikh Ibnu ‘Utsaimin berbicara tentang hukum mempelajari bahasa asing:

“Mempelajari bahasa asing selain bahasa Arab tidak haram, bahkan menjadi wajib apabila dakwah Islam tidak mencapai sasaran kecuali dengan mempelajari bahasa tersebut. Artinya kita tidak mungkin mengajak suatu kaum untuk memeluk Islam kecuali jika kita mengetahui bahasa mereka, maka hukum mempelajari bahasa kaum tersebut menjadi wajib. Jadi, mempelajari bahasa asing untuk kepentingan dakwah Islam hukumnya fardhu kifayah. Namun apabila mempelajari bahasa asing untuk kepentingan urusan dunia yang sifatnya mubah maka hukum mempelajarinya adalah mubah. Telah diriwayatkan dari Rasulullah SAW bahwasannya beliau menyuruh Zaid Bin Tsabit untuk mempelajari bahasa orang-orang Yahudi, bahasa orang-orang Yahudi adalah bahasa Ibrani bukan bahasa Arab dan Zaid pun dapat menguasainya dalam waktu singkat yaitu 16 hari karena bahasa Ibrani dekat dengan bahasa Arab, selain itu orang-orang Arab zaman dahulu terkenal kuat daya ingatannya.”¹⁵

Pendapat Syeikh Ali Jumu’ah

Syeikh Ali Jum’ah adalah Mufti Republik Arab Mesir. Lahir pada hari kamis tanggal 7 Jumadil Akhir 1371 H bertepatan dengan tanggal 3 maret 1952 di Distrik Muqbil Propinsi Bani Shuwaif Mesir. Ayahandanya berprofesi sebagai pengacara. Hafal Al-Qur’an di usia 15 tahun. Menikah pada usia 22 tahun. Lulus S1 Fakultas Bisnis Universitas ‘Ain Syams tahun 1973, kemudian melanjutkan studi di Fakultas Studi Islam dan Bahasa Arab Universitas Al-Azhar Asy-Syarif dan lulus pada tahun 1979. Mendapat gelar magister pada program magister Fakultas Syariah Wal Qanun Universitas Al-Azhar Asy-Syarif tahun 1985 dan mendapat gelar doktor tahun 1988. Dalam hidupnya Syeikh Ali Jum’ah banyak mendapatkan penghargaan, diantaranya Bintang Quds dari Presiden Palestina Mahmud Abbas, gelar Honoris Causa dari Universitas Liverpool Inggris, dan gelar Honoris Causa dari Universitas Bani Suwaif Republik Arab Mesir.¹⁶

Dalam tayangan channel CBC pada salah satu program yang bertajuk “Wallahu A’lam” episode 20 Maret 2017 sesi tanya jawab pemirsa, Syeikh Ali Jum’ah ditanya oleh penelepon tentang hukum mempelajari bahasa Ibrani, beliau menjawab:

“Bahwasannya tidak haram mempelajari bahasa Ibrani atau bahasa asing lainnya, bahkan dalam beberapa kondisi mempelajari bahasa Ibrani bisa menjadi wajib, seperti dikatakan oleh orang bijak ‘Kenalilah musuhmu’ maka dengan mempelajari bahasa Ibrani bangsa Arab dapat mengenali musuhnya di samping mempelajarinya adalah bagian dari ilmu pengetahuan.”¹⁷

Pendapat Syeikh Muhammad Abdurrahman Al-‘Arifi

¹⁴ https://www.youtube.com/watch?v=YEJITGO_VNM

¹⁵ <https://www.youtube.com/watch?v=eu5dt7fgOHE>

¹⁶ <https://www.youtube.com/watch?v=kuHfJneYdEk>

¹⁷ <https://www.youtube.com/watch?v=RgU0UFL0rSE>

Syeikh Muhammad bin Abdurrahman Al-'Arifi adalah dosen pada Fakultas Keguruan Universitas King Su'ud. Beliau memperoleh gelar doktor pada program studi Aqidah dan Madzhab Kontemporer dengan predikat Summa Cum Laude dari Fakultas Ushuluddin Universitas Imam Muhammad Bin Su'ud Al-Islamiyah. Syeikh Al-'Arifi adalah anggota Organisasi Ikatan Ulama Muslimin. Beliau menuntut ilmu dari beberapa syeikh, diantaranya Syeikh Abdul 'Aziz Bin Baz, Syeikh Abdullah bin Jibrin, Syeikh Abdullah bin Qu'ud, dan Ayeikh Abdurrahman bin Nasir Al-Barrak. Beliau menulis banyak buku, aktif dalam perkumpulan di dalam maupun di luar kerajaan, serta banyak mengisi program televisi dan radio.¹⁸

Dalam tayangan channel LBC pada salah satu program bertajuk "Musafirun" yang diunggah dalam youtube channel [مقاطع الشيخ محمد العريفي](#) alarefe pada tanggal 15 september 2010, Syeikh Al-'Arifi berkata:

"Barang siapa membutuhkan belajar bahasa asing untuk kepentingan pekerjaannya, studinya atau hal penting lainnya maka pelajarilah."¹⁹

Pendapat Syeikh 'Utsman Al-Khamis

Dalam ceramah yang diunggah oleh akun youtube Othman AlKamees [عثمان الخميس](#) pada tanggal 21 Maret 2019, Syeikh asal Kuwait ini menjawab pertanyaan pemirsa tentang hukum orang tua yang mengajarkan anaknya bahasa selain bahasa Arab dan berbicara kepada anak-anaknya menggunakan bahasa tersebut. Beliau menjawab:

"Pertama, berbicara menggunakan bahasa asing selain bahasa Arab sebagai bahasa Al-Qur'an dan As-Sunnah karena bentuk kekaguman terhadap bahasa tersebut maka hukumnya tidak boleh. Namun jika berbicara menggunakan bahasa asing karena kebutuhan maka diperbolehkan. Kedua, mengajarkan bahasa asing seperti bahasa Inggris untuk anak-anak dibolehkan dengan syarat tidak berlebihan sebagai contoh orang tua tidak berbicara dengan anak-anaknya di rumah kecuali dengan bahasa Inggris, jika seperti ini maka tidak diperbolehkan karena yang paling utama adalah mengajarkan anak-anak Al-Qur'an, As-Sunnah dan bahasa Arab."²⁰

Pendapat Syeikh Ali Wanis

Dalam program ceramah agama bertajuk "Fatawa" yang disiarkan stasiun TV Al-Hafidz, kemudian diunggah oleh akun youtube [القناة الرسمية للشيخ علي ونيس](#) pada tanggal 3 Mei 2011, Anggota parlemen Mesir dari kelompok Salafi Syeikh Ali Wanis menjawab pertanyaan pemirsa tentang hukum mempelajari bahasa Perancis. Beliau menjawab:

"Mempelajari bahasa asing hukumnya boleh, karena kaum muslimin pada saat ini membutuhkannya meskipun hukum asalnya adalah tidak dibolehkan mempelajari bahasa asing kecuali dalam keadaan darurat, dan keadaan darurat tersebut terjadi saat ini. Misalnya dalam beberapa mata pelajaran seperti kedokteran dan lainnya tidak dapat dipahami kecuali dengan bahasa Inggris, begitu pula bahasa Perancis. Rasulullah SAW meminta Zaid Bin Tsabit mempelajari tulisan orang-orang Yahudi, maka Zaid mempelajarinya dalam beberapa hari. Adapun permintaan

¹⁸ <https://www.youtube.com/watch?v=ky4MNXxw9x4>

¹⁹ <https://www.youtube.com/watch?v=rAl460HWvD0&t=387s>

²⁰ <https://www.youtube.com/watch?v=12GSgeyQMF8>

Rasulullah tersebut karena Rasulullah membutuhkannya. Begitulah, akhirnya Zaid bin Tsabit melaksanakan permintaan Rasulullah SAW tersebut.”²¹

Kesimpulan

Syariat Islam tidak mengharamkan mempelajari bahasa asing, hal ini berdasarkan kaidah *الأصل في الأشياء الإباحة* “Hukum asal sesuatu (muamalah) adalah boleh”. Berdasarkan pendapat para ulama maka penulis menyimpulkan bahwasannya hukum mempelajari bahasa asing bersifat kondisional. Hukumnya menjadi wajib apabila dakwah Islam tidak mencapai sasaran kecuali dengan mempelajari bahasa tersebut. Apabila mempelajari bahasa asing merupakan kebutuhan dan dapat memberi manfaat untuk urusan agama dan dunia maka tidak ada larangan mempelajarinya, namun jika tidak ada kepentingan untuk agama dan dunia maka makruh mempelajarinya. Wallahu a’lam

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STUDENTS' PERCEPTIONS TOWARD TEACHER'S POSITIVE BEHAVIOR ON THEIR ENGAGEMENT IN ENGLISH LEARNING

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Abstract

In general, this research is conducted to open a wider sight of us about teacher's positive behavior and student engagement. The aim of this research is to identify the students' engagement after the teacher show his or her positive behavior in learning English through 8th grade students of a junior high school in Karawang. The reasons why the researcher conducted this study were because the researcher was interested on how a teacher behaved in teaching could make students showed different level of their engagement toward the learning and teaching activity and the researcher wanted to know more about it. Qualitative research was used as the research approach with descriptive research as the method of this research. This research took place at a junior high school in Karawang by taking six from thirty two students from 8A class and an English teacher as the research participants. All of the data was gathered through observation, interview, and documentation. The result of this research stated that all the types of the students' engagement were positive. Moreover, the implementation of teacher's positive behavior during the learning and teaching activity gave good impacts for students, especially their engagement in English learning. They were more engaged, interested, enjoyed, and happier to learn it. Furthermore, they felt less afraid to learn English.

Keywords: Teacher's Positive Behavior, Student's Engagement, English Learning.

Introduction

In Indonesia, English becomes one of the main subjects which is taught in every level of school. Nevertheless, the fact that English is not Indonesian's mother tongue puts Indonesian students in a condition where they have to learn extra and it makes students think that English is one of hard subjects to be learnt. Lots of the things that students have to do in learning English such as comprehend grammar, memorize vocabulary, practice their pronunciation, listen to conversations and read lots of books and literature, and so on. Unfortunately, we sometimes forget that students are just human being. They are not designed as a robot which only purposed to be as smart as it can to fulfill the orders from human without feeling

anything. Robot does not have any feeling but human does, students do. Since there are so many activities the students have to do, tiredness and boredom are the feelings that cannot be avoided by them. These can be one of the reasons students are losing their interest and it make the level of their engagement in learning English becomes lower. Supported by Amjah (2014), “For some students, learning English as a second language is one of the most difficult subjects they have learnt. Due to the difficulties in learning, English language can make students lose their interest easily.”

Engagement consists of two elements, those are behavior and emotion. Students who show behavioral entanglement continuously along with some optimistic emotion or feeling during the learning process indicate that they are engaged. Those engaged students choose and do tasks which can use their maximum potential. They try to be involved in the learning process as much as they can whenever the opportunity is given by the teacher during the class, and they employ their greatest attempt and attention while learning and doing tasks. Optimism, spirit, curiosity, enthusasism, attraction, interest, and concentration are some emotion that these engaged students generally emerge while they are involved in a learning process (Skinner & Belmont, 1993).

Fredricks, Blumenfeld and Paris (2004, 62-63), drawing on Bloom (1956) (as cited in Trowler, 2010), usefully identify three dimensions to student engagement. First, students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior. Second, students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge.

One of the people who is responsible to mantain the stability of students’ feeling during the teaching and learning process in order to make them not losing their interest and decrease the level of their engagement is teachers. Nevertheless, in the reality, there are lots of English teachers in Indonesia who still teach with too serious and strict styles which students think they are scary and boring. This is another reason for students to lose their interest to learn English and lower their engagement in English learning. Based on Mehdipour and Balaramulu (2013), “On this basis it can be said that the constructive teacher-student relationship is of the main elements of suitable behavior in educational environments.” According to Bolkan (2017), “The way instructors interact with their students can affect how students think and behave in the classroom.”

As also supported by Shuhui & Yunchen (2014) “First, as mentioned that the teachers’ behaviours, attitudes, appearance, and character may influence both the feeling students perceive and the interaction between teacher and student in the classroom. Teachers should be good role models who exert positive influences on their students. Thus, teachers should pay more attention to their behaviour or

performance. Second, students prefer listening to teachers who incorporate humor into the lecture (Minchew, 2001; Neumann et al., 2009); it would be beneficial to enhance student engagement to incorporate humor in the classroom. Third, students expect teachers to be knowledgeable (Hill, Lomas, & MacGregor, 2003), thus teachers should always pursue further knowledge to enrich him/her.” From the experts, it can be said that teacher behavior is an essential component for building a good student-teacher relationship. According to Skinner & Belmont (1993), in contrast to psychological research, educational research has focused on the teacher behaviors that should be effective in promoting student motivation. There are two types of teacher behavior, those are positive teacher behavior and negative teacher behavior or teacher misbehavior.

According to Buyse, Verschueren, Doumen, Van Damme, & Maes (as cited in Yıldırım, Akan & Yalçın, 2016), when the teachers create a positive and emotional classroom environment, the possibility of the relations which would cause conflicts with the problematic students to occur decreases. According to Sheets (as cited in as cited in Yıldırım, Akan & Yalçın, 2016), in a study conducted with students, it was stated that a great number of students expressed disciplinary problems can be avoided through better student-teacher relations. According to Broeckelman-Post et al. (as cited in Yildirim et al., 2016), it was found that there are relations between misbehaviors of the teachers and interest and participation of the students. Boice (as cited In in Yildirim et al., 2016) stated that, “the behaviors of the teachers as keeping distance, their indifferent and cold behaviors and lecturing fast and discouraging the students from attending the course are the most important two factors in the disorder of the classroom.” Based on Yildirim et al., (2016), “The aim of this study was to show the misbehaviors that teachers could do in the classroom based on the student’s perception. The study found that misbehaviors which are done by the teacher based on the student’s perception effected them negatively and they felt uncomfortable because of it.” Furthermore, based on Riley (2009), “The most commonly reported misbehaviours that result in students becoming fearful or resentful of their teachers and disengaged from the subjects taught by them are: excessive negative criticism, embarrassment and humiliation, and yelling in anger.”

The combination of students’ opinion about English as one of the difficult subjects to learn, lots of activities they have to do, and these scary teachers make them sometimes losing their interest in learning and their engagement becomes lower even during the teacher and learning process. There are many strategies to take this problem in hand which teachers can do, but the researcher believes that implementing teachers’ positive behavior will be one of good ways to solve this problem. Because of friendly and kind teachers are really need to conduct English learning to make students feel less scary and hate to learn English, then they will start to have interest on it again and are willing or engage in English learning. Supported by Cinches, Russell, Chavez, and Ortiz (2017), “Nevertheless, in both the US and Australia, engaging students is widely perceived as proxy for high-quality teaching (Bryson and Hardy, 2010). In other words, teacher behavior is

central to engaging students.” Based on Sullivan et al. (2014), “By focusing on engaging students, there is a need to unsettle notions of what constitutes unproductive behaviour. This requires educators to rethink what is normal or acceptable classroom behaviour by considering what behaviours support engagement in learning and schooling more generally.”

There are some experts who has been conducting studies to find the attribution between positive teacher behavior and student engagement. A research journal titled *Motivational Behaviors of Teachers in Turkish EFL classes: Perception of Students* (2014) took 314 EFL students, 174 females and 140 males, at the English preparatory program of a state university in Turkey, and their ages ranged from 17 to 22. The instruments used were student questionnaires and student interviews. The results of the finding are ten most motivating teacher behaviors and ten least motivating teacher behaviors according to student interviews.

The ten most motivating teacher behaviors are putting a smile on her / his face in the classroom, taking some breaks when students are mentally exhausted, being affectionate towards her / his profession, using her / his mimes and body language while teaching, giving positive feedback, having a sense of humor, being energetic, creating a relaxing atmosphere in which students can easily exchange ideas, displaying friendly behaviors when appropriate, and making use of interesting topics (music, TV). The ten least motivating teacher behaviors are giving homework regularly, stating the objectives and steps of the lesson at the beginning of the lesson, always lecturing in English, giving importance to seating, posing immediate questions to the students, lecturing all the time in order to cover the topics of that week, changing her / his tone of voice during lecturing, allocating plenty of time to vocabulary activities, making use of group activities, and revising homework in detail during course time.

The other study titled *Teacher Behavior Unwanted According to Student’s Perceptions* written by İsa Yıldırım, Durdağı Akan & Sinan Yalçın (2016) uses qualitative research model and case study as the method. The target group of the study consists of 45 8th grade students, 20 males and 25 females, getting educated in three secondary schools in central districts of Erzurum selected with purposive sampling method. It was regarded that the number of the male and female students are close to each other in terms of the variety of source data and the socioeconomic status of the schools from which data was collected was paid attention to be medium level.

The result of this study is it was determined that misbehaviors of the teachers according to the perceptions of the students was collected under two main themes as relations and learning process. Misbehaviors of the teachers related to the relations was divided into 4 themes as being unfair, violence, communication barriers, characteristics. And violence was divided into two sub-themes as physical and psychological. Misbehaviors of the teachers related learning process was collected under three themes as boring classes, assessment and evaluation and classroom management.

There are some gaps between this research and the previous studies. They are basically the objectives of the research. The first previous research focuses on finding the most and least motivating teacher behaviors and the second one focuses on revealing the misbehaviors of the teachers according to the perception of the students but this research focus on finding out the students' perceptions toward teacher's positive behavior on their engagement in English learning and to identify the students' engagement after the teacher show his or her positive behavior in learning English.

Method

To achieve the proposed objectives, the researcher uses descriptive research as the research method. According to Nassaji (2015), "Qualitative and descriptive research is well suited to the study of L2 classroom teaching, where conducting tightly controlled experimental research is hardly possible, and even if controlled experimental research is conducted in such settings, the generalizability of its findings to real classroom contexts are questionable. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened." The other experts say, Kim, Sefcik, and Bradway (2017), "Qualitative Description is a widely cited research tradition and has been identified as important and appropriate for research questions focused on discovering the who, what, and where of events or experiences and gaining insights from informants regarding a poorly understood phenomenon."

Site and Participant

The researcher takes six students from 8th grade, and a teacher who teaches 8th grade at a junior high school in Karawang as the research participants.

Data Collection Technique

Based on Lambert and Lambert (2012), "Data collection of qualitative descriptive studies focuses on discovering the nature of the specific events under study. Thus, data collection involves minimal to moderate, structured, open-ended, individual or focus group interviews. However, data collection also may include observations, and examination of records, reports, photographs, and documents."

Intruments

The researcher starts to collect the data by doing the observation. Before conducting the observation, the researcher make checklists about the teacher's positive behavior & student engagement observation. The points will be appeared on the teacher's positive behavior checklist is about: teacher's body language, teacher's sense of humor, teacher's facial expression, teacher's interaction with his or her students, the way teacher creates a friendly learning atmosphere, encouraging his or her students by giving them some motivation, teacher's consideration to give some breaks in the middle of the teaching and learning process. The points which

will be in the student engagement observation checklists is about: students' attention, involvement, effort, interest, reaction, enthusiasm, participation. It takes two times of observations and the will be doing during the teaching and learning process. The first observation focus on observing teacher. The second observation, the researcher will focus on observing students.

To support the validity of data collection, the researcher will do the interview with all of students who are involved as the participants in this research. The interview will conduct after the teaching and learning process is done. The purpose of this interview is to know and find more about participants' experience, their perceptions, and the real situation happened from their own point of view. This interview will be about: students' interest, enjoyment, enthusiasm, confidence, willingness to learn, understanding and comprehension.

The researcher takes several kinds of documentation during the observation and interview. The kind of documentation which the researcher will use in conducting observation is taking several photos which then will be completed with description. Voice recording will be the kind of documentation that the researcher uses in doing interview and will transformed into transcription of interview.

Research Procedure

Research procedures that uses in this research are divided into two parts, those are exploration and member check. The first part is exploration. Get information as many as the researcher can collect to get better and more complete data which make it more reliable based on the objectives of the research. In getting the information, the researcher has to follow several stages. The first stage is the researcher goes to research circumstance where samples are in and information can be gotten, in this case, the researcher may go to school. Then, the researcher has to conduct an observation and an interview with research subjects to get information about anything related to teacher behavior and student engagement. During the first stage and the second stage, the researcher may take some documentation to be the proofs of the research which has been conducted. After that, the researcher has to write or record all of the information which has gotten and then conclude it to be the result of data collection. In arranging the result, the researcher has to focus on how the research problem can be answered.

The second part is member check. This part is about selecting the data. Any stage of this part will conduct during the research. Any data which has already obtained will be checked for several times based on the information which is gotten from the participant. This checking data and information stage can be done by doing these things; the researcher has to check that there is no misinterpretation in describing the data by conducting an interview. The result of data that have been reordered from observation and interview has to be shown and checked to the informant or the interviewee in order to make sure that the data is correct and match with the informant or the interviewee's meaning. After those steps are done, the researcher has to recheck the data to get the validity and reliability of the data.

Data Analysis

According to Miles and Huberman (as cited in Ningsih, 2016), there are four steps in analyzing data. The first step is data collection. The researcher has to analyze and interpret the result of the data which is already gotten from the instruments used. The second is data reduction. The researcher selects and transforms any data which is written on the researcher's notes and the result of the data can be summarized, drawn, and verified. The third is data display. It is about organizing all of the information which is already gathered and later can be concluded. The result also can be drawn and took into realization. This step is also a point that important to show the validity of qualitative analysis. The last one is drawing conclusion. In this step, the researcher will make a compact and clear explanation related to the things that has been mentioned before. In drawing conclusion, the researcher also telling the result of the research that has been conducted.

Results and Discussion

Results

Observation Data

From those meetings, the researcher gets two findings. The first one shows the fact that the teacher which was observed truly showed her positive behavior. That is because she successfully fulfilling seven of eight points in observation checklist for the teacher's positive behavior in the classroom which adapted from Most Motivating Teacher Behaviors According to Student researched by Öztürk & Ok (2014). The teacher smiled often during the teaching and learning process, she gave the students some small gifts, delivered some jokes, freely move her hand to help her described words, approached her students by moving to here and there, and corrected the students when they made mistake or answered questions wrongly with a smiling face. One of the eight points which the teacher who was being observed did not exposed properly was only the way teacher encourages his or her students by giving them some motivation, instead of saying "you can do this", she often said "good job", "c'mon, let's be brave", "don't be afraid."

The second one proofs that the students really exposed their engagement by seeing the research participants as the representatives for the whole students in that class. The researcher adapted the Trowler's table about the examples of positive and negative engagement points as the source for doing the observation to the students. All of the research participants paid attention to the teacher, although several of them sometimes losing it by talking with their friends or looking through the window. Four of them exposed their involvement, enthusiasm, effort to learn, and interest by delivering questions about something related to the learning material, volunteering themselves to read texts, and answering questions. RP 3 and RP 4 did not show the active participation during the class, but still can be said that they reacted actively toward the teaching and learning process by seeing the way

they paid attention to the teacher, showed some involvement, enthusiasm, effort to learn, and interest like the rest participants.

2. Interview Data

a. Students' opinions about their teacher's behaviors

All of research participants said that the teacher showed positive behavior. Here are several of their opinions.

RP 1

"Teacher gives the explanation clearly and explains it friendly and if there is someone who does not understand it yet, she would like to explain it again. I think it's one of her positive teacher behaviors, because she is very patient and very understanding of his students."

Thus, the reason RP said that the teacher showed her positive behavior are because they think that the teacher is so friendly, not easily getting angry, often smiles, patient, and explaining the material in an understandable way. According to Umbach and Wawrynski in Zepke et al (as cited in Cinches, Russell, Chavez, and Ortiz, 2017) concluded that "educational environment created by teachers' behaviors has a dramatic effect on student engagement."

b. Students' interest after the teacher showed his or her positive behavior

The research participants gave the information that they felt interested to the teaching and learning process after the teacher showed her positive behavior.

RP 1

"I was interested, because teacher taught and explain clearly and immediately, easily to be understood. Her voice is clear but still friendly and funny. Sometimes she likes to give us some jokes too and it makes me feel happier to learning English."

Based on their comments, it can be concluded that because of the teacher explained the learning material clearly, the tone of her voice was friendly, she was funny and kind, those things made them interested and loved the English learning.

c. Students' enthusiasm or boredom while the teaching and learning process was conducting

The research participants said that they did not feel any boredom. Instead, they felt enthusiastic during the class because of their teacher's positive behavior. They said that the teacher made the teaching and learning atmosphere became relaxing, because of her jokes and the small gifts she gave.

RP 6

“I did not feel bored while studying, because teacher taught us in a cool and relaxing way. She also likes to tell us some jokes and like to give gifts too. She also looks enthusiastic and friendly when she teaches us.”

From the research participants' answers above, it can be seen that they like a teacher who shows her or his humourist side. According to Firdaus (2015), “Humor in class will avoid awkward situation between teacher and students, and also can stimulate students excitement with the material given.”

d. Students' willingness to get involved in the teaching and learning process

The willingness that the students showed to make them kept getting involved in the teaching and learning activity is because the students think that they need to learn English, besides the teacher also made them feel respected by treating them very well.

RP 2

“The fun and pleasant disposition of the teacher makes me continuously having the intention to learn English, besides that I also feel that learning English is indeed important for my future.”

e. Students' enjoyment after their teacher showed his or her positive behavior

The research participants claimed that they enjoy the learning because of the teacher made them feel comfortable during the class. The way that teacher smiled often, explaining the learning material kindly and patiently, and did not like to get angry are the reasons behind why the students felt enjoy and comfort to learn with her.

RP 5

“Yes. I enjoyed it because her positive behavior made the learning environment more relaxed and not tense. She is kind, patient, always smiling, not angry and delivering lessons clearly makes me comfortable and enjoys learning English.”

f. Students' understanding and comprehension toward the learning material after their teacher showed his or her positive behavior

All of the research participants said that they understand and comprehend the learning material easily, because the teacher often gave them exercise which is discussed together and they think that the teacher explain the learning material in an easy way and with understandable words.

RP 4

“I understand the subject matter that teacher explained earlier, maybe because indeed teacher explained in a cool way. Not convoluted, and a lot of practice too, like reading and answering questions.”

g. Students' confidence after the teacher showed his or her positive behavior

Because of the teacher never force the students to understand the learning material in hurry, instead she keeps explaining it step by step patiently and also motivating her students to be braver and not afraid to be wrong because she will help to correct them, those things make the students to be more confident and braver to get involved in the teaching and learning process.

RP 6

“Yes, I feel more confident and braver because the teacher is kind, never puts pressure on us so her students keep having the spirit to learn. She has never forced her students to come forward or answer questions, but often gives us motivation to be more courageous, so we are also more confident and braver to show up.”

h. Students’ perception about teacher’s positive behavior on their engagement in English learning

None of the research participants said bad things about their teacher’s behavior. They all agreed that their teacher showed her positive behavior. they felt happy and pleased to learn when the teacher revealed her positive behavior such as her friendliness, having a good sense of humor, giving a special treatment (like gives the students small presents) during the class to motivate them, and being enthusiastic or energetic.

RP 2

“I like how teacher’s positive behavior towards her students made the class atmosphere less tense with her jokes because the teacher was a humorous teacher, she also liked to give her students gifts such as sweets and more, so that made us learn more relax and relax, not afraid to learn English.

Discussion

1. Students’ Behavioral Engagement after Their Teacher Shows His or Her Positive Behavior in English Learning

During the teaching and learning process, the teacher continuously showed her positive teacher behavior. She often smiled, greeted the students brightly while she entering the classroom, asked how her students’ life were at that morning, explained the material in a very simple way, delivered some jokes to them, gave the students chances to answer her questions or ask anything related to the learning material that they did not understand yet without any compulsion, she also gave them small gifts. All of these behaviors that she did, having a purpose to make the students more focus, paid attention to her, and participated into to the learning.

Based on the observation, the students’ behavioral engagement is favorable after the teacher exposed her positive behavior during the class because most of the research participants were focus, paid attention to the teacher, and participated actively with good enthusiasm in the teaching and learning activity. The interview data tells that students felt enthusiastic and not bored while learning English. From

the picture 1 and picture 2 put on the attachment 9, it can be seen that the students were focus, paid attention to the teacher, and participated actively with enthusiasm in the teaching and learning activity. Based on Fredricks, Blumenfeld and Paris (2004, 62-63), drawing on Bloom (1956) (as cited in Trowler (2010), “Students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior.” As said from the expert in previous research, this finding matches with one of indicator of students who show their behavioral engagement, which is participating the teaching and learning process with enthusiasm and do not feel any boredom, thus it can be concluded that the students were behaviorally engaged during the class.

2. Students’ Emotional Engagement after Their Teacher Shows His or Her Positive Behavior in English Learning

The way the teacher behaved was creating a good and relaxing learning atmosphere for the students. She showed her positive behavior while teaching but still could control and conditioned the class to be conducive.

Taken from the observation data, there are four of six research participants who showed their interest and enjoyment during the class. From all of the interview data, the students felt interested toward the teaching and learning process that is due to the positive behavior which the teacher revealed to them. Furthermore, they felt relaxed and happy to learn English. The students’ emotional engagement truly showed up in a good way after the teacher exposed her positive behavior. It also can be seen from the picture 3 and picture 4 on the attachment 9 that the students were very interested and enjoyed the teaching and learning process. They were having a great atmosphere which was built up by the teacher. The positive behavior that the teacher showed such friendliness, correcting mistakes with smiles, motivating them to be braver, and not forcing them to have to be correct in answering questions made the students were braver to get involved in the teaching and learning process. This finding is getting along with a theory from Fredricks, Blumenfeld and Paris (2004, 62-63), drawing on Bloom (1956) (as cited in Trowler (2010) which says that “Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.”

3. Students’ Cognitive Engagement after Their Teacher Shows His or Her Positive Behavior in English Learning

Discussing about students’ cognitive engagement, it can be said that the students showed it clearly during the class. They seemed being thoughtful and curious toward the learning materials that had been explained by the teacher. They even were having more confidence to speak up after the teacher exposed her positive behavior. They were dare to answer questions, reading texts, and came forward to try to write and spell some difficult words.

From the interview data, it can be concluded that by seeing and feeling their teacher's positive behavior, the students feel more confident and braver to show their maximum potential in the teaching and learning activity, such as reading, answering questions, or asking something related to the learning material. In line with Fredricks, Blumenfeld and Paris (2004, 62-63), drawing on Bloom (1956) (as cited in Trowler (2010), "Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge." From the picture 5 and picture 6 on the attachment 9, we can see that the students truly exposed their curiousness and braveness to push their potential to learn the material to the maximum level. According to Finn & Zimmer (as cited in Nelson, 2018), "Cognitive engagement is considered an investment of cognitive energy that pushes individuals to go beyond minimal understanding and engage in more complex learning activities and goal setting."

Based on all of the observation, interview, and documentation results which have collected from the research participants, the researcher takes a conclusion that the students really need to have a good and kind teacher who can treat them with his or her positive behavior in order to make them more engaged during the teaching and learning process. Most of the students think that the positive behaviors that their teacher expose to them, make them think that this English learning is less scary and difficult. Instead, they feel and think that learn English is something doable and become such a fun activity. Thus, students become more interested, respected and engaged into the English teaching and learning activity. According to Klem & Connell (as cited in Reyes et al., 2012), "Students who report having better quality relationships with their teachers, another characteristic of emotionally supportive climates, also report being about three times more engaged than students who report having poor relationships."

The teacher has attracted the students to be more engaged in the teaching and learning positively, by means of revealing his or her positive behavior in English learning. These engagements which students expose are behavioral, emotional, and cognitive engagement.

Conclusion

Students showed their three types of engagement positively. The students show their students' behavioral engagement after the teacher exposed her positive behavior during the class because they are focus, pay attention to the teacher, and participated actively with good enthusiasm in the teaching and learning activity. The students show their students' emotional engagement through their interest and enjoyment during the class. The students' cognitive engagement can be seen by seeing that the students are more confident and braver to show their maximum potential in the teaching and learning activity, they are more engaged to the learning process by more getting involved into it, for example, they were bravely raise their hand to answer the questions which are asked by the teacher or even ask several things that they do not know yet. They also feel not afraid to relish the challenge which is given by the teacher, for example, go forward to try to spell several words.

Thus, the authors believe that a teacher who shows his or her positive behavior can boost up the students' cognitive engagement, and the higher students' cognitive engagement they have, they also have a higher chance to get a better learning process and achievement.

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MEDIA PEMBELAJARAN BAHASA INGGRIS PADA PENDIDIKAN ANAK USIA DINI (SURVEY PADA GURU PAUD DI KABUPATEN KARAWANG)

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Abstrak

Periode anak usia dini merupakan periode kritis dalam pembelajaran dan pengembangan. Pada anak usia dini, anak-anak sangat reseptif untuk belajar bahasa kedua. Idealnya, agar pembelajaran bahasa efektif terjadi, diperlukan lingkungan linguistik yang kaya akan stimulus. Menjadi tantangan bagi guru-guru PAUD dalam membuat media yang aktif dan interaktif. Artikel ini mengulas berbagai media yang digunakan oleh guru – guru PAUD di Kabupaten Karawang. Metode penelitian yang digunakan penulis adalah metode survey yang sumber data dan informasi utamanya diperoleh dari responden sebagai sampel penelitian dengan menggunakan kuesioner atau angket sebagai instrumen pengumpulan data. Data kuantitatif diperoleh dengan menggunakan angket yang disebar ke sejumlah Lembaga Pendidikan Anak Usia Dini di Kabupaten Karawang. Adapun instrumen daftar pertanyaan dapat berupa pertanyaan (berupa isian yang akan diisi oleh responden), checklist (berupa pilihan dengan cara memberi tanda pada kolom yang disediakan). Hasil survey pada guru paud di Kabupaten Karawang menunjukkan bahwa 87,5% guru sudah menggunakan media dalam pelaksanaan pembelajaran Bahasa Inggris di PAUD. Media yang sudah digunakan diantaranya Media gambar, Buku dan alat peraga, Kartu (Flash card), lagu, dan media audio. Guru memilih media tersebut sengan alasan lebih mudah digunakan. Pelaksanaan pembelajaran Bahasa Inggris Anak Usia Dini di Kabupaten Karawang sudah menggunakan media yang beragam. Diharapkan guru PAUD dapat mengembangkan kemampuannya dalam mengajar dengan mengikuti pelatihan yang berkaitan dengan pembelajaran Bahasa Inggris.

Kata kunci: Media Pembelajaran, Bahasa Inggris, Penelitian Survey

Abstract

The early childhood period was a critical period of learning and development. In early childhood, children were very receptive to learning a second language. Ideally, for effective language learning to occur, a linguistic environment is rich in stimulus. It is a challenge for PAUD teachers to create active and interactive media. This article covers various media used by PAUD teachers in Karawang district. The research method used by the authors is a survey method that sources data and information is obtained from respondents as a sample of research using questionnaires or polls as data collection instruments. Quantitative Data was

obtained using a poll that was distributed to a number of early childhood education institutions in the district of Karawang. The question list instrument can be a question (a form that will be filled by the respondent), a checklist (in the form of options by marking the column provided). The survey results of PAUD teachers in Karawang district showed that 87.5% of teachers have been using the media in implementing English language studies. Media that has been used include image Media, books and props, cards (Flash card), songs, and audio Media. Teachers choose such media because the reason is easier to use. The implementation of English language learning in early childhood in Karawang district already uses various media. It is hoped that PAUD teachers can develop their skills in teaching by attending training related to English language learning.

Keywords: Learning Media, English, Early Childhood, Survey *Method*

Pendahuluan

Bahasa merupakan aspek penting dalam perkembangan pada masa bayi dan anak-anak. Menguasai Bahasa memungkinkan anak untuk dapat berinteraksi dengan lingkungannya secara efektif. Anak usia 4-5 tahun berada pada tahap pra operasional, yang mana pada tahap ini anak mulai mengembangkan kemampuan berbahasanya. Montessori dalam Susanto (2011: 133) menyatakan bahwa anak usia dini ini sebagai periode sensitif (sensitive periods). Pada masa ini menurut Montessori secara khusus anak mudah menerima stimulus-stimulus tertentu. Pada masa ini anak sedang berada pada masa sensitif, artinya anak cepat menguasai tugas-tugas tertentu. Pada masa ini perkembangan yang terjadi pada anak usia dini sangatlah pesat. Oleh Karena itu, Masa usia dini sebagai masa kritis perkembangan kognitif dan social emosional anak.

Pemerolehan bahasa pada anak usia dini meliputi 2 tahapan yaitu pemerolehan bahasa pertama dan pemerolehan bahasa kedua (bahasa asing). Bahasa pertama sering disebut juga bahasa ibu, karena anak pertama kali berinteraksi dan belajar dengan ibu (bahasa yang dipakai dalam keluarga). Sedangkan bahasa kedua adalah bahasa anak yang diperoleh setelah bahasa pertama. Bahasa kedua anak di Indonesia pada umumnya bahasa Indonesia dan asing (bahasa Inggris). Terdapat dua area utama yang menjadi dasar pembagian area perkembangan bahasa anak. Perkembangan bahasa dapat ditinjau dari area perkembangan kemampuan tulis (print) dan area perkembangan kemampuan lisan (oral).

Kegiatan pembelajaran di PAUD mengutamakan bermain sambil belajar dan belajar seraya bermain. Pembelajaran yang paling efektif untuk anak usia PAUD adalah melalui suatu kegiatan konkret dengan berorientasi bermain.” Disebutkan bahwa pembelajaran anak usia dini menekankan pembelajaran yang berorientasi pada perkembangan anak (Siti Aisyah, dkk. 2008:1.4). Sesuai dengan prinsip pembelajaran di Taman Kanak-kanak yaitu ”Bermain Sambil Belajar”, pembelajaran pengenalan bahasa Inggris di Taman Kanak-kanak juga harus disajikan dengan bermain, menyenangkan, serta menggunakan media yang menarik.

Media adalah segala sesuatu yang dapat digunakan untuk menyalurkan pesan dari pengirim ke penerima sehingga merangsang pikiran, perasaan, perhatian dan

minat serta perhatian siswa sedemikian rupa sehingga proses belajar terjadi (Sadiman, 2014). Pemanfaatan media pembelajaran yang digunakan dalam penguasaan kosakata bahasa Inggris menunjukkan perannya yang besar.

Guru memegang peran penting dalam mengenalkan bahasa Inggris kepada anak di kelas. Dalam mengenalkan bahasa Inggris guru dapat memberikan kegiatan pembelajaran yang beragam. Keberhasilan pembelajaran bahasa Inggris pada anak usia dini sangat dipengaruhi oleh kemampuan guru dalam menyajikan proses kegiatan belajar mengajar yang menarik dan menyenangkan bagi anak.

Pembelajaran Bahasa Inggris pada ranah Pendidikan Anak Usia Dini memang bukan menjadi hal yang wajib diberikan pada pelayanan PAUD Formal ataupun NonFormal, akan tetapi dalam menghadapi tantangan perkembangan teknologi dan informasi yang berkembang pesat juga dalam menyiapkan generasi bangsa menghadapi tantangan revolusi industri 4.0, pembelajaran Bahasa Inggris dirasa perlu diberikan sejak dini. Kabupaten Karawang memiliki kurang lebih 1561 layanan PAUD.

Tidak mudah bagi Lembaga Pendidikan Anak Usia Dini untuk menjadi sebuah wadah yang mampu mengembangkan segala aspek perkembangan anak. Diperlukan guru, lingkungan dan media yang menarik minat anak. Besarnya jumlah layanan PAUD di Kabupaten Karawang tentunya bisa menjadi wadah yang maksimal dalam pelayanan Pendidikan Anak Usia Dini khususnya pembelajaran Bahasa Inggris sejak Dini. Melalui tulisan ini akan dibahas bagaimana proses pembelajaran Bahasa Inggris di PAUD dan media apa saja yang digunakan guru PAUD di Kabupaten Karawang dalam memberikan pembelajaran Bahasa Inggris di PAUD.

Metodologi Penelitian

Metode penelitian yang digunakan penulis adalah metode survey. Menurut Sugiyono (2014:11) pengertian metode survey adalah :

“Penelitian yang dilakukan dengan menggunakan angket sebagai alat penelitian yang dilakukan pada populasi besar maupun kecil, tetapi data yang dipelajari adalah data dari sampel yang diambil dari populasi tersebut, sehingga ditemukan kejadian relatif, distribusi, dan hubungan antar variabel, sosiologis maupun psikologis”.

Metode penelitian survey atau secara ringkas biasa disebut metode survey adalah penelitian yang sumber data dan informasi utamanya diperoleh dari responden sebagai sampel penelitian dengan menggunakan kuesioner atau angket sebagai instrumen pengumpulan data. Pada umumnya, sampel yang digunakan sebagai unit analisis adalah individu. Salah satu yang perlu diingat dalam penelitian survey adalah penggunaan sampel sebagai sumber data primer.

Tujuan penelitian survey adalah untuk memberikan gambaran secara mendetail tentang latar belakang, sifat-sifat, serta karakter-karakter yang khas dari kasus atau kejadian suatu hal yang bersifat umum. Namun dalam penelitian survey lebih berarti sebagai suatu cara melakukan pengamatan di mana indikator mengenai variabel adalah jawaban jawaban terhadap pertanyaan yang diberikan kepada responden baik secara lisan maupun tertulis. Survey biasanya dilakukan satu kali. Peneliti tidak berusaha untuk mengatur atau menguasai situasi. Jadi perubahan dalam variabel adalah hasil dari peristiwa yang terjadi dengan sendirinya.

Jenis Penelitian survey yang digunakan dalam penelitian ini adalah Survey murni, dimana proses penelitian yang mengambil data dari responden tanpa memberikan

perlakuan dan variabel yang diteliti masih dapat diubah (berubah seiring perlakuan yang dialami selanjutnya), serta data yang dihasilkan merupakan data dengan tipe rasio/interval dan diambil dengan menggunakan angket.

Sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut. Pengukuran sampel merupakan suatu langkah untuk menentukan besarnya sampel yang diambil dalam melaksanakan penelitian suatu objek. Untuk menentukan besarnya sampel bisa dilakukan dengan statistik atau berdasarkan estimasi penelitian. Pengambilan sampel ini harus dilakukan sedemikian rupa sehingga diperoleh sampel yang benar-benar dapat berfungsi atau dapat menggambarkan keadaan populasi yang sebenarnya, dengan istilah lain harus representatif (Sugiyono, 2016:81)

Terdapat dua teknik sampling yang dapat Digunakan (Sugiyono, 2016:82), yaitu:

1. Probability Sampling

Probability Sampling adalah teknik pengambilan sampel yang memberikan peluang yang sama bagi setiap unsur (Anggota) populasi untuk dipilih menjadi anggota sampel. Teknik ini meliputi, simple random sampling, proportionate stratified random sampling, disproportionate stratified random sampling, sampling area (cluster).

2. NonProbability Sampling

NonProbability Sampling adalah teknik pengambilan sampel yang tidak memberi peluang atau kesempatan sama bagi setiap unsur atau anggota populasi untuk dipilih menjadi sampel. Dalam penelitian ini teknik sampling yang digunakan yaitu nonprobability sampling dengan teknik purposive sampling, yang menjadi sampel adalah Guru-guru di Lembaga Pendidikan Anak Usia Dini yang berada di Kabupaten Karawang.

Teknik pengambilan data pada penelitian ini menggunakan Teknik Purposive Sampling. Teknik sampling ini dilakukan berdasarkan penilaian peneliti akan pengetahuan calon informan atau responden untuk menjawab pertanyaan penelitian. Penilaian bahwa informan tersebut mempunyai pengetahuan dilakukan secara subjektif berdasarkan pengamatan peneliti. Pada umumnya, sampel yang dinilai mampu menjawab pertanyaan penelitian adalah orang yang berpengalaman atau memiliki pengetahuan terkait fokus penelitian.

Data yang digunakan dalam penelitian ini adalah data kuantitatif, yaitu data yang dinyatakan dalam angka-angka yang menunjukkan nilai terhadap besaran atau variabel yang diwakili. Data kuantitatif diperoleh dengan menggunakan angket yang disebar ke sejumlah Lembaga Pendidikan Anak Usia Dini di Kabupaten Karawang. Adapun instrumen daftar pertanyaan dapat berupa pertanyaan (berupa isian yang akan diisi oleh responden), checklist (berupa pilihan dengan cara memberi tanda pada kolom yang disediakan),

Teknik analisis data yang digunakan dalam penelitian ini menggunakan Statistik Deskriptif, Menurut Sugiyono (2016:147) yang dimaksud dengan statistika deskriptif adalah sebagai berikut: “Statistika deskriptif adalah statistika yang digunakan untuk menganalisis data dengan cara mendeskripsikan atau menggambarkan data yang telah terkumpul sebagaimana adanya tanpa bermaksud membuat kesimpulan yang berlaku untuk umum atau generalisasi.” Penelitian menggunakan statistik deskriptif yang terdiri dari presentasi dari tiap indikator

pernyataan/pertanyaan yang ada dalam angket Media Pembelajaran Bahasa Inggris pada Anak Usia Dini.

Hasil dan Pembahasan

Proses pengumpulan data dalam penelitian ini dilakukan dengan metode angket atau sering disebut dengan kuesioner (daftar pertanyaan). Angket dalam penelitian ini merupakan daftar pertanyaan yang disusun secara sistematis dengan menggunakan aplikasi google form kemudian dikirimkan kepada responden untuk diisi. Pertanyaan dalam angket berisi indikator media pembelajaran Bahasa Inggris yang sudah digunakan guru PAUD di Kabupaten Karawang. Angket terdiri dari isian identitas diri, sekolah, pengalaman mengajar Bahasa Inggris, media pembelajaran yang digunakan serta alasan dalam pemilihan media. Pertanyaan dalam angket diharapkan dapat menggali informasi tentang media kegiatan pembelajaran Bahasa Inggris di PAUD. Pengambilan data dilakukan dengan menyebar angket ke 8 Lembaga Pendidikan Anak Usia Dini di Karawang, diantaranya sebagai berikut:

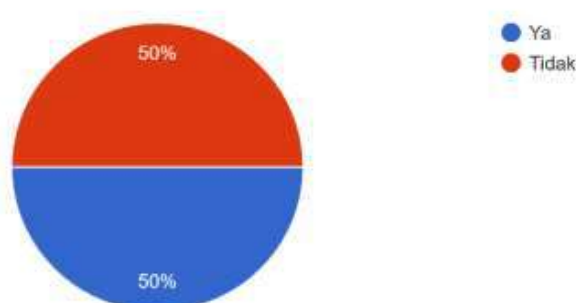
Tabel 1. Daftar sebaran Angket Media Pembelajaran Bahasa Inggris

No.	Nama Sekolah
1	PAUD Puri Anamah
2	TKQ Annur Halfik
3	KB Baitul Falihin
4	Kelompok Bermain Dahlia 11
5	PAUD Da'arul Muta'alimin
6	TKQ AL-Ikhlas Cirejeg
7	TKQ An Namlu
8	PAUD MPA Daycare

Teknik purposive sampling pada dasarnya dilakukan sebagai sebuah Teknik yang secara sengaja mengambil sampel tertentu yang telah sesuai dan memenuhi segala persyaratan yang dibutuhkan meliputi: sifat-sifat, karakteristik ciri, dan kriteria sample tertentu, dimana dalam hal ini pengambilan sample juga harus mencerminkan populasi dari sample itu sendiri. Pengambilan data dengan menggunakan angket bertujuan untuk mengetahui jenis media pembelajaran yang sudah digunakan oleh guru PAUD di Kabupaten Karawang dalam memberikan pembelajaran Bahasa Inggris. Berikut adalah diagram hasil angket media pembelajaran Bahasa Inggris di PAUD:

Apakah ada pembelajaran Bahasa Inggris di Sekolah tempat Bpk/Ibu mengajar ?

8 responses



Gambar 1

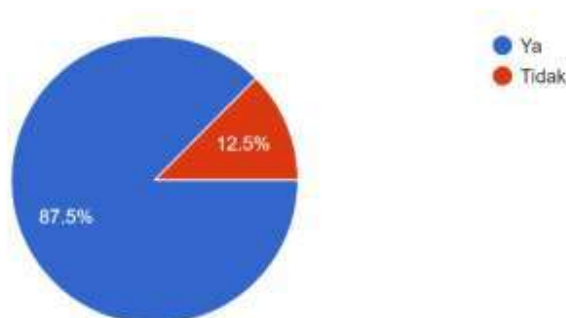
Gambar 1 menunjukkan 50% sekolah telah melaksanakan pembelajaran Bahasa Inggris di kabupaten karawang diantaranya, PAUD Puri Amanah, TKQ Annur Halfik, TKQ Al-Ikhlas Cirejag dan TKQ Annamlu. Rata-rata pembelajaran Bahasa Inggris sudah berjalan 2 tahun. Hal ini menandakan bahwa Bahasa Inggris menjadi suatu yang dianggap perlu dalam peningkatan kognitif anak usia dini. Aspek bahasa berkembang dimulai dengan peniruan bunyi dan meraban. Perkembangan selanjutnya berhubungan erat dengan perkembangan kemampuan intelektual dan social. Mengajarkan anak bahasa kedua sejak dini memiliki banyak manfaat seperti, anak yang belajar dua bahasa memiliki Grey Matter yang lebih banyak. Grey Matter adalah sel di otak yang bertugas untuk memproses informasi seperti, memori, ucapan, dan daya tangkap. Jumlah Grey Matter dapat bertambah dengan mempelajari bahasa kedua. Masih berhubungan dengan sel-sel otak, anak yang belajar dua bahasa mengembangkan kemampuan kognitifnya dan meningkatkan kemampuan otak

Hasil survey dari indikator media yang telah digunakan dalam pembelajaran Bahasa Inggris yang pada gambar 2, menunjukkan bahwa 87,5 % guru PAUD di Kabupaten Karawang menggunakan media sebagai salah satu metode penyampaian pembelajaran Bahasa Inggris di PAUD. Media yang sudah digunakan dari hasil survey tersebut diantaranya, media gambar, buku dan alat peraga, Kartu (Flash card), lagu, dan media audio. Media digunakan sebagai sarana bermain anak sekaligus menciptakan lingkungan yang menyenangkan dalam penyampaian materi. Dalam pembelajaran Bahasa Inggris, media membantu anak menambah kosakata sekaligus melatih anak dalam berimajinasi.

Melalui lagu bahasa Inggris juga dapat membantu anak menambah kosakata Bahasa Inggris sekaligus melatih kemampuan berbicaranya.

Apakah Bapak/Ibu menggunakan Media Pembelajaran dalam mengajar Bahasa Inggris AUD?

8 responses



Gambar 2

Pemilihan media yang digunakan oleh guru sudah sesuai dengan teori media dimana Media pembelajaran adalah alat yang digunakan untuk membantu didalam kegiatan belajar dan mengajar, media tersebut dapat membantu memberikan pengalaman konkret, memotivasi dan membangkitkan minat belajar (Sadiman, 2014). Media bagi anak usia dini dapat berupa: (1) media visual, media yang dapat dilihat; (2) media audio, media yang mengandung pesan dalam bentuk auditif (hanya dapat didengar) yang dapat merangsang pikiran, perasaan, perhatian, dan keamanan anak untuk mempelajari isi tema; dan (3) media audio-visual, merupakan kombinasi dari media audio dan media visual (Zaman dkk, 2005).

Fungsi utama media pembelajaran yaitu sebagai alat bantu mengajar yang ditata dan diciptakan oleh guru untuk mempengaruhi iklim, kondisi, dan lingkungan belajar. Berdasarkan hasil survey guru memilih media tersebut sengan alasan lebih mudah digunakan, siswa menyukai media bergambar dan mudah dimengerti sesuai dengan fungsi media pembelajaran, yaitu: (1) *fungsi atensi*, untuk mengarahkan perhatian siswa pada isi materi yang berkaitan dengan makna visual; (2) *fungsi afektif*, menggugah.

Kesimpulan

Pembelajaran Bahasa Inggris sangat penting bagi anak usia dini sebagai persiapan menghadapi era revolusi industry 4.0 dimana teknologi informasi semakin pesat berkembang. Oleh karena itu penelitian ini bertujuan untuk mengetahui penggunaan media pembelajaran Bahasa Inggris oleh guru di Kabupaten Karawang. Dimana penelitian ini dapat memberikan gambaran seperti apa pembelajaran Bahasa Inggris sudah dilaksanakan.

Bahasa Inggris merupakan Bahasa kedua setelah Bahasa Ibu. Semakin cepat anak belajar Bahasa Inggris, maka hasilnya akan lebih baik. Anak usia dini berada dalam periode emas yang dinamakan *golden age*. Pada periode ini anak lebih cepat mempelajari Bahasa karena otak mereka seperti spons. Anak cepat mengerti apa yang dipelajari, meniru apa yang dilihat, menghafal apa yang didengar, dan menyerap Bahasa lebih cepat terutama Bahasa yang digunakan dalam kehidupan sehari-hari.

Survey yang dilakukan pada beberapa PAUD di Kabupaten Karawang menggunakan metode survey melalui Teknik penentuan sample purposive sampling. Metode sampling tersebut bertujuan mendapatkan data sesuai dengan tujuan penelitian dimana angket langsung ditujukan kepada pelaksana di lapangan dalam hal ini Guru-guru PAUD.

Hasil survey pada guru paud di Kabupaten Karawang menunjukkan bahwa 87,5% guru sudah menggunakan media dalam pelaksanaan pembelajaran Bahasa Inggris di PAUD. Media yang sudah digunakan diantaranya Media gambar, Buku dan alat peraga, Kartu (Flash card), lagu, dan media audio. Guru memilih media tersebut sengan alasan lebih mudah digunakan, siswa paud menyukai media bergambar dan mudah dimengerti siswa, sesuai dengan fungsi media pembelajaran, yaitu: (1) *fungsi atensi*, untuk mengarahkan perhatian siswa pada isi materi yang berkaitan dengan makna visual; (2) *fungsi afektif*, menggugah.

Pelaksanaan pembelajaran Bahasa Inggris Anak Usia Dini di Kabupaten Karawang sudah menggunakan media yang beragam, hal ini menunjukkan perhatian guru terhadap persiapan siswa PAUD sebagai generasi muda yang akan menghadapi tantangan zaman yang semakin berkembang pesat. Diharapkan guru dapat terus mengembangkan kemampuannya dalam mengajar dengan mengikuti pelatihan yang berkaitan dengan pembelajaran Bahasa Inggris.

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PENGAMATAN KELAS TEYL DI SEKOLAH DI JEPANG

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Abstrak

Siswa semester 6 membutuhkan dukungan untuk mempraktikkan wawasan mereka dalam mengajar, terutama dalam mengajar anak-anak karena anak-anak adalah pelajar dan pemikir aktif yang memiliki karakteristik belajar yang sangat berbeda dengan orang dewasa. Meskipun anak-anak adalah pembelajar aktif, mereka memiliki pengalaman yang terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengetahui siswa semester 6 untuk berlatih Mengajar Bahasa Inggris untuk Pembelajar Muda (TEYL) dalam kondisi kelas sebenarnya di bawah pengawasan dosen. Namun, beberapa kendala ditemukan, beberapa siswa tidak memiliki konsep dalam menerapkan materi TEYL. Kedua, beberapa dari mereka juga kurang percaya diri. Untuk mengatasi masalah ini, dosen memberikan dukungan dalam bentuk bimbingan, bantuan dan refleksi. Para siswa kemudian merencanakan berbagai gaya belajar untuk melibatkan anak-anak dalam kegiatan yang memberikan kesempatan untuk belajar dengan bermain karena kami percaya bahwa guru bahasa Inggris yang baik akan menciptakan kegiatan yang menggabungkan perkembangan psikomotor dan kognitif bersama. Hasil dari kegiatan ini adalah peningkatan keterampilan mengajar siswa semester 6 dan pengembangan keterampilan berbahasa Inggris siswa TK.

Kata kunci: *TEYL, classroom observation, TEYL materials*

Abstract

6th semester students need support to practice their insights in teaching, especially in teaching young learners because children are active learners and thinkers who have a very different learning characteristics with the adults. Although children are active learners, they have limited experiences. Therefore, this research is aimed to know 6th semester students to practice Teaching English for Young Learners (TEYL) in the real class condition under the supervision of the lecturers. However, some obstacles were found, some of students had lack of conception in applying the TEYL materials. Secondly, some of them also have lack of self confidence. To solve these problems, lecturers gave support in the form of guidances, helps and reflections. The students then planned for a variety of learning styles to engage the children in the activities that provide opportunities to learn by playing because we believe that a good English teacher will create activities which combine

psychomotor and cognitive development together. The result of this activity were the improvement of teaching skill of the 6th semester students and the development of English speaking skill of the kindergarten students

Keywords: *TEYL, classroom observation, TEYL materials*

Introduction

Nunan (2005) mengatakan bahwa anak-anak memiliki kecenderungan yang berbeda dalam proses pembelajaran bahasa. Anak-anakpun memiliki karakteristik yang sangat berbeda dari orang dewasa; sebagai contoh mereka memiliki konsentrasi yang amat pendek pada sesuatu hal yang dianggapnya tidak menarik; anak-anak belajar bahasa secara tidak sadar, dan anak-anak memiliki konsep belajar dari umum ke khusus; dan tidak sebaliknya. Karenanya mengajar anak-anak memerlukan strategi dan metode khusus yang biasa disebut TEYL atau Teaching English for Young Learners. Sejalan dengan yang telah diutarakan diatas, Mahasiswa Prodi Bahasa Inggris semester 6 memiliki kebutuhan yang cukup mendesak untuk melakukan praktik mengajar agar ketika mereka lulus nanti mereka sudah mendapatkan pengalaman. Menyikapi hal tersebut, penelitian ini meneliti tentang permasalahan dan solusi yang mungkin diterapkan dalam mengatasi praktik mengajar bahasa Inggris di TK.

Musthafa (2010) mengungkapkan beberapa prinsip dalam pembelajaran bahasa Inggris untuk anak-anak. Yang pertama adalah anak-anak belajar dari pengalaman langsung. Anak-anak belajar dari partisipasi langsung dalam bahasa yang digunakan atau bahasa dari komunikasi. Anak-anak mendapatkan pengetahuan dari pengalaman langsung mereka sehingga siswa akan memahami dengan cepat ketika para guru memilih bahan yang sama dengan pengetahuan atau pengalaman dengan siswa misalnya guru mengajarkan kosa kata baru dengan melibatkan pengalaman siswa seperti transportasi yang mereka pernah temui seperti *bus, train, dan motorcycle*, daripada memperkenalkan mereka dengan pesawat luar angkasa atau kapal selam canggih. Yang kedua, anak-anak belajar dari kegiatan fisik. Berbeda dengan orang dewasa, anak-anak akan belajar dengan mudah bila mereka memiliki kesempatan untuk mengamati hal-hal dengan menyentuh, bergerak, atau jenis kegiatan fisik lainnya. Sebagai contoh: ketika mereka belajar tentang angka, anak-anak akan belajar dengan mudah jika ada kegiatan fisik. Mereka bisa menghitung jari mereka atau menghitung realia yang dibawa oleh guru seperti permen atau kelereng. Yang ketiga, pikiran anak-anak tertanam dalam konteks situasi "di sini" dan "sekarang". Dengan berkonsentrasi pada kapan dan di mana anak-anak sedang melakukan proses belajar, akan lebih mudah bagi anak-anak untuk menerima pelajaran. Guru dapat menggunakan benda-benda yang dibawa siswa sebagai bahan untuk diskusi yang menarik pada kegiatan kelas. Misalnya ketika guru mengajarkan tentang warna, guru bisa melihat apa yang siswa kenakan sebagai materi dalam pembahasan. Melalui metode ini anak-anak bisa menyadari bahwa bahasa Inggris bermanfaat. Yang keempat, anak-anak belajar secara holistik ke khusus. Anak-anak belajar dari umum ke khusus. Mereka membangun pengetahuan dari pengalaman, struktur mental, dan keyakinan yang digunakan untuk menafsirkan objek dan peristiwa. Sebagai contoh: "pergi ke kebun binatang". Siswa akan menggunakan pengalaman mereka sebagai pedoman untuk membangun "pergi ke kebun binatang" sebagai berikut: pergi dengan mobil-melihat

banyak hewan-pulang. Script ini dapat dikembangkan jika anak-anak memiliki pengalaman lain ketika mereka pergi ke kebun binatang pada waktu lain seperti: menunggang kuda, menonton sirkus binatang, dll. Jadi, guru harus dapat menyesuaikan bahan bahasa Inggris untuk siswa dengan apa yang pernah siswa alami daripada bahan lain yang terlalu abstrak untuk para siswa. Yang kelima adalah anak-anak belajar secara implisit. Anak-anak relatif tidak pernah punya niat untuk belajar bahasa, namun mereka belajar secara tidak sadar melalui pengalaman dan interaksi antara mereka dan orang lain seperti orang tua, dan guru mereka. Guru dapat memperkaya kelas dengan materi cetak yang kaya dengan bahasa Inggris. Hal ini juga membantu anak-anak merasakan bahwa Inggris hadir dan berguna karena kemampuan bahasa anak terbatas pada pengalaman mereka. Yang keenam, anak-anak memiliki rentang perhatian yang relatif singkat. Anak dapat dengan mudah akan merasa bosan. Itulah sebabnya guru harus mengubah kegiatan belajar setiap 15 menit dan menggunakan berbagai teknik untuk menyampaikan materi. Dalam hal ini, guru dapat menggabungkan permainan dan bernyanyi untuk membuat anak-anak semangat untuk terlibat dalam kegiatan

Demikianlah mengapa guru hendaknya mengaplikasikan strategi mengajar khusus bagi anak-anak dalam proses pembelajaran bahasa Inggris karena anak-anak memiliki karakteristik yang khas dan berbeda dalam proses pembelajaran bahasa orang dewasa. Sayangnya, tidak semua guru memiliki metode yang tepat seperti yang diungkapkan diatas. Maka dari itu, pembimbingan TEYL sangat perlu dilakukan oleh para dosen sehingga mahasiswa UNSIKA prodi bahasa Inggris akan memiliki pengalaman yang berharga dari praktik sekaligus bimbingan yang didapatkan oleh dosen. Penelitian ini bermaksud untuk meneliti hambatan yang dihadapi mahasiswa dalam praktik mengajar dan mencari solusi yang mungkin untuk diterapkan.

Method

Penelitian ini adalah penelitian kualitatif dengan metode observasi dan interview. Subjek penelitian ini adalah mahasiswa semester 6 prodi pendidikan Bahasa Inggris dan satu dosen pendamping lapangan.

Results and Discussion

Dalam melaksanakan kegiatan mahasiswa praktikan menemukan beberapa hambatan:

Beberapa mahasiswa masih ada yang belum memiliki kemampuan dalam mengajar anak-anak dan belum memahami karakteristik anak dengan baik. Mahasiswa praktikan masih belum memiliki kreativitas yang memadai yang dibutuhkan dalam mengajar siswa-siswi TK. Mahasiswa praktikan juga masih belum mengenali karakteristik anak dengan baik dan belum dapat mengatasi masalah di pertemuan awal seperti: Anak-anak mudah bosan dan bahasa Inggris adalah bahas asing yang tidak di temui anak-anak TK

Dikarenakan mengajar TK bagi beberapa mahasiswa adalah kegiatan mengajar untuk pertama kali maka mereka merasa kurang percaya diri. Mahasiswa adalah kegiatan mengajar untuk pertama kali maka mereka merasa kurang percaya diri karena kurang memiliki kemampuan mengajar anak-anak, apalagi anak-anak

TK memiliki karakteristik yang unik yaitu apabila materi tidak diajarkan menarik oleh guru maka mereka akan mudah bosan dan melakukan kegiatan lain seperti mengobrol dengan teman atau bahkan bertengkar dengan teman.

Untuk mengatasi permasalahan bahwa mahasiswa masih ada yang belum memiliki kemampuan dalam mengajar anak-anak dilakukan refleksi dan koreksi. Setiap kali praktikan menyelesaikan tugasnya dalam mengajar, dosen memberikan refleksi dan koreksi. Untuk mengatasi permasalahan tentang mahasiswa yang masih belum memiliki kemampuan praktis mengajar, dosen mengatasinya dengan mengenalkan beberapa paradigma mengajar anak dan teknik yang jitu dalam mengajar anak yaitu:

Pertama, pembelajaran bahasa secara langsung dengan cara sadar dan belajar secara tidak langsung dan tanpa sadar adalah dua cara belajar bahasa yang membantu anak merekam bahasa baru. (Bachrudin 2010). Dalam prakteknya setiap cara memberikan kontribusi pada perkembangan bahasa. Belajar bahasa dengan cara langsung dan sadar tampaknya lebih menodorong ketepatan, belajar tidak langsung lebih mendorong pada spontanitas dan kelancaran. Idealnya dua cara tadi berkembang secara seimbang. Sehingga mahasiswa praktikan diarahkan untuk mengembangkan pembelajaran pada dua cara tersebut.

Kedua, mengajar bahasa seharusnya berhubungan dengan kehidupan nyata. (Nunan:2005). Mahasiswa awalnya hanya fokus pada realita di kelas sehingga lupa bahwa realita bagi siswa adalah termasuk imajinasi dan fantasi. Jadi dosen memberikan arahan pada mahasiswa praktikan untuk mengembangkan fantasi dan imajinasi siswa dengan permainan yang menyenangkan.

Ketiga, siswa belajar tentang bahasa, tetapi cara terbaik dalam belajar bahasa adalah dengan menggunakan bahasa. (Bachrudin 2010). Sehingga mahasiswa praktikan diarahkan untuk memastikan bahwa siswa TK memiliki hasrat untuk berbicara dalam bahasa Inggris meskipun dalam bentuk yang paling sederhana.

Anak terbuka pada hal-hal yang sudah familiar, baru dan menyenangkan, maka dari itu dosen selalu mengarahkan praktikan untuk bisa memancing anak untuk mengeluarkan ide dengan cara menggunakan beragam mainan, dan bahan pembelajaran.

Ada beberapa teknik yang bisa digunakan untuk meningkatkan perkembangan bahasa anak yang diperkenalkan:

- a. Expansion: untuk membantu memperpanjang ujaran anak, ujaran anak cenderung berpola oleh karenanya tambahan pola perlu diberikan.

Anak : "red"

Guru : " Yes, It is a red table."

- b. Correction: Untuk meningkatkan kualitas ujaran anak

Anak : "my pather."

Guru : “Yes, He is your father”

c. Extension: Praktikkan mengucapkan untuk memberikan informasi baru

Praktikkan : “I have three balls, what about you?.”

d. Modeling: Praktikkan memnerikan contoh penggunaan bahasa inggris dalam bentuk ucapan, percakapan, maupun nyanyian.

Conclusion

Dikarenakan mengajar TK bagi beberapa mahasiswa adalah kegiatan mengajar untuk pertama kali maka mereka merasa kurang percaya diri. Untuk mengatasi krisis percaya diri, dosen pembina dapat mengatasinya dengan support moral dengan cara mendampingi mahasiswa didalam kelas dan memberikan bantuan setiap kali mahasiswa mengalami kesulitan dalam praktik di lapangan. Dengan berjalanya waktu mahasiswa mendapatkan kepercayaan diri dalam mengajar anak-anak TK.

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ANALISIS KESANTUNAN BERBAHASA PADA ARTIKEL MAHASISWA IKIP SILIWANGI

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Abstrak

Judul penelitian ini adalah Analisis Kesantunan Berbahasa pada Artikel Mahasiswa IKIP Siliwangi. Yang melatar belakangi masalah pada penelitian adalah kurangnya etika kesantunan berbahasa di kalangan remaja, hal ini dapat terlihat dari penggunaan bahasa yang digunakan mahasiswa untuk komunikasi sehari-hari dan juga penggunaan bahasa pada media sosial contohnya facebook, Instagram, Whats Up. Penggunaan bahasa yang tidak santun tentunya dapat mengakibatkan komunikasi yang terjalin tidak harmonis bahkan bisa berujung pada tindak pidana. Berdasarkan latar belakang masalah tersebut maka peneliti merumuskan permasalahan dalam penelitian ini adalah 1) bagaimanakah penggunaan kesantunan berbahasa pada artikel yang dibuat oleh mahasiswa IKIP Siliwangi? 2) Apakah dalam menulis artikel, mahasiswa sudah memenuhi syarat penulisan artikel yang baik dan benar? Sehubungan dengan rumusan masalah, maka yang menjadi tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan data tentang kesantunan berbahasa dan untuk mengetahui kaidah penulisan artikel yang dibuat oleh mahasiswa IKIP Siliwangi. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif. Menurut Moleong (2005:6), penelitian kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian misalnya perilaku, persepsi, motivasi, tindakan, dll secara holistic, dan dengan cara deskripsi dalam bentuk kata-kata dan bahasa, pada suatu konteks khusus yang alamiah dan dengan memanfaatkan berbagai metode alamiah. Hasil penelitian menunjukkan bahwa penggunaan kesantunan berbahasa meliputi: unsur kebijaksanaan, kedermawanan, penghargaan, kesederhanaan, pemufakatan, dan kesimpatian sudah cukup baik.. Hasil untuk penulisan artikel ilmiah secara keseluruhan masih kurang baik/maksimal hal ini ditunjukkan dengan adanya mahasiswa yang menjiplak hasil karya orang lain, penggunaan keefektifan penulisan kalimat, kebahasaan, dan sistematika dalam penulisan masih terdapat kesalahan.

Kata kunci: *Bahasa, Kesantunan Berbahasa, Artikel*

Pendahuluan

Menurut Kamus Besar Bahasa Indonesia kesantunan diartikan sebagai suatu kehalusan dan sesuatu yang baik dalam budi bahasanya dan baik dalam prilakunya, berkaitan dengan kedua hal tersebut aspek bahasa diartikan sebagai kesantunan seseorang dalam menggunakan bahasanya dalam berinteraksi dan berbicara kepada orang lain. Aspek perilaku dapat diartikan sebagai kesantunan seseorang dalam bertingkah laku di lingkungan masyarakat/ sosial. Sehingga seseorang akan dinilai baik apabila memiliki karakter yang santun baik dalam berbicara maupun dalam berperilaku. Penilaian kesantunan berbahasa dimaknai dengan bagaimana kita bertutur dan dengan siapa kita bertutur. Hakikatnya kesantunan berbahasa adalah etika kita dalam bersosialisasi di masyarakat dengan penggunaan dan pemilihan kata yang baik dengan memperhatikan di mana, kapan, kepada siapa, dan dengan tujuan apa kita berbicara secara santun. Budaya kita menilai berbicara dengan menggunakan bahasa yang santun akan memperlihatkan sejatinya kita sebagai manusia yang beretika, berpendidikan dan berbudaya yang mendapat penghargaan sebagai manusia yang baik, karena hakikatnya manusia adalah "makhluk berbahasa" senantiasa melakukan komunikasi verbal yang sudah sepatutnya beretika. Sebab seseorang dinilai berkarakter baik salah satunya dapat dinilai dengan cara mereka berbahasa akan tetapi pada saat ini kesantunan berbahasa di kalangan remaja semakin menurun, hal ini dapat terlihat dari penggunaan bahasa yang mereka gunakan ketika mereka berkomunikasi sehari-hari dan mengirim pesan melalui media sosial seperti whats up, instagram, facebook dll. Tulisan yang mereka gunakan memakai bahasa kasar yang tidak sedikit menyinggung baik secara personal maupun golongan, tak jarang para remaja ini akhirnya beradu argument menggunakan kata-kata kasar di media sosial, padahal dampak dari penggunaan kata-kata kasar akan memicu perselisihan yang berujung menjadi kasus pidana. Oleh sebab itu penggunaan bahasa yang santun penting digunakan dalam kehidupan sosial dimasyarakat dan untuk menciptakan interaksi yang harmonis sehingga terwujud masyarakat yang rukun dan damai. Dari latar belakang masalah yang muncul maka peneliti tertarik untuk melakukan penelitian mengenai penggunaan bahasa santun pada artikel mahasiswa, khususnya mahasiswa IKIP Siliwangi. Berdasarkan latar belakang masalah maka rumusan masalah dalam penelitian ini adalah bagaimanakah penggunaan kesantunan berbahasa pada artikel mahasiswa IKIP Siliwangi? Dan apakah dalam penulisan artikel mahasiswa sudah memperhatikan kaidah penulisan artikel ilmiah yang baik dan benar.

Metode Penelitian

Metode yang digunakan dalam penelitian ini adalah Penelitian kualitatif. Menurut Moleong (2005:6), penelitian kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian misalnya perilaku, persepsi, motivasi, tindakan, dll secara holistic, dan dengan cara deskripsi dalam bentuk kata-kata dan bahasa, pada suatu konteks khusus yang alamiah dan dengan memanfaatkan berbagai metode alamiah. Tujuan penelitian kualitatif adalah untuk memahami, mencari makna di balik data, untuk menemukan kebenaran, baik kebenaran empiris sensual, empiris logis, dan empiris logis. Pengumpulan data dilakukan atas dasar prinsip fenomenologis, yaitu dengan memahami secara mendalam gejala atau fenomena yang dihadapi. Hasil penelitian berupa deskripsi dan interpretasi dalam konteks waktu serta situasi tertentu.

Prosedur pelaksanaan penelitian kualitatif bersifat fleksibel sesuai dengan kebutuhan, serta situasi dan kondisi di lapangan.

Teknik Analisis Data

Ada beberapa tahapan atau langkah yang perlu dilakukan, antara lain sebagai berikut

1. Pengumpulan Data (Teks)

Pengumpulan data adalah mengumpulkan teks yang menjadi objek penelitian dari sumber aslinya. Dalam penelitian ini, data dikumpulkan dari cerpen hasil karya mahasiswa

2. Pembacaan/Penulisan Teks

Teks yang menjadi objek penelitian dibaca oleh peneliti untuk dipahami dan diamati unsur-unsur yang terdapat dalam teks. Kemudian dicatat teks yang menjadi objek penelitiannya. Peneliti membaca dengan seksama terhadap objek penelitian yang berupa buku kumpulan cerpen, kemudian dipahami serta diamati sesuai dengan permasalahan yang dibahas dalam penelitian.

3. Deskripsi Teks

Setelah dibaca dan dipahami oleh peneliti, teks dideskripsikan (diringkas) untuk dianalisis oleh peneliti sesuai dengan tujuan yang ingin dicapainya. Setelah membaca teks, peneliti kemudian mendeskripsikan teks berdasarkan temuan data yang berkaitan dengan pematuhan dan pelanggaran maksimum kesantunan berbahasa dalam cerpen hasil karya mahasiswa

4. Analisis teks

Setelah mendeskripsikan data, peneliti kemudian menganalisis secara seksama tentang penggunaan kesantunan berbahasa dalam cerpen sesuai dengan maksimum-maksimum yang sudah ditentukan dalam teori.

3. Hasil dan Diskusi

Subjek	Kesantunan					
	Kebijakan	kedermawanan	Penghargaan	Kesederhanaan	pemufakatan	Kesimpatian
1	(+) memaksimalkan keuntungan orang lain Keterangan: n:	(+) memaksimalkan kerugian diri sendiri keterangan: n : di dalam artikel	(+) memaksimalkan pujian kepada orang lain keterangan: n:	(+) memaksimalkan kecemasan diri sendiri keterangan: n: di dalam artikel ini	(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: n:	(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: n:

	<p>Di dalam artikel tersebut memberikan keuntungan untuk orang lain terkait pembelajaran mengenai tingkah laku manusia yakni teori belajar behaviorisme. (-) meminimalkan kerugian orang lain. Keterangan: di dalam artikel ini tidak adanya kerugian untuk orang lain.</p>	<p>tersebut tidak adanya kerugian diri sendiri, (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut meminimalkan keuntungan diri sendiri karena tidak mementingkan diri sendiri melainkan keuntungan orang lain, yang tidak tahu menjadi tahu.</p>	<p>di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecemasan kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak menyenangkan.</p>	<p>tidak menunjukkan kelebihan dan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri.</p>	<p>Di dalam artikel ini membuat orang setuju akan nya dengan artikel ini. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyetujui apa yang terkandung di dalam isi tersebut.</p>	<p>Di dalam artikel ini merasakan apa yang orang lain merasakan yakni mengenai seseorang yang dianggap belajar jika orang tersebut mengalami perubahan pada perilakunya. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati atau penolakan.</p>
2	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “pendidikan karakter untuk generasi milenial”</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri, yang ada berpusat</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain.</p>	<p>(+) memaksimalkan kecemasan diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan dan kemampuan diri sendiri. Justru</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel ini membuat orang setuju dengan informasi yang telah disampaikan.</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini seolah olah merasakan apa yang terkandung di dalam artikel tersebut.</p>

	<p>ini tidak adanya kerugian untuk orang lain. (-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini memberikan informasi yang tidak merugikan pembaca.</p>	<p>untuk orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut meminimalkan keuntungan diri sendiri.</p>	<p>(-) meminimalkan kecemasan kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak menyenangkan yang membuat pembaca merasa sakit hati.</p>	<p>memberikan suatu informasi yang terkait dengan judul. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri.</p>	<p>(-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyetujui apa yang terkandung di dalam isi tersebut.</p>	<p>(-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati atau penolakan.</p>
3	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “undang guru dari luar negeri” ini tidak adanya kerugian untuk orang lain. (-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan: di dalam artikel tersebut tidak adanya kerugian diri sendiri, (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut meminimalkan keuntungan</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecemasan kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak</p>	<p>(+) memaksimalkan kecemasan diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan dan kemampuan diri sendiri. Justru memberikan suatu informasi yang terkait dengan judul tersebut. (-) meminimalkan</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel ini membuat orang tersadar dengan apa yang telah diinformasikan. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati yakni mengenai akan adanya kehadiran guru dari luar negeri. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati atau penolakan.</p>

	memberikan informasi yang tidak merugikan si pembaca.	n diri sendiri.	menyenangkan.	pujian diri sendiri keterangan: tidak adanya pujian diri sendiri yang tidak merugikan	adanya paksaan untuk semua orang agar menyetujuinya.	
4	(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “persiapan mudik lebaran 2019” ini tidak adanya kerugian untuk orang lain. (-) meminimalkan kerugian orang lain. Keterangan: Di dalam artikel ini memberikan suatu informasi untuk berhati-hati jikalau nanti mudik.	(+) memaksimalkan kerugian diri sendiri keterangan: di dalam artikel tersebut tidak adanya kerugian diri sendiri maupun orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut adanya keuntungan diri sendiri dan orang lain yaitu berhati-hati dalam berkendara.	(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak menyenangkan.	(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan dan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri yang tidak merugikan orang lain.	(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel terdapat saran-saran yang mungkin membuat orang akan mengikutinya yaitu menggunakan kereta api. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyetujuinya.	(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati yakni mengenai mudik dengan transportasi umum. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati atau penolakan.

5	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “pengaruh pendidikan terhadap kualitas anak pedalaman” ini tidak adanya kerugian untuk orang lain. Justru memberitahu bahwa di desa tersebut kekurangan tenaga pengajar. (-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri maupun orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri melainkan menimbulkan keuntungan untuk banyak orang.</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak menyenangkan.</p>	<p>(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan dan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri yang tidak merugikan orang lain.</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel terdapat informasi yang berbobot yakni, kurangnya tenaga pengajar di suatu daerah. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyetujuinya.</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati yakni perduli akan pentingnya pendidikan. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati atau penolakan.</p>
6	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya keuntungan diri sendiri melainkan menimbulkan keuntungan untuk banyak orang.</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak menyenangkan.</p>	<p>(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan dan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri yang tidak merugikan orang lain.</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel terdapat informasi yang berbobot yakni, kurangnya tenaga pengajar di suatu daerah. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyetujuinya.</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati atau penolakan.</p>

	<p>Di dalam artikel yang berjudul “(cerpen) asal mula candi jiwa” ini tidak adanya kerugian untuk orang lain.</p> <p>(-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.</p>	<p>di dalam artikel tersebut tidak adanya kerugian diri sendiri maupun orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri.</p>	<p>keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak menyenangkan.</p>	<p>di dalam artikel ini tidak menunjukkan kelebihan dan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri.</p>	<p>Di dalam artikel tersebut tidak adanya kesepakatan. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukainya.</p>	<p>Di dalam artikel ini tidak adanya rasa simpati atau keperdulian. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati atau penolakan.</p>
7	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “(cerpen) cinta yang salah” ini tidak adanya kerugian untuk orang lain. (-) meminimalkan</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan: di dalam artikel tersebut tidak adanya kerugian diri sendiri maupun orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan:</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan:</p>	<p>(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan dan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan:</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya rasa simpati atau keperdulian. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya</p>

	<p>Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.</p>	<p>Di dalam artikel tersebut tidak adanya keuntungan diri sendiri.</p>	<p>di dalam artikel ini tidak mengatakan hal-hal yang tidak menyenangkan.</p>	<p>pujian diri sendiri.</p>	<p>Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukain artikel tersebut yang didalamnya mengenai percintaan.</p>	<p>antipati atau penolakan.</p>
8	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “berhasilnya proses belajar dari bakat dan stimulus respon yang baik” ini tidak adanya kerugian untuk orang lain. Melainkan banyak sekali manfaat-manfaat positif yang dapat kita ambil.</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri maupun orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri.</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak menyenangkan.</p>	<p>(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri.</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukain artikel tersebut yang didalamnya</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati atau keperdulian dalam proses pembelajaran dengan stimulus yang baik. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati diri dan orang lain.</p>

	(-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.				a mengenai percintaan.	
9	(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “factor globalisasi yang mengakibatkan buku terlupakan” ini tidak adanya kerugian untuk orang lain. Melainkan banyak sekali informasi mengenai permasalahan-permasalahan menurunnya buku yang seharusnya di baca terkalahkan	(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri maupun orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri.	(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak baik.	(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri.	(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukain artikel tersebut melainkan untuk menyadari bahwa	(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati atau kepedulian terhadap semua orang pentingnya membaca. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati diri dan orang lain.

	<p>n dengan gadget.</p> <p>(-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.</p>				<p>ternyata gadget itu mengalahkan segalanya terutama dalam dunia pendidikan .</p>	
10	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “manfaat dalam teori belajar” ini tidak adanya kerugian untuk orang lain. (-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri maupun orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri.</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak baik.</p>	<p>(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri.</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukain artikel tersebut melainkan</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati atau kepedulian terhadap semua orang yakni mengenai teori belajar. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati diri.</p>

					untuk menyadarkan bahwa ternyata gadget itu mengalahkan segalanya terutama dalam dunia pendidikan .	
11	(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “pentingnya bahasa ibu” ini tidak adanya kerugian untuk orang lain. (-) meminimalkan kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.	(+) memaksimalkan kerugian diri sendiri Keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri untuk orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri secara pribadi.	(+) memaksimalkan pujian kepada orang lain Keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecemasan kepada orang lain Keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak baik.	(+) memaksimalkan kecemasan diri sendiri Keterangan: di dalam artikel ini tidak menunjukkan kelebihan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri Keterangan: tidak adanya pujian diri sendiri.	(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukai artikel tersebut melainkan untuk menyadarkan bahwa	(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati atau kepedulian terhadap budaya atas bahasa ibu. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati diri.

					bahasa ibu itu penting jangan sampai dilupakan.	
12	(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “pengaruh pendidikan terhadap kualitas bahasa anak pedesaan” ini tidak adanya merugikan orang lain. (-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.	(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri untuk orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri secara pribadi.	(+) memaksimalkan pujian kepada orang lain keterangan : di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecemasan kepada orang lain keterangan : di dalam artikel ini tidak mengatakan hal-hal yang tidak baik.	(+) memaksimalkan kecemasan diri sendiri keterangan : di dalam artikel ini tidak menunjukkan kelebihan kemampuan diri sendiri. (-) meminimalkan pujian diri sendiri keterangan : tidak adanya pujian diri sendiri.	(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukain artikel tersebut melainkan untuk mengetahui bahwa diluar sana khususnya pedesaan sulit mendapatkan	(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati atau kepedulian terhadap masyarakat yang sedang membutuhkan pendidikan yang layak salah satunya kurangnya tempat sekolah. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati diri.

					pendidikan yang layak.	
13	(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “belajar bahasa salah satu bentuk kemanusiaan” ini tidak adanya merugikan orang lain. (-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.	(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian untuk orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri secara pribadi melainkan untuk menyampaikan sebuah informasi.	(+) memaksimalkan pujian kepada orang lain keterangan : di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan : di dalam artikel ini tidak mengatakan hal-hal yang tidak baik.	(+) memaksimalkan kecaman diri sendiri keterangan : di dalam artikel ini tidak menunjukkan kelebihan kemampuan diri sendiri yang bertujuan untuk disukai atas artikel tersebut. (-) meminimalkan pujian diri sendiri keterangan : tidak adanya pujian diri sendiri.	(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukain artikel tersebut yang bertujuan untuk memberi suatu informasi mengenai belajar bahasa yaitu salah satu bentuk kemanusiaan.	(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya rasa simpati atau keperdulian. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati diri.

<p>14</p>	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “potret dimasa depan, identitas dilupakan” ini tidak adanya merugikan orang lain. Justru memberikan informasi yang sangat informatif yaitu jangan pernah melupakan identitas diri sendiri (-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya merugikan orang lain.</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri untuk orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri secara pribadi melainkan untuk menyampaikan sebuah informasi.</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak baik.</p>	<p>(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan kemampuan diri sendiri yang bertujuan untuk disukai atas artikel tersebut. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri.</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukain artikel tersebut yang bertujuan untuk memberi suatu informasi mengenai pentingnya identitas diri yang khususnya kepada penggunaan bahasa Indonesia</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya rasa simpati atau keperdulian. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati diri.</p>
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15	<p>(+) memaksimalkan keuntungan orang lain. Keterangan: Di dalam artikel yang berjudul “anak kampus banget” ini tidak adanya merugikan orang lain. Justru menyadari orang lain betapa pentingnya kuliah dibanding dengan kegiatan luar kampus atau mengikuti organisasi yang nantinya akan memperhatikan tugas atau absen kelas.</p> <p>(-) meminimalkan Kerugian orang lain. Keterangan: Di dalam artikel ini tidak adanya</p>	<p>(+) memaksimalkan kerugian diri sendiri keterangan : di dalam artikel tersebut tidak adanya kerugian diri sendiri untuk orang lain. (-) meminimalkan keuntungan diri sendiri. Keterangan: Di dalam artikel tersebut tidak adanya keuntungan diri sendiri secara pribadi melainkan untuk menyampaikan sebuah informasi.</p>	<p>(+) memaksimalkan pujian kepada orang lain keterangan: di dalam artikel ini tidak terdapat pujian kepada orang lain. (-) meminimalkan kecaman kepada orang lain keterangan: di dalam artikel ini tidak mengatakan hal-hal yang tidak baik.</p>	<p>(+) memaksimalkan kecaman diri sendiri keterangan: di dalam artikel ini tidak menunjukkan kelebihan kemampuan diri sendiri yang bertujuan untuk disukai atas artikel tersebut. (-) meminimalkan pujian diri sendiri keterangan: tidak adanya pujian diri sendiri.</p>	<p>(+) memaksimalkan kesepakatan diri dan orang lain. Keterangan: Di dalam artikel tersebut tidak adanya kesepakatan apapun. (-) meminimalkan ketidaksepakatan diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya paksaan untuk semua orang agar menyukai artikel tersebut yang bertujuan untuk memberitahu bahwa kuliah lebih penting dari pada mengikuti suatu organisasi yang hanya memberikan suatu permasalahan saja.</p>	<p>(+) memaksimalkan rasa simpati antara diri dan orang lain. Keterangan: Di dalam artikel ini adanya rasa simpati atau keperdulian. Yaitu untuk lebih memikirkan kuliah dibanding dengan mengikuti organisasi. (-) meminimalkan rasa antipati diri dan orang lain. Keterangan: Di dalam artikel ini tidak adanya antipati diri.</p>
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	merugikan orang lain.					
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Pengembangan Profesi Pendidik Badan Pengembangan Sumber Daya Manusia Pendidikan dan kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, karya ilmiah harus memenuhi kriteria/aspek penilaian sebagai berikut:

BOBOT 1-10

1. Orisinalitas/keaslian, Unsur terpenting dalam penulisan karya ilmiah adalah orisinalitas/keaslian. Karya ilmiah yang ditulis merupakan karya asli dari penuli, hal-hal yang berkaitan dengan kelengkapan penulisan harus sesuai dengan kaidah penulisan ilmiah yang berlaku secara umum. Hal ini perlu dikemukakan untuk menghindari plagiarisme.
2. Kesesuaian, Karya ilmiah harus memperhatikan karakteristik sasaran belajar agar kebermanfaatannya tersebut dapat dilakukan.
3. Kemudahan, Karya ilmiah yang ditulis harus memperhatikan aspek kemudahan pemahaman.
4. Kedalaman, Materi yang dibahas dalam karya ilmiah, hendaknya mencakup kedalaman materi yang sesuai kebutuhan. Kedalaman yang dimaksud bukan kedalaman yang bersifat teoritis namun lebih pada aplikasi di lapangan.
5. Keluasan, Pembahasan dalam karya ilmiah juga perlu memperhatikan keluasan materi. Hal ini untuk membantu mengaitkan materi terhadap aspek yang dibahas. Keluasan materi yang dimaksud adalah sesuai dengan kebutuhan.
6. Kebaruan, Materi dan pembahasan yang disampaikan pada karya ilmiah sebaiknya mengandung nilai-nilai kebaruan baik berupa kajian teori, implementasi pembelajaran di kelas hingga contoh yang diberikan. Kebaruan selain yang bersifat substantive juga bersifat teknis berupa pengemasan materi atau cara penyajian.
7. Keefektifan, Isi karya ilmiah dan pembahasannya perlu memperhatikan keefektifan, agar karya ilmiah yang dihasilkan cukup padat namun berisi semua kebutuhan belajar yang diperlukan. Keefektifan juga perlu memperhatikan keseimbangan antara kedalaman dan keluasan materi terhadap substansi yang dibahas dalam karya ilmiah.
8. Kontekstual, Karya ilmiah perlu memuat hal yang kontekstual. Nilai tersebut dapat diaplikasikan melalui pembahasan dan contoh-contoh yang dapat diaplikasikan di lapangan, bukan hal yang merupakan keinginan atau kondisi ideal yang diharapkan namun jauh dari kenyataan.
9. Sistematis, Karya ilmiah yang ditulis merupakan satu kesatuan gagasan yang utuh yang terdiri dari bagian-bagian yang saling berkaitan dan berurutan.
10. Kebahasaan, Karya ilmiah yang ditulis, harus memperhatikan dan mengimplementasikan penggunaan bahasa Indonesia yang komunikatif, baik dan

benar. Penggunaan bahasa juga perlu memperhatikan kaidah penggunaan bahasa Indonesia sesuai dengan ketentuan yang berlaku baik secara substantive maupun secara teknis (tata tulis).

Subjek	Kriteria										Jumlah	Rata-rata
	1	2	3	4	5	6	7	8	9	10		
1	2	1	1	2	2	1	1	1	1	1	13	6,5
2	2	1	1	0,5	0,5	1	1	1	0,5	1	9,5	4,75
3	2	1	1	0,5	0,5	1	1	1	0,5	1	9,5	4,75
4	2	1	1	1	1	1	1	2	1	2	13	6,5
5	2	1	0,5	0,5	0,5	2	0,5	0,5	0,5	0,5	7,5	3,25
6	1	1	1	1	1	0,5	0,5	0,5	0,5	0,5	7,5	3,25
7	1	1	2	2	1	1	1	1	2	2	14	7
8	1	2	2	2	2	2	2	1	2	2	18	9
9	2	2	2	2	1	2	1	1	2	2	17	8,5
10	0,5	1	1	1	0,5	1	0,5	0,5	0,5	0,5	7,0	3,5
11	1	1	1	0,5	0,5	0,5	1	1	0,5	1	8	4
12	1	2	2	2	2	2	2	2	2	2	19	9,5
13	1	2	2	1	1	1	1	1	1	1	12	6
14	2	2	2	2	2	2	2	1	1	1	17	8,5
15	2	2	2	2	2	2	2	2	2	2	20	10

Penilaian untuk karya tulis ilmiah adalah bobot maksimal dua dikali kriteria penulisan karya ilmiah yang berjumlah sepuluh di bagi 2

$$\frac{\text{Bobot} \times \text{kriteria penilaian karya ilmiah}}{2} = \text{Hasil akhir}$$

$$\frac{2 \times 10}{2} = \text{Nilai akhir}$$

Penilaian karya tulis ilmiah nilai yang didapatkan mahasiswa hasilnya beragam, dari nilai yang terkecil yaitu 3,25 sampai dengan nilai yang terbesar yakni 10, akan tetapi secara keseluruhan nilai yang kurang dari 7 masih lebih banyak yakni 9 orang sedangkan yang mendapatkan nilai lebih dari 7 sebanyak 6 orang

Kesimpulan

Kesantunan berbahasa sangat penting diterapkan dalam berkomunikasi, sebab santun berbahasa selain menunjukkan karakter seseorang juga dapat membuat komunikasi berjalan lancar serta meminimalisasi tindak pidana sebab berdasarkan hasil observasi di lapangan, banyak kasus pidana yang berawal dari pemakaian bahasa seseorang yang tidak santun. Kesantunan berbahasa dalam artikel yang dibuat oleh mahasiswa secara garis besar, artikel yang diproduksi oleh mahasiswa mementingkan manfaat bagi orang lain sehingga informasi yang mereka sampaikan sesuai dengan kondisi saat ini dan didukung oleh data yang autentik. Hal ini akan mengurangi berita palsu yang tersebar luas di masyarakat. Selain itu, penulis tidak mementingkan diri sendiri untuk meraup keuntungan bagi dirinya, tidak hanya itu penulis pun memberikan apresiasi terhadap orang lain yang berhubungan dengan

keadaan di lingkungan sekitar. Hal lainnya yang menjadi nilai positif yaitu berhubungan dengan adanya pemufakatan antara penulis dengan orang lain yang dapat memaksimalkan rasa simpati antara diri (penulis) dengan suatu permasalahan yang sedang terjadi. Meskipun tidak menutup kemungkinan, di dalam artikel tersebut banyak kritikan terhadap suatu permasalahan, namun dalam batas wajar (tidak menjatuhkan pihak lain). Namun, dari segi pemberian saran dan masukan (tindakan diri) kurang memberikan solusi yang efektif, mereka lebih fokus pada permasalahan dan kritikan.

Artikel karya mahasiswa. ditinjau dari aspek kriteria penilaian artikel meliputi: unsur keaslian atau orisinalitas, kesesuaian, kemudahan, kedalaman, keluasan, kebaruan, keefektifan, konseptual, sistematis, dan kebahasaan. Secara keseluruhan, artikel yang dibuat oleh mahasiswa dilihat dari aspek keaslian naskah, masih banyak yang menjiplak dari hasil karya orang lain, hal ini yang akan memengaruhi terhadap akuntabilitas suatu karya. Selain itu, kurang mengembangkan potensi dan daya kreatif mahasiswa sehingga mereka tidak percaya diri terhadap kemampuan yang dimilikinya. Hal tersebut akan menjadi kebiasaan buruk terhadap pola pikir dan cara kerja mereka. Selain itu, ditinjau dari aspek kedalaman, keefektifan, sistematis, dan kebahasaan masih banyak terjadi kesalahan. Artikel yang diproduksi oleh mahasiswa kurang efektif dan pemahabahasannya belum komprehensif sehingga makna yang terkandung di dalam artikel kurang tersampaikan dengan maksimal. Perihal penyusunan artikel dan kebahasaan kurang sesuai dengan kaidah penulisan di dalam artikel, seperti kesistematiskan artikel, ukuran font, jenis paragraf, dan kosa kata, serta tanda baca yang masih dikesampingkan oleh mahasiswa. Padahal pada hakikatnya, aspek kebahasaan menjadi hal utama di dalam sebuah penulisan artikel. Kesalahan berbahasa yang kerap terjadi yaitu berkaitan dengan pleonamse, tataran sintaksis, morfologi, dan makna yang tersampaikan masih bersifat polisemi atau bahkan ambigu. Sedangkan untuk unsur kesesuaian, kemudahan, keluasan, kebaruan, dan kontekstual sudah memenuhi syarat kelayakan sebuah artikel.

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ENGLISH COURSES FOR EARLYCHILDHOOD: NEED OR TRENDS

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*Dosen Prodi Pendidikan Islam Anak Usia Dini
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Abstrak

Fenomena komersialisasi pendidikan masih jadi perbincangan hangat saat ini, begitu juga dengan banyaknya bermunculan lembaga kursus Bahasa Asing khususnya Bahasa Inggris yang menawarkan berbagai program – program unggulannya yang ditujukan untuk usia Sekolah Dasar hingga Perguruan Tinggi, bahkan untuk usia pra sekolah. Suatu kebanggaan bagi orangtua apabila melihat anaknya mampu menguasai Bahasa Asing khususnya Bahasa Inggris sejak dini. Motivasi dan tujuan Orangtua memasukan anaknya di lembaga kursus tersebut sangat beragam. Namun dilain pihak apakah motivasi dan tujuan tersebut mempertimbangkan bakat, minat, kebutuhan dan psikologis anak. Menggunakan survei kepada 60 orangtua yang memiliki anak usia pra sekolah (3 sampai 6 tahun) dan memasukan anaknya ke lembaga kursus Bahasa Inggris, Penelitian ini bertujuan untuk mengetahui motivasi dan tujuan orangtua memasukan anaknya ke lembaga kursus Bahasa Inggris. Hasil penelitian ini dapat menjadi suatu jawaban dan menjadikan orangtua bijak dalam mempertimbangkan kebutuhan, minat, bakar dan lembaga kursus Bahasa Inggris yang sesuai dengan anak.

Kata kunci: kursus bahasa inggris, anak usia dini

Pendahuluan

Sebagai bahasa pengantar internasional, Bahasa Inggris menjadi satu kebutuhan bagi setiap orang baik di dunia pekerjaan maupun didunia pendidikan. Bahasa Inggris adalah bahasa internasional dimana di era globalisasi ini Bahasa Inggris penting untuk dipelajari karena digunakan sebagai alat komunikasi internasional. Kemampuan seseorang dalam berbahasa inggris baik pasif maupun aktif menjadi satu prasyarat mutlak yang harus dimiliki dan menjadi nilai plus bagi seseorang. Bahasa Inggris di Era Globalisasi sekarang ini bisa dianggap sebagai kebutuhan terutama dalam menghadapi pasar global, terlebih lagi dengan menghadapi tantangan industri 4.0 persaingan tentu semakin sulit dan menuntut keterampilan berbahasa Inggris yang lancar. Oleh karena itu kemampuan berbahasa Inggris sebaiknya di perkenalkan sejak dini agar anak – anak siap dan mampu bertahan di masa yang akan datang.

Pendidikan anak usia dini merupakan suatu bentuk layanan yang sangat strategis dalam mengembangkan aspek – aspek perkembangan anak seperti nilai – nilai keagamaan, perkembangan motorik kasar dan halus, perkembangan bahasa, perkembangan kognitif, perkembangan sosial dan emosi. Anak usia 0 sampai 8 tahun merupakan masa keemasan yang dapat menyerap semua informasi dari lingkungan dan seluruh potensi yang dimiliki anak harus di fasilitasi agar dapat berkembang dengan optimal. Hal ini sejalan dengan pendapat Noorlaila (2002:15) yaitu perlu dipahami bahwa anak memiliki potensi untuk menjadi lebih baik dimasa mendatang namun potensi tersebut hanya dapat berkembang manakala diberi rangsangan, bimbingan, bantuan dan perlakuan yang sesuai dengan tingkat pertumbuhan dan perkembangannya. Penyelenggaraan pendidikan anak usia dini harus diorientasikan pada pemenuhan kebutuhan anak, yaitu pendidikan yang berdasarkan pada minat, kebutuhan dan kemampuan sang anak.

Pentingnya orangtua dalam memfasilitasi setiap kebutuhan, minat dan potensi yang dimiliki anak tentunya akan berdampak positif dalam membentuk kepribadian dan kepercayaan diri anak. Perkembangan ilmu pengetahuan dan teknologi menuntut anak untuk cepat tanggap terhadap segala bentuk perubahan, sehingga sejak usia dini diharapkan bisa menguasai kemampuan berbahasa asing, walaupun sebenarnya bahasa Inggris merupakan bahasa kedua bagi anak dan prinsip pembelajaran yang ada di lembaga pendidikan anak usia dini seperti di Taman Kanak-kanak (TK), Raudlatul Athfal (RA) dan Satuan PAUD sejenis adalah belajar melalui bermain yang artinya semua kegiatan yang dilakukan harus bermakna dan bermuatan pembelajaran yang menyenangkan karena dikemas melalui kegiatan bermain. Merupakan dambaan setiap orangtua melihat anaknya dapat menguasai kemampuan berbahasa Inggris sehingga orangtua berlomba – lomba untuk mencari sekolah – sekolah yang dapat memfasilitasi hal tersebut sehingga kemampuan berbahasa Inggris tersebut menjadi tolak ukur keberhasilan anak. Selain itu, kemampuan penguasaan bahasa Inggris pada anak usia dini memunculkan upaya-upaya untuk mempelajari dan menguasai bahasa tersebut sedini mungkin. Lembaga – lembaga PAUD mulai memasukkan muatan bahasa Inggris dalam pembelajarannya atau menjadikan bahasa Inggris sebagai bahasa kedua yang digunakan pada saat pembelajaran dikelas (*bilingual*).

Munculnya sekolah Internasional dan lembaga – lembaga kursus bahasa Asing yang menawarkan program – program unggulan dapat menarik minat orangtua untuk memasukkan anaknya ke lembaga kursus tersebut. Hal ini menjadi sebuah tantangan tersendiri bagi orangtua karena bahasa Inggris merupakan bahasa asing di Indonesia. Ketika sebuah bahasa asing diperkenalkan kepada anak usia dini, maka pengetahuan khusus mengenai bagaimana anak memperoleh dan mempelajari bahasa sangat diperlukan, sehingga sebuah metode pembelajaran yang tepat dapat dirumuskan dengan baik. Karena dengan begitu, anak – anak dapat dengan mudah mempelajari bahasa Inggris yang merupakan bahasa kedua bagi anak. Tidak hanya memfasilitasi keinginan orangtua saja agar anaknya mampu berbahasa Inggris, namun minat dan kebutuhan anak juga menjadi pertimbangan dalam memilih lembaga kursus tersebut.

Tujuan dari artikel ini adalah untuk mengetahui apa yang menjadi pertimbangan dan motivasi orangtua dalam memilih lembaga kursus bahasa Inggris untuk anak usia dini. Sehingga orangtua harus dapat memilih lembaga kursus yang tepat untuk memfasilitasi kemampuan bahasa Inggris anak dan bijak dalam mempertimbangkan minat dan kebutuhan anak. Bukan hanya sekedar ikut – ikutan dan memuaskan keinginan orangtua semata yang justru dapat merugikan masa depan anak itu sendiri.

KEMAMPUAN BERBAHASA ANAK USIA DINI

Seorang ahli bahasa Noam Chomsky mengemukakan bahwa setiap anak yang lahir telah memiliki apa yang disebut dengan LAD (*Language Acquisition Device*). LAD adalah alat yang berada di otak yang berfungsi menerima, menyerap dan memproduksi bahasa. Setiap orang dapat menggunakan bahasa untuk berkomunikasi, bercakap – cakap, bertukar pikiran dan menyampaikan idenya. LAD memiliki masa kritisnya (*critical periode*), yaitu pada usia anak 0 – 6 tahun. Di periode ini anak dapat menerima informasi yang tak terbatas, sehingga memungkinkan anak untuk memperoleh bahasa dengan mudah dan cepat. Bahkan, dalam masa kritis ini seorang anak mampu memperoleh lebih dari satu bahasa secara bersamaan.

Atas dasar pernyataan tersebut, sebaiknya anak usia dini diberikan stimulus yang positif dari lingkungannya. Agar apa yang diterima, diproses dan diserap oleh anak adalah informasi yang positif. Sebuah penelitian yang dilakukan Johnson dan Newport, 1991 (dalam Santrock 2002 : 313) menunjukkan bahwa imigran asal Cina dan Korea yang mulai tinggal di Amerika pada usia 3 sampai 7 tahun kemampuan bahasa Inggrisnya lebih baik dari pada anak yang lebih tua atau orang dewasa. Hal ini dikarenakan pembiasaan berbicara bahasa Inggris yang terjadi pada anak dalam lingkungan sekitarnya, yang sering anak dengar membuat anak lebih mudah mengerti dan lebih bisa berkomunikasi dengan bahasa Inggris. Pengajaran bahasa Inggris untuk anak lebih baik di mulai pada usia dini, karena lebih cepat suatu bahasa diperkenalkan akan lebih baik, karena anak usia 0 sampai 6 tahun memiliki kapasitas otak memori yang sangat baik.

Penelitian lain yang menyatakan kebermanfaatannya menguasai bahasa asing lebih dini, dinyatakan Mustafa (2007:20), bahwa anak yang menguasai bahasa asing memiliki kelebihan dalam hal intelektual yang fleksibel, keterampilan akademik, berbahasa dan sosial. Selain itu anak akan memiliki kesiapan memasuki suatu konteks pergaulan dengan berbagai bahasa dan budaya. Sehingga ketika dewasa anak akan menjadi sumber daya manusia yang berkualitas dan bisa berprestasi. Pemahaman dan apresiasi anak terhadap bahasa dan budayanya sendiri juga akan berkembang jika anak mempelajari bahasa asing sejak dini, alasannya karena mereka akan memiliki akses yang lebih besar terhadap bahasa dan budaya asing. Pengembangan kemampuan dasar anak, termasuk berbahasa dapat dilakukan dengan melalui belajar sambil bermain. Karena pada dasarnya pembelajaran bahasa pada anak usia dini yaitu bagaimana anak memperoleh bahasa yang ia dengar dan terima sehingga dapat diproses dan mengendap didalam memorinya. Menurut Sigel dan Cocking (2000,p.5) pemerolehan bahasa merupakan proses yang digunakan oleh anak-anak untuk menyesuaikan serangkaian hipotesis dengan ucapan orang tua sampai dapat memilih kaidah tata bahasa yang paling baik dan sederhana dari bahasa yang bersangkutan. Rangkaian hipotesis yang dirumuskan oleh anak dalam

proses ini akan berkembang sesuai dengan ragam interaksi anak dalam berbagai konteks dengan lawan bicaranya dan kemudian diuji berulang-ulang untuk mendapatkan pengetahuan bagaimana bahasa itu diucapkan, digunakan dan dimainkan.

Perkembangan bahasa anak dibagi menjadi 2 yaitu tahap pralinguistik yaitu suatu tahap yang berlangsung pada fase bayi. Anak berusaha melakukan komunikasi dengan lingkungannya dengan cara menangis, menjerit dan tertawa. Dalam fase ini, kemampuan anak akan meningkat dengan bentuk komunikasi yang lebih verbal, yaitu anak mulai dapat mengoceh meski kata – kata yang anak ucapkan masih belum jelas. Tahap yang kedua yaitu tahap linguistik disini fase anak belajar berbicara, anak sudah dapat mengucapkan kata – kata dengan baik seperti orang dewasa dan dapat merangkai banyak kata dalam satu kalimat. Periode kritis perkembangan kemampuan berbahasa anak terjadi pada tahap usia 0 – 6 tahun, penjelasannya adalah sebagai berikut :

a. Masa Pertama (1,0 – 1,6 tahun)

Kata pertama yang diucapkan oleh anak adalah kelanjutan dari meraban, anak senang mengucapkan satu kata, terutama kepada kedua orang tua pada papa dengan kata awal “pa” dan pada mama yaitu “ma”. Dalam pengucapan ini belum semua kata bisa diucap oleh anak, tetapi anak akan selalu berusaha untuk dapat memfasihkannya, ini juga terjadi pada saat anak melihat sesuatu (mainan) yang baru dilihatnya tentunya dengan bantuan orang tua yang selalu mengarahkan anak.

b. Masa Kedua (1,6 – 2,0 tahun)

Dalam tahap ini anak sudah mulai berjalan, ia mulai banyak melihat segala sesuatu yang ada disekitarnya serta ingin mengetahui namanya, anak akan selalu menanyakan apa namanya, maka masa ini dikatakan sebagai masa “apa itu. Pada masa ini anak mengalami kesulitan untuk berkata, karena rasa ingin dan kemauan lebih cepat daripada kekayaan bahasanya, sehingga seharusnya anak sudah bisa sedikit bercerita tetapi karena perbendaharaan kata yang kurang mencukupi, maka anak melengkapi kata-katanya dengan gerakan tubuh (kaki dan tangannya).

c. Masa Ketiga (2,0 – 2,6 tahun)

Anak mulai sempurna dalam menyusun kata-kata, anak sudah menggunakan awalan dan akhiran, sekalipun belum sempurna seperti orang dewasa. Maka apabila seseorang bisa memahami apa yang diucapkan oleh anak, anak akan membenarkan kata-kata anak dengan hati-hati. Tapi anak tidak selalu senang apabila kata-katanya itu selalu dibenarkan, apabila kalimat yang diberikan terlalu panjang.

d. Masa Keempat (2,6 – seterusnya)

Tahapan perkembangan anak sudah mulai bertambah meningkat, anak sudah mulai bertanya terus menerus dan tidak cukup dijawab dengan pendek-pendek tapi dengan penjelasan yang lebih terarah. Tentunya orang tua tidak boleh mempunyai pikiran bahwa anaknya cerewet, tetapi bantulah dia untuk mengembangkan bahasanya itu.

Pembelajaran Bahasa Inggris Pada Anak Usia Dini

Dari ruang lingkup kebahasaan, pembelajaran bahasa Inggris untuk anak usia dini meliputi keterampilan mendengar, berbicara, membaca dan menulis serta komponen kosakata, pelafalan dan struktur bahasa. Semua ini harus disesuaikan dengan kemampuan anak yang diajar. Dalam pembelajaran bahasa Inggris banyak metode dan teknik yang dapat digunakan, diantaranya melalui *story telling* (bercerita), *role play* (bermain peran), *Art and crafts* (seni dan kerajinan tangan), *games* (permainan), *show and tell*, *music and movement* (gerak dan lagu) dimana termasuk di dalamnya *singing* (nyanyian) dan *Chants and Rhyemes* (Nyanyian pendek dan sajak), dan sebagainya. Dalam pembelajaran bahasa Inggris untuk anak dalam merencanakan suatu kurikulum untuk anak, guru harus memilih tujuan, bagaimana mengorganisasikan isi kurikulum, memilih bentuk pengalaman belajar bagi anak, bagaimana urutan pelajaran diberikan dan kemudian menentukan bagaimana melakukan penilaian terhadap hasil belajar. Selain itu guru selayaknya memiliki wawasan yang luas, tanggap dan kreatif agar anak tidak mudah bosan dengan kegiatan yang dirancang guru.

Proses pembelajaran pada anak hendaknya dilakukan dengan tujuan memberikan konsep-konsep dasar yang memiliki kebermaknaan bagi anak melalui pengalaman nyata. Melalui pengalaman nyata akan memungkinkan anak untuk menunjukkan aktivitas dan rasa ingin tahu secara optimal dengan menempatkan guru sebagai pendamping, pembimbing serta fasilitator bagi anak. Adapun hal yang penting yang perlu diajarkan yang ada dalam kurikulum bahasa Inggris pada anak usia dini adalah membahas tentang :

- a. *Vocabulary* (kosakata)
- b. *English Songs* (bernyanyi lagu bahasa Inggris)
- c. *Short Expression* (ungkapan sederhana)
- d. *Phonics* (bunyi huruf)

Metodologi

Dalam penelitian ini adalah metode survei dan menggunakan angket sebagai alat pengumpul data . Menurut Sugiyono (2013:11) pengertian metode survei adalah penelitian yang dilakukan dengan menggunakan angket sebagai alat penelitian yang dilakukan pada populasi besar maupun kecil, tetapi data yang dipelajari adalah data dari sampel yang diambil dari populasi tersebut, sehingga ditemukan kejadian relatif, distribusi, dan hubungan antar variabel, sosiologis maupun psikologis. Survei diisi oleh 60 orangtua yang mengikutsertakan anak – anaknya yang berusia 6 – 7 tahun di 2 lembaga kursus yang berbeda di daerah Karawang. Tujuan penelitian survey adalah untuk memberikan gambaran secara mendetail tentang latar belakang, sifat-sifat, serta karakter-karakter yang khas dari kasus atau kejadian suatu hal yang bersifat umum.

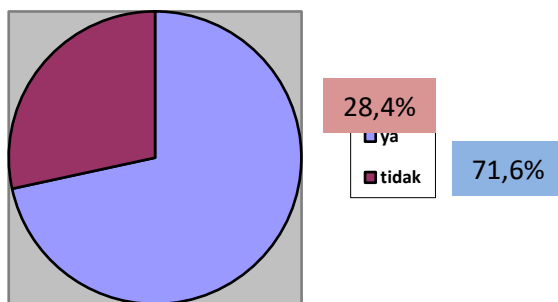
Hasil dan Pembahasan

Hasil

Angket disebar melalui *googleform* (http://bit.ly/survei_motivasi_orangtua) dengan 17 pertanyaan kepada 60 orangtua yang memasukkan anaknya yang berusia 6 – 7 tahun di lembaga kursus yang berbeda. Dari ke 17 pertanyaan tersebut dikelompokkan menjadi kedalam 4 indikator yaitu tentang:

Pengetahuan orangtua tentang lembaga kursus dan programnya

Sebanyak 43 orang atau 71,6% Orangtua terlebih dahulu sudah mengetahui tentang keberadaan lembaga kursus tersebut melalui orangtua lainnya, sekolah atau temannya yang sudah masuk terlebih dahulu ke lembaga kursus tersebut. Begitu juga dengan program – program yang ditawarkan, orangtua sudah mengetahui dari bertanya langsung ke lembaga kursus tersebut, dari brosur dan bertanya ke orangtua yang anaknya sudah bergabung di lembaga kursus tersebut. Sisanya yaitu 17 orang atau 28,4 % orangtua mengetahui sendiri keberadaan lembaga kursus dan tidak mengetahui tentang program – program yang ditawarkan oleh lembaga kursus bahasa Inggris tersebut.

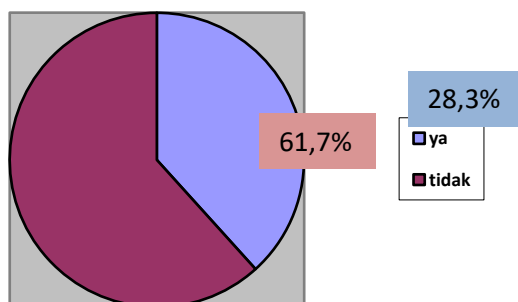


Gambar 1.1

Diagram Pengetahuan orangtua tentang lembaga kursus dan programnya

Pertimbangan para pengajar

Pertanyaan yang diajukan apakah orangtua menginginkan pengajar di lembaga kursus bahasa Inggris adalah seorang *native speaker* (orang asing) ataukah tidak. Hasilnya adalah 23 orangtua atau 28,3% menginginkan pengajar di lembaga kursus adalah seorang *native speaker* (orang asing). Sedangkan sebanyak 61,7% atau 37 orangtua tidak menginginkan pengajar seorang *native speaker* (orang asing).



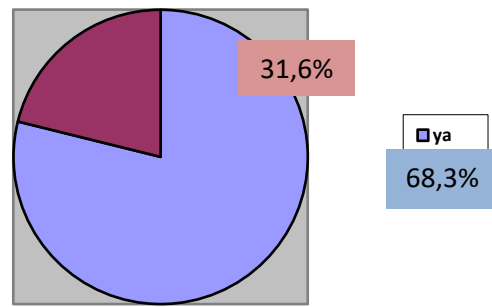
Gambar 1.2

Diagram Pertimbangan para pengajar dilembaga kursus

Minat dan kebutuhan anak

Minat dan kebutuhan anak dilihat dari segi aktivitas yang sudah anak ikuti baik disekolah maupun ekstra kulikuler diluar keikutsertaannya di lembaga kursus kemudian apakah anak merasakan ada keterpaksaan, mengeluh capek atau anak selalu dibujuk apabila akan mengikuti kelas di lembaga kursus tersebut. Sebanyak 68,3% atau 41 orangtua mengungkapkan anak mengeluh capek dan orangtua harus membujuk terlebih dahulu pada saat akan mengikuti kelas di lembaga kursus. Sedangkan 31,6% atau 19 orangtua tidak perlu membujuk dan anak mereka tidak mengeluh atau capek saat mengikuti kelas di lembaga kursus bahasa Inggris.

Selain itu juga orangtua menginginkan bahwa jam tambahan setelah sekolah yaitu sekolah mengadakan les bahasa inggris, agar orangtua tidak perlu memasukkan anaknya ke lembaga kursus bahasa inggris lagi. Serta tidak perlu mengeluarkan biaya ekstra untuk kursus tambahan tersebut.



Gambar 1.3

Diagram Pertimbangan Minat dan Kebutuhan Anak

Pembahasan

Sejak masuk Sekolah Dasar bahkan pada anak usia dini, anak sudah "dituntut" menguasai lebih dari satu bahasa; bahasa daerah dan Indonesia. Bahasa pertama yaitu bahasa Ibu yang dipakai anak untuk komunikasi sehari – hari dengan lingkungan pertamanya. Sedangkan bahasa kedua yaitu bahasa yang anak pelajari diluar bahasa ibu atau disebut dengan bahasa Asing dalam hal ini Bahasa Inggris. Jika dilihat dari sisi psikologis anak yang pada dasarnya sebagai orangtua tidak boleh memberikan beban yang tidak sesuai dengan kemampuan anak. Betapa beratnya beban anak, bila kemudian masih ditambah lagi belajar bahasa Inggris. Kenyataan itu bukannya menambah cepat anak menguasai bahasa asing. Di samping akan menimbulkan beban psikologis, tidak tertutup kemungkinan laju perkembangan bahasa daerah dan nasional anakpun malahan terhambat, atau justru merusak sistem-sistem bahasa yang terlebih dahulu anak kuasai.

Jika diibaratkan dengan anak yang sedang belajar bola tangan yang sebelumnya anak belum menguasai bermain bola tangan, lalu ditimpa lagi dengan permainan bola basket dan sepak bola. Pelatih tidak perlu heran apabila kemudian si anak memasukkan bola dengan tangan ketika bertanding sepak bola, atau menyundul dan menendang bola ketika anak bermain bola basket. Jeperson dalam Khairani (2016:35) sebelumnya memperingatkan bahwa anak yang mempelajari

dua bahasa tidak akan dapat menguasai kedua bahasa itu dengan sama baiknya. Juga tak akan sebaik mempelajari satu bahasa. Kerja otak untuk menguasai dua bahasa akan menghambat anak untuk mempelajari hal lain yang harus dia kuasai. Perkembangan bahasa anak terganggu, baik dalam penggunaan kosa kata, struktur tata bahasa, bentuk kata, dan beberapa penyimpangan bahasa lainnya.

Periode paling sensitif terhadap bahasa dalam kehidupan seseorang adalah antara umur dua sampai tujuh tahun. Segala macam aspek dalam berbahasa harus diperkenalkan kepada anak sebelum masa sensitif ini berakhir. Pada periode sensitif ini sangat penting diperkenalkan cara berbahasa yang baik dan benar, karena keahlian ini sangat berguna untuk berkomunikasi dengan lingkungannya (Maria Montessori, 1991). Berdasarkan teori tersebut, adalah tepat jika bahasa Inggris mulai diperkenalkan kepada anak sedini mungkin. Mengingat bahasa Inggris merupakan bahasa asing pertama di Indonesia, maka proses pembelajarannya harus dilakukan secara bertahap. Pemilihan materi yang sesuai dengan usia anak dan juga efektif untuk perkembangan kognitif bahasa anak serta situasi belajar yang menyenangkan haruslah menjadi perhatian utama dalam berhasilnya suatu proses pembelajaran.

Keberhasilan proses pembelajaran bahasa Inggris pada anak usia dini tentunya dipengaruhi oleh banyak faktor, antara lain :

- a. Guru yang berkualitas, guru yang dapat menghidupkan proses kegiatan belajar mengajar.
- b. Sumber dan fasilitas pembelajaran yang memadai dan memenuhi syarat (adekuat).
- c. Kurikulum yang baik, sederhana, dan menarik (atraktif).

Di sisi lain perlu dipahami bahwa usia dini adalah usia bermain. Setiap anak adalah pribadi yang unik dan dunia bermain merupakan kegiatan yang serius namun mengasyikan bagi mereka. Maka pendekatan yang tepat perlu diciptakan oleh seorang pendidik agar proses pembelajaran bahasa Inggris lebih menarik dan menyenangkan tanpa meninggalkan kaidah-kaidah bahasa yang benar. Namun, perlu diperhatikan bahwa anak memiliki cara belajar yang berbeda dengan orang tua. Maka, sebaiknya dalam perumusan metode pembelajaran, pengetahuan mengenai keunikan dan karakteristik pembelajaran bahasa pada anak perlu diketahui terlebih dahulu. Dari hasil penelitiannya, O'grady (2007) merumuskan setidaknya ada 5 karakteristik dasar dalam cara seorang anak belajar bahasa, yaitu:

- a. Anak-anak memulai pelajaran bahasanya dengan mendengarkan. Mendengarkan adalah kekuatan utama mereka dalam 'meramu' aspek-aspek dalam bahasa. Bagi anak, bahasa adalah bunyi yang memiliki fungsi dan makna. Interaksinya dengan lingkungan, membantunya memahami konteks dan makna.
- b. Anak mempelajari bahasa dengan sangat cepat. Hanya dengan mendengarnya satu atau dua kali mereka dapat menangkap sebuah bunyi untuk sebuah benda atau makna. Bahasa tubuh dan intonasi atau penekanan tertentu pada kata merupakan bantuan yang sangat besar bagi anak memahami bahasa. Dengan kata lain, walaupun kekuatan anak dalam belajar berbahasa adalah mendengarkan, seorang anak tidak dapat belajar bahasa hanya dengan mendengarkan saja. Anak memerlukan interaksi dengan lingkungan untuk mengumpulkan pengetahuan yang mereka perlukan.
- c. Anak mempelajari sebuah bahasa dari fungsinya bukan bentuknya. Anak tidak menyadari betapa membingungkannya yang disebut tata bahasa itu, walaupun

secara bertahap akan dipelajarinya. Dengan kata lain, anak dapat memahami serangkaian kalimat yang kompleks yang berada diatas levelnya dengan sederhana, lalu menyimpulkan apa inti atau maksud dari kalimat tersebut.

- d. Anak tidak perlu diberitahu ketika melakukan sebuah kesalahan dalam berbahasa, karena anak mampu menyadarinya dan memperbaikinya sendiri. Namun, hal ini memerlukan waktu dalam prosesnya. Biarkan anak mendalami sendiri pengetahuan bahasa yang dia perlukan untuk memperbaiki kesalahannya. Apabila orang tua ingin membantu, cukup dengan memberikan contoh yang benar.
- e. Anak mengimitasi cara berbahasa orang – orang yang paling dekat dan paling banyak berinteraksi dengannya. Dari situlah akses cara berbicara diturunkan kepada anak. Dalam pembelajaran bahasa asing, anak mengimitasi pelafalan kata dengan lebih baik ketika memang sumber modelnya melafalkan kata-kata dengan baik.

Mengajarkan bahasa Inggris pada anak usia dini merupakan sebuah langkah yang tepat. Namun, anak-anak perlu dilihat sebagai individu yang berbeda dengan orang dewasa. Anak-anak dan orang dewasa mempelajari bahasa dengan cara yang berbeda dan bahkan dengan cara yang lebih cepat (Santrock,2007:313). Maka dari itu pembelajaran bahasa Inggris untuk anak – anak usia dini memerlukan perlakuan yang berbeda dibandingkan untuk orang dewasa. Seorang pengajar bahasa Inggris untuk anak usia dini perlu memahami bahwa seorang anak sejak lahir telah memiliki sejumlah kapasitas atau potensi bahasa yang akan berkembang sesuai dengan proses kematangan intelektualnya (Brown, 1980). Seorang anak memiliki apa yang disebut dengan LAD (*Language Acquisition Device*) yang tidak dimiliki oleh orang dewasa yang menjadi bekal bagi dirinya untuk memperoleh dan mengolah bahasa. Dengan LAD anak-anak akan mengembangkan aturan dan memahami bahasa dengan caranya.

Oleh karena itu, tidak perlu untuk mengkotak-kotakan, mendikte apa yang seharusnya dipelajari oleh anak. Pembelajaran bahasa Inggris pada anak usia dini tidak boleh menghambat kreativitas dan imajinasi bahasa anak. Karakteristik utama dalam proses pembelajaran bahasa pada anak adalah mendengarkan, mengimitasi, dan mengalami. Maka dari itu diperlukan suatu metode yang tepat untuk mengakomodir karakteristik tersebut. Metode pengajaran langsung (*Direct Method*) dipercaya masih relevan dan tepat untuk diterapkan dalam pengajaran bahasa Inggris untuk anak usia dini. Yakni metode mengajar secara langsung (tanpa penerjemahan) dan secara konseptual (tanpa kaidah dan penjelasan gramatikal). Pada tataran teknisnya, guru harus memperbanyak interaksi lisan aktif, penggunaan spontan bahasa, tanpa penerjemahan antara bahasa pertama dan kedua, dan sedikit sekali atau sama sekali tanpa analisis kaidah gramatikal.

Kesimpulan dan Rekomendasi

Era globalisasi menuntut kita untuk menguasai bahasa Inggris baik secara lisan dan tulisan. Tuntutan tersebut membuat para orang tua berlomba-lomba memasukkan anak mereka ke sekolah yang bertaraf internasional ataupun nasional dimana dalam pembelajarannya menggunakan bahasa Inggris. Tak peduli akan kemampuan psikologi bahasa anak, usia anak, pendidikan para pendidik serta metode yang diajarkan, yang penting jika ada lisensi internasional dan berbahasa Inggris maka para orang tua akan puas dan percaya pada pendidikan tersebut. Akibatnya, banyak anak yang frustrasi dan stress, alih-alih bukannya penguasaan

bahasa Inggris yang mereka dapatkan, malah menjadi anak karbitan yang terpaksa berbahasa Inggris. Sehingga pelafalan bunyi dan struktur kalimat bahasa yang mereka ucapkan banyak yang salah dan nyeleneh.

Perlu adanya pertimbangan bagi para orang tua untuk memasukkan anak mereka pada pendidikan yang menggunakan bahasa Inggris. Orangtua harus mengetahui waktu yang tepat dan minat anak dalam menerima pembelajaran bahasa Inggris, sehingga pada saat anak dibebani tambahan waktu untuk mempelajari bahasa Inggris merasa tidak terbebani dan menikmati apa yang anak pelajari. Anak-anak usia dini 0 sampai 8 tahun sangat sensitif terhadap lingkungan khususnya penerimaan bahasanya. Anak menambah informasi bahasanya melalui imitasi dan belajar aksen pengucapan dengan sangat mudah. Hal ini dapat menjadi alasan mengapa belajar Bahasa Inggris sejak usia dini sangat dianjurkan. Pengajarpun harus membekali keterampilan berkomunikasi bahasa Inggris aktif sehingga dapat menjadi contoh dan beberapa lembaga kursus menggunakan *native speaker*. Selain dengan program dan biaya dilembaga kursus itu terjangkau, orangtua juga harus mempertimbangkan manajemen waktu anak yang sebelumnya sekolah dari pagi sampai siang, kemudian anak mengikuti *eskul* sampai sore dan dilanjut dengan tambahan kursus bahasa Inggris. Jangan sampai mengesampingkan kebutuhan anak untuk bermain dan beristirahat disela – sela kesibukannya disekolah. Tidak ada salahnya orangtua selalu menginginkan yang terbaik bagi anak –anaknya begitu juga dari segi kemampuan akademisnya. Lingkungan sangat berpengaruh terhadap keputusan untuk memasukkan anak nya ke lembaga kursus bahasa Inggris. Berdiskusi dengan anak dan orangtua yang sudah pernah memasukkan anaknya ke lembaga kursus serta mencari tahu program – program unggulan dan biaya selama anak mengikuti kursus di lembaga tersebut. Sehingga pada saat setelah selesai mengikuti les di lembaga kursus tersebut, dapat berdampak positif bagi anak dan juga orangtua.

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THE STRATEGIES OF BOARDING SCHOOL IN INCREASING FOREIGN LANGUAGE LEARNING MOTIVATION (CASE STUDY AT KHARISMA DARUSSALAM IN CIKAMPEK JOMIN KARAWANG)

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Abstract

Youth for many people is the most beautiful time, a time where people find everything, there are no dependents to live and feel free to do anything. Youth is a fiery period, as it is sung in one of the verses of the song by phenomenal musician Rhoma Irama, the king of Indonesian dangdut. Thus, in the midst of a mental state that is still in the process of searching, youth is very decisive what we become in the future. The process of maturity leading to maturity of thinking and acting spiritually, intellectually and emotionally runs in this period. If our youth is spent wasting, enjoying life, without caring about the future time, then what will happen in old age is just regret. In an Arabic verse of poetry it is said that youth can destroy a person. Youth if not filled with good activities, good environment, good teachers and come from good families, then it is not an impossibility if printed young students who do not have high learning motivation in studying and developing their potential. Especially in learning foreign languages, because it is not easy to make a student able to speak internationally. Or at least interested in learning a foreign language. In this regard, each institution pays attention to the importance of foreign languages. Then schools appeared to pay attention to the importance of mastering foreign languages, as well as pesantren-based schools that paid great attention to the motivation of learning foreign languages, because in pesantren-based schools, stakeholders with all their ranks were able to control the maximum development of students in it. In this case the Cikampek Kharisma Darussalam Foundation has a large role and a large concentration in improving and developing the motivation to learn foreign languages to its students. The type in this research is field research with data collection techniques such as interviews, observation and documentation.

Keywords: *Kharisma Darussalam, Foreign Language Learning*

Introduction

The Indonesian government recognizes the urgency of foreign languages in national and international life by incorporating foreign language subjects into the

education system for five decades in low-level schools to university level. But ironically, often elementary and high-level teenage students easily justify and then give up on learning foreign languages as boring learning. Difficult to like, understand, and apply. Especially if the teacher who teaches in poor class is innovation and creation in learning. Lack of infrastructure in schools to increase student motivation. Plus the location is in the countryside far from urban miliu civilizations. So the teacher in the class is like talking to a wall when explaining concepts, theories or conversations in learning a foreign language.

Foreign language learning is actually interesting and fun. But the problems of learning foreign languages are often found in various fields both from the problems of the teacher, infrastructure, vision and mission of the school, programs and systems that are run. Basically it is not as easy as turning a hand in transferring a foreign language to students in class. They have their own mother tongue with various cultures typical of the Indonesian people, Sundanese, Javanese, Betawi, Sumatran, etc. Moreover, foreign languages are something new in their eyes and ears. It is not strange if only those who have high interest, high motivation in learning who like and explore foreign languages. And even then according to foreign languages they like. Some like English, some like Eastern languages like Arabic, Korean, and Japanese etc.

Foreign language learning has developed in Indonesia along with the needs of the community for the importance of language skills in the era of globalization. As one of the solutions to the needs of the community, the government has provided a place in the world of education to learn foreign languages. Kharisma Darussalam Foundation Jomin Cikampek Karawang or often called Yakhada as one of the boarding school-based schools (boarding schools) has a variety of foreign language subjects, including English and Arabic. Teaching foreign languages at the Kharisma Darussalam Foundation refers to the KTSP (Education Unit Level Curriculum) system which is an operational curriculum developed and implemented by each education / school unit. The Kharisma Darussalam Foundation has special characteristics in learning foreign languages (Arabic and English).

Foreign Language Learning Methods at Yakhada

There are many methods or ways to learn and improve foreign language skills. Formally foreign language learning can be obtained in schools and universities. Besides that foreign languages can be learned through non-formal educational institutions such as foreign language courses. Learning foreign languages can also be done self-taught by learning through foreign language learning books in an easy and simple way. Even so learning a foreign language requires a companion to be more focused in the learning process. From the survey I got, the students who studied foreign languages at the Kharisma Darussalam Foundation said that studying at this institution in addition they could master foreign languages quickly at a certain level, starting from the elementary level (kindergarten) to the secondary level (school junior secondary), as well as teaching staff in educational institutions and experienced foreign language courses can guide and direct them well.

In the development of foreign language learning at the Kharisma Darussalam Cikampek Foundation. Based on the results of the interviews, all stakeholders play an active role in formulating language learning strategies for students by aligning their vision and mission. Learning English and Arabic must be adjusted to the level of the students encountered. The level of right-kindergarten for early childhood is quite an introduction to English and Arabic everyday without an emphasis on conversing in that language. But the teacher stimulates by frequently speaking English and Arabic in certain subjects. So students are accustomed to hearing these languages.

At the elementary school level, students already have an obligation to memorize vocabulary in English and Arabic and practice it daily by always being supervised by teachers who live in the school with students. This is one of the strengths of school. Some young teachers are provided with a place to stay in the school because they have the obligation to live together with students for 24 hours to run the wheel of life in the school with students.

Whereas for grade 4 to grade 9 elementary schools, strict discipline applies in mandatory daily conversation using English and Arabic. Students who break the rules will be subject to sanctions so that discipline is established in the language. This is applied so that students are accustomed to directly practicing their foreign language skills. In this case Yayasa Kharisma Darussalam Cikampek uses several methods that are considered effective and efficient for learning foreign languages for its students:

Habituation Method

Habituation is something that is done repeatedly so that something can become a habit. Abdurrahman An- nahlawi (in Gunawan, 2014: 88) revealed a habituation method with a core of experience. And the essence of habit is repetition. Habituation places humans as something special, which can save strength, because it will become an inherent and spontaneous habit. The advantage of this habituation method is that students will get used to doing positive things on their own by doing these habits in addition to the habituation method is an effective method in practicing language on students through routine activities undertaken. The disadvantage of this habituation method is that it requires special supervision from the cleric so that the habits of the students do not deviate. Habits are activities that are carried out repeatedly so that these activities can become a habit.

Habituation carried out at the Cikampek Kharisma Darussalam Foundation is all language habituation activities carried out from waking to getting to bedtime again. This activity is scheduled in the daily schedule of students. Students routinely carry out these scheduled activities. Daily activities of students begin at 03.30 West Indonesia Time, namely students perform Tahajjud prayers and at 21.30 West Indonesia Time, namely students carry out sleep preparation and prayer activities together.

Another habitual activity is that students are accustomed to holding morning apples every day before the bell goes to school. Students get new vocabulary every morning before entering class. For lower class they get the vocabulary in their class.

The habit of using a foreign language is also used in this school. The languages that are accustomed to are English and Arabic. The use of foreign languages is done by students in communicating every day. In two weeks using English the following week using Arabic, and so on.

Giving Advice Method

The direct method in which the cleric / cleric interacts directly with students through dialogue, lecture and advice. The importance of giving advice was expressed by Marzuki. Marzuki (2015: 113) thinks teachers and parents should always give special advice and attention to students or their children in the context of character building. This method is very helpful in motivating students to have a commitment to the rules or noble moral values that must be applied.

Giving advice in Islamic boarding schools was given by the cleric openly, spontaneously and in secret. Openly giving advice is given to students in a broad forum such as after prayer in congregation, in the evening evaluation activities and in the classroom. Giving spontaneous advice given by the cleric when joking with students, when walking and others. While giving advice in private or confidential if students have problems and need a solution to the problem personally. The method of giving advice that is often done by ustads is in a spontaneous way, i.e. not determined the time and place if there is an opportunity then advice will be given to students.

The advantage of the method of giving advice is that it adds to the closeness between the cleric / cleric and the student. Students will feel cared for by the cleric / cleric with this method. If the student has a problem then the student's problem will be quickly resolved by this method. In addition, the cleric will also know firsthand the response from students. The weakness of the method of giving advice is that it takes a long time to deliver the messages to be delivered to students. Nevertheless, this method of giving advice is effectively used to increase the closeness of the cleric as a parent in a boarding school and students as children will feel cared for by clerics / clerics who are striking as parents to improve their foreign language skills.

Exemplary Method

The method of character education which is also taught at the Cikampek Kharism Darussalam Foundation is an exemplary method. The exemplary method is given to students because Islamic boarding schools do not only teach by word but also by example. This is in accordance with the concept of the exemplary method of Nel Noddings (in Nucci and Narvaez, 2015: 247) which says if we will teach young people to be moral, we must show moral behavior to them. The exemplary method is provided by managers and educators at the Cikampek Kharisma Darussalam Foundation. Exemplary exemplified in everyday behavior and attitudes. The cleric / cleric behaves both towards fellow clerics / clerics and to students. In terms of dressing, the cleric / cleric always dress neatly. Islamic boarding schools use different languages each week, for one week using English, one week later using Arabic, and the following week using Indonesian. The cleric / cleric gives an example to students to use language in accordance with a

predetermined schedule. If during the week using Arabic, the cleric / cleric uses Arabic in communication.

The exemplary method at the Cikampek Kharism Darussalam Foundation in addition to being given by the cleric / cleric was also given by senior students. Senior students or students who are at the top level become an example for students who are below it. Students who become role models in English and Arabic are students who sit in class V. Students who are examples are students who are administrators at school.

The advantage of the exemplary method is that this method is effective for instilling character values in students. The clerics not only teach English and Arabic in theory, but also teach in practice. Thus, students tend to be interested in following the behavior. The weakness of the exemplary method is that if the cleric or senior student, for example, is bad behavior, then the student's behavior tends to be bad too.

Direct Method

Besides practicing everyday in English and Arabic. Students of the Cikampek Kharisma Darussalam Foundation are trained to apply their English and Arabic language skills in specially scheduled speech training activities. Middle-level students are emphasized to make texts in English or Arabic according to a predetermined schedule. Whereas the lower level students only need to read from the speech texts that the school has provided.

The direct method (*al-thariqah al-mubasyirah* / direct method) was developed by Charles Berlitz, an expert in language teaching, in Germany towards the 19th century. (Acep Hermawan, 2011: 175) The direct method is a method that emphasizes the use of the target language (language learned) in language learning and is not allowed to use mother tongue (Sumardi Mulyanto, 1979: 32). In addition, the direct method can be interpreted that a way of presenting foreign language learning materials is that the teacher directly applies the foreign language as the language of instruction without using the language of the students in learning, if there is one word that is difficult for students to understand, the teacher can interpret it with using props, demonstrating, describing and others. (Sumardi Mulyanto, 1979: 32).

This method rests on the understanding that teaching foreign languages is not the same as teaching the exact science of nature. If teaching exact science, students are required to be able to memorize certain formulas, think, and remember, then in language teaching, students / students are trained to practice directly speaking certain words or sentences. Even though the words or sentences are initially unfamiliar and not understood by students, but little by little the words and sentences will be able to be pronounced and can also interpret them.

Reward and Punishment Methods

Reward and punishment methods are methods that provide rewards and punishment. Reward for Ngalim (2006: 182), "Reward is a tool to educate children so that children can feel happy because their actions or works are rewarded, while giving punishment according to Hamruni (2008: 120) is suffering given or intentionally caused by educators after students make mistakes or mistakes.

Students who excel will then be given awards and announced during the ceremony. Students who excel are students who win in competitions, winners in academic grades and others. In the dormitory also held competitions, such as cleaning competition between the hostel. A clean hostel will receive an award. Awards given by the manager are not expensive but useful items for students. This award is a way to motivate other students to excel and do good.

Marzuki (2015: 113) states that the reward method is giving gifts as an incentive to students or children to be motivated to do good or noble character, while the punishment method is to impose sanctions as a deterrent effect for students or children so they do not dare to act or violate applicable regulations.

Penalties are given to students who break the rules. Sentencing at the Cikampek Kharisma Darussalam Foundation can be divided into three, namely, mild, moderate and severe. Light punishment is included if students arrive late at the mosque, are late at school, are not picket and so on. Which includes the medium category is fighting, taunting each other, in others. Whereas included in the category of severe punishment is when students run away from boarding schools, students carry communication tools, students communicate with students of the opposite sex and others.

Light category penalties in the form of finding mufrodat, memorizing and summarizing, cleaning the environment of boarding schools, push-ups. The medium category penalty is making speech texts, cleaning bathrooms and others. While severe punishment is bare and notified to parents / guardians. Punishment is a way for students not to commit violations and to provide a deterrent effect for students who commit violations so that they do not commit violations in the future. The typical punishment at the Cikampek Kharisma Darussalam Foundation is a bald punishment for students who use local languages in communicating both with friends and with clerics.

This reward and punishment method has the advantage of being able to immediately stop the behavior of students who violate, giving awards can motivate students to do good. The weakness of this method is that students do good because there are gifts and are afraid of making mistakes because they are afraid that if they break the rules, they will be punished. In addition, the punishment will make the teacher's relationship with students, or students with students will be disrupted if the student who gets the punishment has a grudge.

Discussion

Language is the main tool to communicate in human life, both for individual interests and social environment. Fachrurrozi and Erta Mahyuddin (2011: 6) put forward several definitions of language, namely (a) language is a collection of sounds that have a specific purpose and are organized by grammar rules (b) language is an expression of everyday conversation of most people who are spoken with speed normal (c) language is a system for expressing intentions (d) language is a set of grammatical rules and language consists of parts.

In the Department of Education and Culture states that language is an arbitrary vocal system, allowing all people in one particular culture or others who have studied the cultural system to communicate or interact. Furthermore Siahaan (2008: 7) explains that language is one of the human heritages which plays an important role in human life itself, such as in thinking, conveying ideas, and communicating with others. "Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others". Generally language is used as a tool to communicate. The communication process will run well when the two communicating parties are equipped with knowledge of language and language skills. Mastery of vocabulary and grammar are two aspects that must be mastered by someone who wants to learn a language, especially foreign languages. Meanwhile, to actively communicate, the skills that must be mastered include speaking skills, listening skills, writing skills, and reading skills.

Foreign Language

In relation to foreign languages, Chaer (2009: 37) suggests the term target language which is the language being studied and wants to be mastered. The form of the target language can be in the form of mother tongue (first language (B1), second language (B2), and foreign language (BA). Understanding the second language is not the same as the foreign language. In Indonesia for example, the first time learners learn the first language (regional languages), then learn a second language (Indonesian).

Foreign languages are languages that are not used by people in a country in their daily lives, becoming a second language besides the national language of the country, being a means of communication and integration with the outside world. In this world there are so many languages that each country has. There are English, Japanese, French, Arabic and others. These languages are usually studied as foreign languages in our country. Among these languages that are recognized as international languages are English. But that does not mean the national languages in each country are not recognized, it's just that English is used as a language in international relations. Along with the development of science and technology, and to face the challenges of the current era of globalization, the world community does not only focus on learning English. Studying other foreign languages such as Japanese, French and other foreign languages has become popular and is considered to be a necessity for the world community. By mastering languages we can communicate and by mastering foreign languages we can integrate with the world community.

Indirectly foreign languages can be concluded as languages belonging to other nations that are mastered, usually through formal education and which are not considered sociocultural as their own language. Foreign languages are learned in various other countries that do not use the language as the mother tongue of the country's residents in daily conversation.

The Role of Foreign Languages

Language acts as a root and cultural product which also functions as a means of thinking, a means of supporting the growth and development of science and technology. Besides language functions as a tool to express themselves, to communicate, to carry out social integration and adaptation in certain environments or situations.

The ability to master a foreign language has a very large role in the field of education, the development of science and technology and the world of work. In the field of education, foreign languages are included in the education curriculum. As in Indonesia, starting from elementary, intermediate and foreign language universities into core subjects. Foreign language skills play a role as a requirement for graduation. For students who take the entrance examination in schools and universities, foreign languages are also tested along with mathematics, general knowledge and Indonesian. Mastery of foreign languages is also a requirement that must be possessed by students who wish to continue their studies abroad, as evidenced by certificates of Foreign Language Ability Tests such as TOAFL, TOEFL, TOEIC and JLPT.

Foreign Language Learning

The study of foreign language learning has a long history until linguists conclude that there are three main terms, namely Approach, Method and Technique. Fachrurrozi and Erta Mahyuddin (2011: 5) define the approach as hypotheses and beliefs about the nature of language, learning and teaching. In language studies, there are three approaches that are often used namely the structural approach, functional approach and interactional approach. Structural flow sees language as a system that is formed from several structurally related elements. Teachers who use this flow provide teaching about grammar (grammatical), as well as the tools and teaching materials used. Functional flow interprets language as a tool / media to express functional meanings. This flow does not only emphasize the grammatical elements, but also the topics or concepts that students want to communicate. Whereas interactional flow considers language as a means or media to create interpersonal relationships and social interactions between individuals.

Meanwhile, in relation to the understanding of the method, Nawawi in Fachrurrozi and Erta Mahyuddin (2011: 5) argues that the method in language teaching refers to what is actually done and practiced by the teacher in order to help students achieve the expected language skills. The method is a continuation of the approach because the language teaching plan must be developed from theories about the nature of language and language learning. In the reading method, what is emphasized is how the reading skills are taught. Mackey in Fachrurrozi and Erta Mahyuddin (2011: 9) suggested that all teaching, both productive and less

productive, would involve selection, selection, presentation and repetition. Learning involves 'selection' because we cannot teach all aspects of language, we must choose the part we want to teach. Grading because we cannot teach everything we have chosen simultaneously; we have to put one after the other. Learning is also related to presentations because we cannot teach languages without communicating them to students; we must present what we have chosen to students. Repetition because we cannot make students learn languages without repetition of the material they are learning; we must teach language skills with practice; all skills depend on practice.

Thus, language learning is an amalgamation of several processes carried out through the cooperation of teachers (teachers) and language learners (students) which in this case is located at school. The language learning process begins with the individual in the classroom, then is practiced together in the school environment and subsequently a habit is formed within the student to be practiced in the language user community.

Kharisma Darussalam Cikampek

The name Kharisma Darussalam consists of the word "Kharisma" (derived from Sanskrit) which means something very valuable. "Daar" (derived from Arabic) which means region, environment or place. "Assalam" (derived from Arabic) which means safe, peaceful or peaceful. So Kharisma Darussalam means "Something that is very high value, which is located in a peaceful environment".

The background to the foundation of this foundation is concern over the general misunderstanding of Bpk company employees. H. Ating Priatna (Alm.) Of the Holy Qur'an as a guide and guide to life as fundamental and very fundamental. Wider concern about the large number of Muslims in the environment around companies that still cannot read the Koran and the organization or management of teaching and learning activities for teaching and reading of the Koran in general which do not have clear and systematic directions. Even if there is a well-managed, good, systematic and focused, in reality it can only be achieved and obtained by those who come from families who have more financial ability

The forerunner of all Kharisma Darussalam Pesantren activities began in late 1989 with the opening and commencement of the Hospitality Forum activity for the fuel tank fleet crews in the company's garage located in Cikopo, Kampung Tanjakan, Rawasari, Desa Jomin Timur. Followed by carrying out teaching and learning activities of the Koran to the children of employees' families who live in the garage area as well as children from surrounding residents' families.

From time to time the students continue to grow and needed a system and better human resources in managing it. Then began the clerics brought to join forces to manage and carry out teaching and learning activities of the Koran.

In 1992 a cleric graduated from Pondok Modern Gontor Ponorogo taught reading and writing Al-Quran using the iqro method. Then start the Al-Quran KBM in uniform by using the iqro method. All teachers or religious teachers who were

there at that time were given training in advance to understand and master the method of learning to read and write the Koran.

With the increasing number of children becoming santri, management improvements will be made relating to santri data, parental data and the KBM system with the aim that all KBM Al-Quran activities are better and more targeted. Then illustrated this non-formal KBM Al-Quran which was carried out in the mosque like a formal education.

The operational costs of all educational activities in the mosque are obtained from the percentage of the washing services of the tank fleet in the garage, the percentage of the results of the collection of used goods used by the tank fleet (oil, batteries, iron, tires, etc.) as well as from servants of God who care about the time front of the education of the children of this beloved nation.

After the completion of the 34-41313 gas station which was later called the Darussalam 1 gas station, in 1995 a mosque was built in the gas station area and named the Kharisma Darussalam Mosque. Begin all educational activities and KBM Al-Quran then occupy a more representative and more appropriate place in the mosque. Then the mosque management board was formed which was called the Mosque Management Board (DPM) which was in charge of and responsible for all mosque activities in fulfilling the commands of Allah SWT. to prosper the mosque.

With the increase in activities held in the Kharisma Darussalam mosque, and for the sake of better, maximum and istiqomah education with the intention of devotion, struggle and not to be commercially oriented, also to accommodate the needs and other interests, the Kharisma Darussalam Mosque Management Board consider and decide to make a formal and legal entity organization as an umbrella for all activities in this struggle.

On March 9, 1999 the Kharisma Darussalam Islamic Boarding School was established by Bpk. H. Ating Priatna (Alm.), Mrs. Hj. Siti Aisyah (Alm) and H. Endang Suhendar based on Notarial Deed number 7 dated March 9 1999 recorded at the notary office of Mrs. Hj. Ani Suhartati Hadiono, SH.

The period of July 1999 formed a semi-formal education in the Kindergarten of the Koran (TKA) and the Kharisma Darussalam Al-Quran Education Park (TPA) which later joined the clerics to join forces to fight shoulder to shoulder in the field of educational struggle in order to eradicate blindness and write the Koran in TKA and TPA Kharisma Darussalam.

In order to improve the ability of the clerics and clerics to continue to improve the deficiencies in the Al-Quran KBM, the Kharisma Darussalam Foundation sent a delegation of clerics and clerics to the Yogyakarta Mosque & Mushola (AMM) Youth Force as a training center for iqro methods.

With the activities above, there will be an increase in funding sources, which is ten percent of the total net profit of the company owned by Bpk. H. Ating Priatna (Alm.); God's servant grants in the form of efforts to wash the fuel tank fleet, used goods / waste tank car garage; the foundation's independent business, namely the

kerosene agent and the sumedang jongko-tofu business; infaq shodaqoh from the servant of God who cares about education. Furthermore, after the death of one of the founding bodies of the foundation, Bpk. H. Ating Priatna (Alm), he willed that 1/3 of his entire inheritance, both productive and non-productive, was donated to religious social activities managed by the Kharisma Darussalam Foundation which he founded.

Time passed, day after day continued to change, week after week continued to pass and month after month continued, the construction of the Darussalam Kharisma Mosque 2 in the SPBU 34-41319 Darussalam 2 area located at Jalan Raya By Pass Jomin Timur Kota Baru. On August 28, 2001, its use was inaugurated by the Regent of Karawang Regency. Simultaneously with the inauguration of the use of the mosque, the groundbreaking of the main building of the Kharisma Darussalam Integrated Islamic School was held by the Kharisma Darussalam Foundation.

With the completion of the construction of the main building of the Kharisma Darussalam Islamic Boarding School, in June 2002 all activities and KBM of the Kharisma Darussalam TKA-TPA were moved from the Kharisma Darussalam 1 mosque to the main building of the Islamic Boarding School of Kharisma Darussalam.

The decision of the administrators of the Islamic Boarding School of Kharisma Darussalam in 2003, considered it necessary to propose the Kharisma Darussalam TKA-TPA education stage which was still semi-formal into a formal education stage with the name of Kharisma Darussalam Integrated Islamic Kindergarten and Elementary School. In 2006, in line with the issuance of the Kharisma Darussalam TKIT and SDIT Education Operational Permit Operations by the Karawang District Education Office, the Kharisma Darussalam Regent's Office of Karaar District was officially inaugurated.

To maximize the results of education in 2008 a program (11 years) of student admission was started from kindergarten. All students who have begun enrolling in kindergarten are required to complete a minimum education at the Kharisma Darussalam Cikampek Jomin foundation up to grade 9 junior high school. As for the familiarization of students starting from the fourth grade SDIT Kharisma Darussalam up to the 9th grade SMPIT Kharisma Darussalam. This is one of the unique attractions of the Kharisma Darussalam Cikampek Jomin Karawang Foundation.

Conclusion

Of the several methods outlined above, methods that are easily accepted by students and are effectively applied are the habituation method, the exemplary method and the punishment method. Habituation is done routinely by students so students will get used to positive things. The exemplary shown by the cleric / cleric makes students to imitate the character of the cleric. Besides giving punishment will make students afraid to commit violations so that students will get used to good behavior.

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PINK SERIES APPROACH IN TEACHING ENGLISH VOCABULARY

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Abstract

The early childhood is represents the young learning activities in teaching language learning by the appropriate way in adding their English vocabularies. Therefore, teaching young learners' need the natural and clearly communication to assist their understanding of the new vocabulary and unfamiliar vocabulary. Teaching by sounding the letters or (called phonic) of the words are the important approach to the students in language teaching vocabulary. According to Phipps (2011) synthetic phonics is a fast track multisensory approach to teach reading accuracy. It starts with the smallest units of speech—sounds and building up to bigger units by blending the small ones together. The basic skills in synthetic phonics are: learning the letter sound, letter formation, blending and segmenting skills. The learners are also taught tricky words that cannot be read by blending the sounds. They are sight words and are taught to the Kindergarten pre-service teachers as such. This research aims is to know Young Learners responds in learning English by introduce the letters' sounds of words in teaching vocabulary include their participations in learning, to know their feedback and understanding the new vocabulary by using phonic first in the words. The method of this study is qualitative observations to find the factual

situations and results of the study. Data collections of this study by interview English teacher in the class and the students' response after learning English vocabulary by introduce phonic method.

Keywords: English Language Teaching, Vocabulary, Phonics, Media, and Montessori

Introduction

All of Language in the world plays the important part in skills that people should have. By learning language students may easy to communicate to other people. Language is also about mental, social, emotional value of development of people in delivering or convey their information. In see that learning language especially in English language is important which has an international language and encouragement by the society, parents compete to enter their children into schools that are of international or national level plus where language in daily used is English. In Indonesia there are many kindergartens that have been applied English language learning. As in Bee Kids Kindergarten where have applied English language learning even using a method that is still rarely used in other kindergarten in Karawang, that is Montessori School.

Teaching English language to young learner is a challenging for teacher because educator need the method and skill to faced young learner. They still have a short focus in learning seriously they need learning by enjoying with their environment, fun, and attracting learning. In teaching English for young learner is firstly introduced the vocabulary. Vocabulary is important element that foreigner and student need for mastering a language. "A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform." (Paul Nation, 2013). According to (David A. Wilkins, 2013) "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed."

To see the differences of the character of young learner in learning foreign language, teacher need the effective and appropriate method in teaching vocabulary is fun. Young learner learning by their environment and experience through the concrete to abstract. According to (Arslan, 2008; Gülay&Önder, 2011; Büyüktaçkapu, 2012) "Active learning by Montessori education children's learning by directly interacting with environment." This research will shows about teaching English vocabulary by using pink series that one of the material in language are in Montessori. Teacher may present the symbols or picture and also shows the letters of the symbols or picture. It help student understanding and know about the new vocabulary through picture and the arrangement of the letters. Besides that children also introduce the phonic; sounds of letters that aid children to understanding meaning not only memorize the word.

Method

Design of the Study

From this research, we are using qualitative observation, also using interview.

Participants of the Study

Participant in this study have 10 children from kindergarten in the Karawang, West Java in Indonesia.

Description

In this research, our group using 2 week to know how to method using in the kindergarten about Phonics, and then, we use have many step. This step to make children 3-6 years old more understand about phonics in English language. And this research using multisensory to make students or pupils more understand.

Materials

In this research, there are special tools used for Montessori learning in teaching phonics like recording, multisensory tools, realia, miniature, and alphabets.

Participants or children aged 3-6 years every day will be tried little by little using the stages starting with the simplest possible. With taught is knowing letters or alphabets. Here children are told about the names of letters using sound. Like phonics in English, and also given alphabets. Like "A" is to "Apple". And also the sound of the letters was heard. In the beginning, the teacher will usually give vocal letters first. Like letters: A, E, I, O, U.

Discussion

Teaching English

Teaching English to very young learners is very important. From the analysis that me and my group have done we can know the important of teaching English. Mastering English must be applied from an early age. Because learning foreign languages or English is not only for a short time. Even learning English when you are an adult is difficult if only done in a short time. According to Brumfit, Moon and Tongue (1991), children need to be exposed to the language and its culture from an early age in order to grow up with tolerance and understanding for others. Use English more often in explaining material to students. Young learners need to be exposed to a variety of uses English around them, both spoken and written (Moon, 2000). To help students acquire English the teachers should speak English from the beginning of each English lesson (Slatery and Wills, 2001). The use of English in teaching can also help students to imitate what the teacher is talking about. This also can make students to practice in speaking English.

Phonics

Phonics in learning English as a foreign language is very important for children. Especially in the golden age. Phonics itself is very much related to reading. And also with sound. And in some possibilities that will occur using phonics and Montessori methods for learning English as a foreign language such as:

1. Children or participants from 3-6 years of age are more independent.
2. Children immediately try to touch and feel the form directly or with real alphabets so the child understands faster
3. Montessori is not only children who have special needs, but all children are indeed still difficult to know about concrete and abstract things. Therefore the use of alphabet with a real form makes the child more able to understand.
4. The teacher or researcher must use a clear voice to mention the alphabet in English. like the letter "A" to Apple, "B" is to boy until the letter "Z". so the child will not mispronounce.

Montessori in phonics learning is very useful. Because in addition to being very easy to understand, even children aged 3-6 years old can quickly and regularly recognize punctuation in the correct English words and can also feel directly the forms of alphabets as well as how to write them. Besides that, children can know the meaning of the word and there are miniature objects. Like the word "CAT" and children are assigned to look for miniatures from the word "CAT". Also. Phonics in this kindergarten level learning can be done not only with serious things. But it can be done in a fun way such as learning while singing and doing games. Children learning phonics can be taught by singing and shown videos. And in Montessori phonics teaching in English as a English foreign language, children really interesting. Because Montessori directly invites and teaches children with real objects. And this can also be a solution for teaching phonics children in English because the method effective for teachers.

Media

In this research, the researcher really interested to know deeper about Montessori that will use media of pink series, how it will works in English language teaching at kindergarten students. It took place at Bee Kids Kindergarten located in Karawang West Java. Pink series is such as a card that has pink color and it has so many real pictures and the name of the things (noun) in the picture, it will be separated when the students want to arrange and doing a game of mix and match of the name and the picture of the thing. But, firstly the teacher needs to show them the picture and the name, then, she showed how to speak it out loud, for example: 'table', after that the students need to repeat it. After all the things had been read by the teacher and repeated by the students, it's time to start the next step. Students need to mix and match the picture with the card that has name and when they can arrange it well, it means the teacher is success of using this media to introduce new vocabulary to students in Bee Kids Kindergarten.

Montessori Method

Independence, courage, student expertise, regularity, discipline and critical thinking are those who will develop educators in the application of the Montessori Method. In addition, students' cognitive abilities will be applied to each Montessori area. This agreement will further introduce and train students in activating the senses or sensory students. Students can feel fine and rough objects, hear loud sounds until soft, and recognize heat and cold. At that time students are expected to be able to prepare themselves for skills such as writing, counting and compiling as well as matching materials that are appropriate. Montessori agreed to that *"Hands are very important for humans. Because a child develops himself through his movements, through the work of his hands, he needs things with which he can work which provide motivation for his activities"* (1966, p.82)."

Students' reading skills will be enhanced by the initial recognition process "letter sounds or phonic" which will help students to finish text easily. Maria Montessori develops children's development in accordance with the child's thinking and abilities; 0-3 Unconscious Absorption Thoughts: children learn from what they see, touch, feel, in their environment indirectly and form self-concepts about something. 3-6 Conscious Absorption Thoughts: they learn from their environment and act to resolve their problems independently. At the age of 3-6 years it can be concluded that these children are ready and able to provide about children first. At that age students have the ability to be quick and responsive about the new things they learned so that they can easily facilitate new knowledge. Educational Strategies for Students, Based (Neuman et al., 2000) *"The role of a teacher is very important for children's learning and that the teacher can inspire children to read, write, and learn through careful planning and literacy teaching in accordance with development."*

Conclusion

Indonesia have special language to use and communicate with other people from Indonesia. Indonesia country have special language. Call of special language from Indonesia is "Indonesia language". But in this modern era, English language as International language really need to all people in the world. All people should to can speak English language. And then, nowadays education in Indonesia also learn about English language. English has been a foreign language or second language in Indonesia. Many people who learn English, because when we meet strangers, of course the first language that we use is English. So it's very important for Indonesians people to use English as a foreign language or as a second language. But learning English is not an easy thing if only done for a short time. Therefore, in recent years many parents send their children to schools that study English in depth. And then, have 5 (five) steps how to children or pupils can speak English language fluently as EFL using Montessori:

Teaching English Language

Moreover, now many kindergartens have taught English. In fact, English language have in the kindergarten. Children 3-6 years old learn speak English language. as we know, 3-6 years, we can call "golden age". When children golden

age, children more to easier than adult or teenagers. And 3-6 years old this is time to teach children other language. This reason the teacher to make children learn other language like English language. A person's ability to use English is needed in line with the progress of a country. Therefore, teaching English as a foreign language must be introduced at the early age to Indonesian children.

Vocabulary

Montessori Method in Bee Kids Kindergarten is able to increase students' interest and enthusiasm in learning vocabulary English language. Students enjoy every activity of learning and become more active, independent and responsible for what they learn. When the concrete nature of object boxes makes them potentially superior to written exercises. Object boxes provide a student hands-on interaction with new vocabulary in context, whereas traditional methods of completing worksheets are more abstract. Objects are real representations of words; a student filling in a worksheet must imagine what the sentences or pictures represent. Object boxes support all three theories of language acquisition. Object boxes allow students to experience vocabulary independently through manipulation of real objects. The use of two different types of boxes containing two different representations for the same vocabulary word enriches the students' understanding. The interest students have in object boxes compels them to return to them multiple times, reviewing the words on each occasion. The objects in the boxes serve as mnemonic devices that allow students to make many synaptic brain connections, facilitating retrieval of information. This study is Supported to by pink series ways in require high creativity so that students will not get bored doing free activity any time.

Phonics

So, teacher are looking for more effective ways so that children easily find out the alphabets or Basic English words and how to pronounce them. And in the innovation of our group, we have new findings in the teaching of English Phonics for EFL children by using Montessori pink series. The pink series for this basic level is very fast. the purpose of the pink series here is that there are several stages in the pink series. Like children aged 3-6 years do not understand alphabets and how to read or phonics in English. Here the teachers can give it by practicing directly with singing, then after the child knows it. We can give the child the tools to be able to feel the shape of the letter by always saying the phonic. And after that use the pink series that has different words or vocabulary with the CVC (Consonant Vocal Consonant) arrangement like the word Cat = CVC. And look for the miniature from the "paint". This is very effective and easy for children to understand. Children without the hassle of remembering in learning English. And actually the main key to learning English is mainly to learn Phonics, which is by means of Montessori, which is to prioritize practice and bring forth objects that are right there or real.

Media

Alternative media which provides many advantages for teacher and for students. One of the advantages got from this media is giving classroom more interesting. Interesting design of classroom is a fundamental way for elementary teacher to persuade and asked students learn English without forcing them. Montessori also supports students to be more creative and active. They can involve in work group, and they can find the name of the object by seeing the real object or seeing the teachers' instruction. From this case, Montessori can be a bridge to build cooperative and collaborative activity. To provide real object, teacher can use many ways. She doesn't only take a real object, but she can bring a picture of the object, miniature of the object, and also pointing some objects around students' environment. For this case, pink series Montessori can be also combined with contextual teaching learning. There for, pink series can be one alternative to give English teaching learning effectively.

Montessori

The Montessori Method is a teaching method that focuses on students so that students can play an active role in the learning process, the teacher acts as an observer and student companion. Montessori has the teaching principle that students learn through their environment (North American Teachers' Association, 2006). Mixing the age of students in one class at the montessori school aims that each "child learns through observing and imitating" (Fagan, 2009). In addition, students have close relationships such as family to help each other and together in learning. However, joining the age of different students in one class can encourage students to try to communicate with friends who are of the same age and older in communicating. The learning process in students is as an assessment point for teachers or teachers in assessing students' daily development. Students are not only active in the learning process and students can shape themselves to be responsible, disciplined, organized, and think critically in doing and acting on something inside or outside of school.

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TEACHING ENGLISH TO YOUNG LEARNERS THROUGH MODERN GAMES

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Abstract

Teaching English for Elementary level is very important for preparing students to be ready and well prepared generation to be met with the future demand like communication and technology. In the light of communication, Indonesia is one of countries that join in agreement of ASEAN Economic Community which uses English as the language for global market in ASEAN. Dealing with communication, it is clear that nowadays almost all modern technology using English such as computer, gadget, etc. There are more student access internets or gadget for accessing game than playing the traditional ones. That is surely not a bad thing when students are exposed much to internet. Yet, being exposed to the traditional ones is also a good idea so that Indonesian students would be those who are aware of their own culture. Seeing those two things, the demand of being able to use English for communication and an effort of making the students aware of traditional games they have, we are interested in investigating the effectiveness of traditional games as a technique for teaching English for Elementary school students. Through games, teachers can create various contexts in which students have an opportunity to use English for communication, exchange information, and express opinion (Wright, Betteridge and Buckby, 1984). The aims of this research is to find out whether modern games are effective to be used in English teaching and learning. This research was conducted at SD Adiarsa barat V of fourth grader students with the number of students was 19. The design of the research is quasi-experimental with one control group pre-test and post-test. The instruments are pre-test and post-test. The games which are used in this research is Simon Says Games. The findings shows that modern games are effective for teaching English. Suggestions are proposed for English teachers in implementing the technique in the class.

Keywords: English, Modern Games

Introduction

Curriculum 2013 impacts on the position of English in schools particularly Elementary school. Previously English is a local content of many schools in Indonesia. Because of this curriculum, English there is no room for English teaching then it becomes extracurricular. In fact, students of Elementary school are those who will be living in the world of competition in which communication is necessary. Indonesia is one of the members of *ASEAN Community 2015* which means being agreed to use English within ASEAN trading. Yet, the English. On the

opposite, children are as the object of many games on the gadget. They spend much of their time playing games online. It causes another problem that is students tend to be more familiar with modern and online games from gadget than traditional games. Then there are two problems emerge from this illustration, students of Elementary school are not exposed with English and modern games. Exposing students with much English can help them require target languages better. Through modern games, students are provided with real-life game that encourages interaction and communication with fellow students. Why those two things important is because children are believed to love playing game. According to Pellegrini (1991:241) in Bennet (1998:5-6) games are defined into three categories: (1) games are as inclination, (2) games as contexts, and (3) games as attitude that can be observed. Games are considered not only something fun but the result needs to be considered also. Modern games are games that are exist in certain areas based on the local culture. Modern games are fun activities for entertaining, maintaining neighborhood, and social comfortable. In other words, playing is a need for children. So, playing for children has a value and important characteristic on the progress of daily life including in traditional games (Semiawan, 2008:22).

A worry that children is not ready with the global demand and the shift of good values, the writers conducted a research on teaching English through modern games in Karawang regency, Central Java. In English teaching and learning by using modern games, students have plenty of opportunities to interact and socialize with things they like, (4) big curiosity, (5) like talking and concrete things, and (6) like physical activities. In line with that, Sugiyanto explains similar characteristics of Elementary students like the following:

- a. Love playing
- b. Like moving:
- c. Enjoy working in groups
- d. Do or act out things directly

Based on the characteristics that have been mentioned, teachers have to design the teaching and learning process which accommodates children characteristic that is designing English teaching learning process that meet their needs. Teachers should be aware that they certainly have their own world where they can play and explore their great imagination. Teachers also should give opportunities for students to move and socialize with their fellow classmates in the class. Scott & Ytreberg (1990) said that children love to play what they see and hear around them. Further they describe that "Their own understanding comes through hands and eyes and ears. The physical world is dominate at all times. Therefore, through traditional games, young learners possibly learn English with fun because these games not only let them to move physically but also interact socially.

English Curriculum in Elementary School

Based on the Competence-based Curriculum, English in Elementary School is a local content. In the beginning of 2013, when 2013 curriculum was introduced, English then considered to be extracurricular. SD Adiarsa Barat V is one of schools assigned to implement this curriculum for all classes in academic year 2018/2019. Yet, when the research was being conducted, the curriculum The

research conducted by Thanh and Nga (2003) shows that: (1) through games the students can be more relax and enjoy the learning, (2) Games also involve friendly competition and still keep their interest to learn. It encourages the students to be involved and participate actively in learning activities, (3) vocabulary games can provide real-life into the class context and improve the use of English communicatively. Azar (2012) investigated about effects of games toward strategies for teaching vocabulary for English students in Iran. Other research was conducted by Arif (2009) about the implementation of Contextual Teaching and Learning (CTL) in Teaching Science through Traditional Games. The result shows that there is a significant difference on the implementation of CTL through traditional games in science activities on the experimental group in which traditional games were implemented. Similar research was conducted by Yulianti (2012) who found that *Portek* (Portable *Engklek*) is effective to increase students' English vocabulary.

Method

The present research is quasi-experimental research which aims at investigating the effectiveness of traditional games for teaching English in Elementary School. It was one experimental group with pre-test and post-test group of which the instruments were pre-test and post-test. The subject of the research is 19 students of fourth grader SD Adiarsa Barat V. Actually there were 22 students altogether. Yet, some of them did not join the pre-test and the others did not join the curriculum seems not support on the preparation of young generations to face the demand. The 2013 curriculum puts English as an extra with only 35 minutes per meeting once in a week. With that policy, there is a worry that both teachers and students will not be aware with the importance of English for communication.

While, nowadays most of modern technology use English and students of Elementary school belong to those who make use of the technology. They are exposed much with internet, television, smartphone, and others which English is there. As a matter of fact, the exposure is not in line with the competence of using their mates and maintain traditional cultures as well.

Based on the background above, the writers conducted a quasi-experimental research entitled Teaching English through Modern Games for Elementary School Students in Kabupaten Karawang. This research is aimed at knowing how effective the modern games for learning English of the fourth graders of SD Adiarsa Barat V. English for Elementary School has been introduced since 1998 when Competence Based Curriculum is applied. Although it is still debatable on the importance of English to be taught in Elementary level, Yuvaraj (2009) argues that in early of two years until the late of puberty, children possess —critical period which is closely related to language acquisition. This argument is based on the proposition that children ability to acquire language is a genetic process supported by biology factor that ends in puberty. Within that period, brain ability to memorize words is sharper than when they have been adult. (Sommer, 2011) claims that the principal of introducing a language is get the kids used to be with the intonation and sound from the language. It clearly shows that introducing English in early age is not a big deal on condition the English teaching bases on children development.

Students of Elementary school are around 6 until 12 years old. According to Suhartatik (2008), they belong to young learners, those aged 4 until 12 years old. She explains that characteristics of young learners are: (1) moody, (2) have short attention span, (3) highly motivated on used was still Competence-based Curriculum. The competences include oral communication in school context covering listening, speaking, reading, and writing.

For grade IV, the standard competence for listening is understanding simple instruction with action in school context. Students are expected to be able to: 1) respond the instruction appropriately in school context, 2) respond simple instruction in verbal. While for standard competence of speaking, students are expected to be able to give simple instruction or express opinion in class context. For reading, students are expected to understand simple English texts with picture, including words, phrases, and sentences and be able to read aloud with appropriate intonation, pronunciation, and stressing. For writing, students are expected to be able to copy simple words, phrases, or sentences in class context.

Results and Discussion

Modern Games

Technology was created for human welfare. Modern game is a game that is done by using technology tools that have been developed in the community and played by more or less two people, can even be done alone without any playmates such as play stations and on-line games. This virtual game can make players as if living in the real world.

Before technology developed, modern engineering was more difficult to find among rural communities. Along with the times and technology, the economic growth of rural communities also developed. The villagers began to get acquainted with the world of technology, especially in children because the nature of the desire to know is higher than in adults, play station is one of the modern games that is very interesting for children, because many provide a menu of games that can be selected and played starting from Super Mario, Metal Sluk, Wining Eleven, PES, and so on.

Simons Says Games

Simon Says is a fun game that helps in exercising listening skills. This game is fairly easy, but it can quickly turn into a challenge, especially if playing in a large group. Although this game goes by many names worldwide, the fun, basic rules tend to remain the same.

Gather your group of players. Simon says is a simple and fun game played by children all over the world. Although Simon says is normally reserved as a children's activity, people of all ages can play and enjoy the game.

- Normally, all the players in Simon says remain standing for the duration of the playing round. However, you could also play sitting down.

Designate someone as Simon. Within your group of players, designate one person to be Simon. Whoever is chosen to be Simon will then stand in front of and face the rest of players in the group.

Understand the role of Simon. Simon is the leader and commander of the group of listeners. Simon gives commands to the group of listeners. Simon's commands can be given in two different ways: beginning a command by saying, "Simon says..." or simply stating the command.^[3] Simon's goal is to eliminate as many listeners as possible, until there is one listener remaining as the winner. Depending on which way the command is phrased, the group of listeners will either obey the command, or not. Simon eliminates listeners by having them incorrectly obey or not obey commands.

Understand the role of the listeners. Listeners must listen closely to what the leader, Simon, commands them to do. If Simon gives a command by first stating, "Simon says..." the listeners must obey Simon's command. If Simon gives a command without first saying, "Simon says..." the listeners must not obey his command.

If a listener incorrectly obeys or does not obey Simon's command, they are eliminated from the rest of the game round, and must sit out until another game round is started.

Give commands as Simon. Because you are trying to eliminate as many listeners as you can, you should try and make your commands tricky to follow. For example, frequently switch up when you give commands preceded with, "Simon says..." Give your commands quickly so your listeners have to make quick decisions on whether to obey your command or not. When someone incorrectly obeys one of your (Simon's commands), call them out so they can be eliminated from the remaining group of players still in the game. As Simon, you can get creative with your commands; however, some common commands Simon can give include:

- Touch your toes.
- Hop on one foot.
- Dance around the room.
- Do some jumping jacks.
- Give yourself a hug.

Obey commands as a listener. As a listener, you have to listen and pay attention very carefully to the commands given by Simon. Simon will try to trick you into obeying commands you shouldn't by giving the commands very quickly. Wait a split second before you go to perform a command, to think back if Simon preceded the command by first saying, "Simon says..."

- After Simon gives a command (assuming the command is preceded by, "Simon says..."), perform the command until Simon moves on to the next command.
- If the next command is not preceded by, "Simon says..." continue to perform or hold the previous command.

Start a new game. Keep playing until there is one remaining listener left.^[11] The remaining listener is the winner for the round, and becomes the new Simon. At the start of a new game round, all the eliminated players are back in the next game.

Counting your own strikes. This variation of the game involves the listeners counting their own personal strikes when they incorrectly obey or don't obey a command. Simon can set a number of strikes (three strikes, five strikes, etc.), or strikes can be counted as letters of a word. Depending on the word, listeners who spell out the entire word are then out for the rest of the game round.

For example, much like the basketball game Horse, strikes can spell out **H-O-R-S-E**. Once a player spells the entire word, they are eliminated.

Play with a theme for Simon. During holidays or certain festivities, the leader of the ground can change their name from Simon. For example, if you're playing some time around Valentine's Day, Simon says can turn into Cupid says. If you're playing around the Fourth of July, Simon can change into Uncle Sam says.

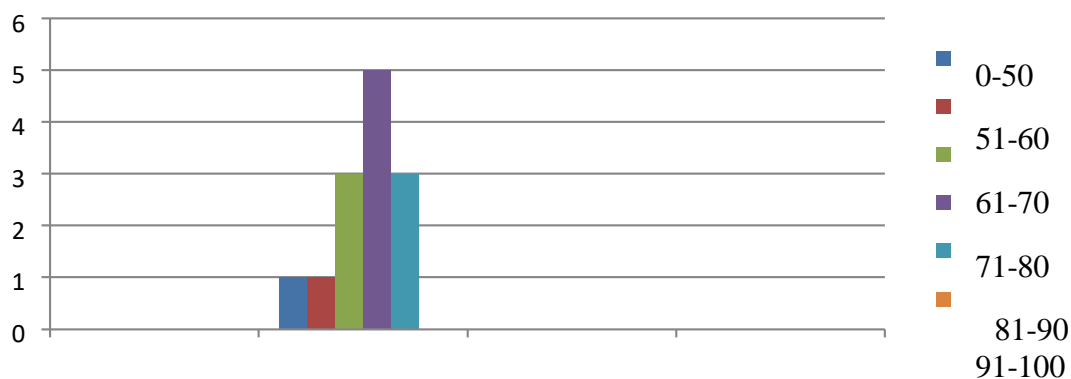
Incorporate sports activities. "Simon says" can be translated into a fun activity for any sports team, especially teams that have older kids.^[16] A volleyball version of Simon says would include all volleyball related commands. For example, Simon might give commands like:

- Block – All players jump up to block.
- Dive – All players pretend to dive for a ball.
- Defense – All players go into their defensive, ready position.
- Shuffle – All players would shuffle in the direction indicated by Simon.

Table 1. Descriptive statistics of students' English achievement

	Minimum score	Maximum score	Mean	Standard deviation
Pre-test	50	90	71.25	11.03970
Post-test	75	95	79.5	6.73528

Based on the table, before getting the treatment, the students' minimum score is 50 and the maximum score is 90.



Students' score

Chart 1. Students' score before being taught by using modern games

After being taught through modern difference between two means is 8.25. The games, the minimum score is 75 and the following chart describes the students' score maximum score is 95. In addition, the mean after traditional games were implemented increases from 71.25 into 79.5.

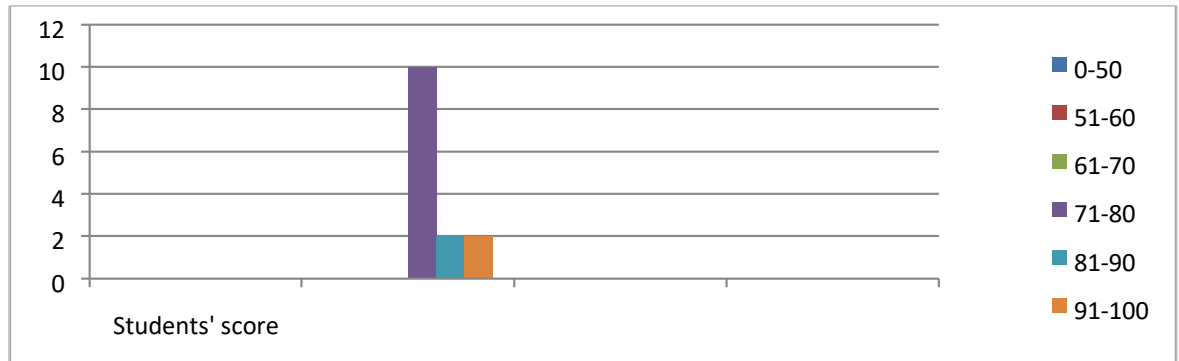


Chart 2. Students' score after the implantation of modern games

After the two means were found, the through PSSS. Here is the result. Next step is calculating them into t-test.

Table 2. The result of t-test calculation

		Pair 1	
		pretest-posttest	
Paired Differences	Mean	-8.21429	
	SSStd. Deviation	9.97249	
	Std. Error Mean	2.66526	
	95% Confidence Interval of the Difference	Lower	-13.97223
		Upper	-2.45634
T		-3.082	
Df		13	
Sig. (2-tailed)		.009	

From the data above, we can see that the significance level is 0.009, which is lower than 0.05. Therefore, it can be said that there is a significant difference between students' English achievement before and after being taught by using Modern Games.

Based on the finding, it shows that through modern games students' English achievement is significantly higher than before. This research result supports Thanh

and Nga's study (2003) that games are effective to build students' vocabulary. During the treatment, the games have successfully encouraged the students in learning vocabulary subconsciously and interactively. In addition, the games also provide the students with speaking practices since they have to ask and answer questions related to the topic learnt. Right after the games, students are exposed with writing practices as well. In other words the games trigger the students in learning English in a contextual the students' understanding is also given. Then for uncontrolled-practice, it is provided a meaningful task that leads them to produce either oral or written work based on the material learned. From those stages, surely all skills of English are highly considered. Influences the students' achievement to be higher than before the treatment. It is understandable, since the games are designed in such a way so that the students learn and practice four skills of English. Besides, the test administered is also considered to cover the four skills. All in all, the games are believed to be effective for teaching English. Situation. It is in line with what Kirkland & O'Riordau (2008) who claims that games offer a medium for students to explore and interrogate information in a fun Different from other research, this study used traditional games exist in Karawang. Through those two games, the students are provided with some physical activities and chances to interact with their mates, which lead them to master English better. The teaching stages of using games have considered the four skill to be included in every single meeting of treatment. Starting from opening which aims at getting the students' attention, then playing the games for icebreaking and lead them aims at getting the students' readiness in learning. After the material is presented, practices covering all skills are given to them. The first practice is Controlled practice such as blank filling to highlight vocabulary and grammar related to the target language. In addition, semi controlled practice such as listening to check.

Conclusion

In conclusion, modern games are effective for teaching English. Seeing the result of the research, there are some suggestions are proposed to English teachers and further researchers. For English teachers, employing modern games for teaching English can be a good idea yet some things should be considered like the kind of game, the number of the students, the crowd that the students might make while playing the game. Then for further researchers, it might be another idea of having modern games to be more specific for teaching skills for example for speaking.

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ONLINE GAMES AS A TOOL OF TEENAGERS' VOCABULARY ACQUISITION

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Abstract

There are two ways of how the English foreign language learners get new vocabulary. First, through vocabulary learning and second, through vocabulary acquisition. There is definitely an obvious differences between two of them. This study tries to elaborate how does online game help the gamers to acquire vocabulary, along with their own perception on these games. Five participants come from different university but study in the same major that is English. This research is analyzed descriptively. Vocabulary test and unstructured interview questions are used as its instruments. Through all of these, this study succeed to answer the research questions and proved that online games really helpful for teenager as the gamers to acquire new vocabulary, new words and even to learn English eventhough they study in English Department.

Keywords: Vocabulary, Online game, EFL Learners, Vocabulary Acquisition

Introduction

As one of the knowledge areas in language vocabulary plays a great role for learners in acquiring a language (Abdulrahman & Basalama, 2019; Cameron, 2001; Harmon, Wood, & Keser, 2009). Linse (2005) also stated that learners' vocabulary development is an important aspect of their language development. Other than that based on Nguyen and Khuat, they stated that in learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

The poliferation of technology in today's world has been contributing into the growth of many aspects including education. Technology is a significant part of learning process and becomes an effective tool for learners and teachers (Abdulrahman, Basalama, & Widodo, 2018). Nowadays there are a lot of information which can increase English vocabulary knowledge such as whether it is from method, technique, application or even a game i.e Online game that almost

avored by all circles, not only a teenager particularly but also an adult whether the employee or even a student.

There are two ways to gain new vocabulary, they are through acquisition and through learning. It is stated that vocabulary learning is done by the 'educated people' or people who only learning English for purpose, for example people whose purposely learning English for the sake of their own education. They learn all of the aspects about English as the foreign language, started from its four main English skills like speaking, reading, listening, writing and then its sub-skills like vocabulary, grammar and so on. In vocabulary learning they learn it all based on the available theories whether it is from books, article, media, and so on with the related method and technique that definitely help them to learn English. That is obviously different from vocabulary acquisition where 'the learners' learn vocabulary informally. Like as it's already talked above that contextual vocabulary acquisition" (CVA) is the acquisition of a meaning for a word in a text by reasoning from textual clues and prior knowledge, where the learners only learn vocabulary contextually. They don't learn it literally, for example when they read a text they do not translate it word by word through the dictionary but they just figure it out the meaning from the context.

Vocabulary acquisition has received scant attention in the international research agenda (Lawson & Hogben, 1996; Nation, 1993, 2001). There are two types of it, which is lexical meaning and contextual meaning. Lexical meanings are attach to a word as the word itself, for example "a building for human habitation", that attaches to the form "house". While contextual vocabulary acquisition" (CVA) is the acquisition of a meaning for a word in a text by reasoning from textual clues and prior knowledge where the understanding of vocabulary meaning doesn't based on what the dictionary said but to figure out the meaning of the text contextually, for example when we read a text such as novel, article, and newspaper.

Nowadays there are a lot of innovations which can increase English vocabulary knowledge such as whether it is from method, technique, application or even a game. One of the most famous game nowadays is online game that almost favored by all circles, not only a teenager particularly but also an adult whether they are college students or even employees. Online game itself has many types such as Massively Multiplayer Online (MMO), Simulations, Advanture, Real-Time Strategy (RTS), Puzzle, Action, Stealth Shooter, Combat, First Person Shooters (FPS), Sports, Role-Playing (RPG), Educational, and many more (Hurst, 2015). Through these games which pretty famous in all gamers circle, it should have helped them to acquire the vocabulary yet in fact there is still a lot of gamers who are only play the game just for having fun and to up grade their level, so they ignore the literal meaning of words or vocabulary on the games or even they just guess the meaning. Especially they can cheating or peek on the next steps that they have to do through internet either it would be the video or text that contain the next steps they must do.

Online game does not only used for fun but also to acquire new vocabulary or more specifically to gain a new word through games' feature when they played. According to Fogg (2002), motivation and ability alone are not enough; a 'trigger', which is like a call for action, is also required so as to tell the user to achieve a certain behavior. Lui (n.d) stated that players must successfully complete one level before moving on to the next level. The rewards obtained for each level provide

constant motivation and also develop players' skills at the same time. If the gamers play in order to upgrade their level, they would play the game continually so indirectly they would also looking for the translation one by one of the word to find out its meaning where it helps them to step up on the next level while on the other hand the gamers just gain a new vocabulary passively where they just 'receive' the words through the game.

Due to the above problem, this study is attempt to answer the following questions:

- 1) How does gamers' vocabulary knowledge?
- 2) How does gamers' perception on improving the vocabulary through online game?

Therefore this study aims to describe the phenomena of online game and how it can give beneficial effect for TEFL.

This research focus on the process on how teenagers are able to acquire new vocabulary through online games. A previous action research conducted by Huyen and Nga (n.d) to their Vietnames students found that games are effective in helping students to improve their vocabulary building skills. The difference is that their research used conventional games while this paper focus on the use of online games as a media to acquire new vocabulary.

Method

This is a case study with non-participant observation. The participants are four males and one female with the different education background and majors namely English Education and English Literature. For three males and one female are from the same university and major which is English Education on the 7th semester and for other male is from a different university and major which is English Literature on the 1st semester. They are approximately from 19 years old until 23 years old. The purposive sampling is chosen since the writer would like to know whether their vocabulary knowledge related to their educational background or not. The data were gathered through field observation and interview. The instruments used were a five question of unstructured interview and thirty items of vocabulary test. First they are asked to fill on the test which it is arranged of 30 questions. The instruction of the test is to translate the words that they usually found on the online game from English to Bahasa and Bahasa to English which consist of 15 questions on each part.

Results and Discussion

The following table below are the representation of test which already filled by the participants. Here are two tables with 15 questions in each of table, English to Bahasa Indonesia language and Bahasa Indonesia to English language.

Table 1. *The translation result from English to Bahasa Indonesia*

Words	Meaning	Number of correct answer	Number of incorrect answer
steam	tempat membeli games	3	2
level	tingkat	5	0
support	dukungan	5	0
equipment	peralatan	5	0
imbalance	tidak seimbang	4	1
empire	kerajaan	4	1
player	pemain	5	0
slain	terbunuh	5	0
storage	penyimpanan	5	0
attack	serang	5	0
clan	kelompok	5	0
item	benda	5	0

Table 1 is the translation word from English to Bahasa Indonesia where the participants filled. It could be looked at the total numbers of correct and incorrect answers they made. It can be seen that there were only 4 words the participants made mistake on it. While the other words they answered it correctly.

Table 2. *The translation result from Bahasa Indonesia to English*

Words	Meaning	The number of correct answer	The number of incorrect answer
mengikuti	follow	5	0
peta	map	5	0
menandakan	mark	5	0
perlengkapan	equipment	5	0
klik	click	5	0
misi	<i>mission</i>	5	0
terbunuh	killed	5	0
menang	win	5	0
retribusi	retribution	5	0
inventaris	inventory	5	0
kemampuan	skill	5	0
petualangan	adventure	4	1
menyerang	attack	5	0
efek	effect	5	0
kerusakan	damage	5	0

While on the table 2 where the instruction was to translate from English to Bahasa Indonesia almost all of them has no mistake except one participant who translated *petualangan* to *journey*. Further, there were some words which each

participants translated to different vocabulary like: *terbunuh* (slain, killed), *kemenangan* (victory, win), *kemampuan* with answer (ability, skill).

From table 1, it is found that participants used various strategies when they are asked to translate from English to Bahasa Indonesia. The first strategy was by using synonym such as *kerajaan* or *kekaisaran* for the word empire; *perlengkapan*, *peralatan*, *barang* for the word equipment; *grup*, *klan*, *kelompok* for the word clan. The second strategy was morpheme analysis, such as *serang* or *menyerang* for the word attack; *tidak seimbang* or *ketidak seimbangan* for the word imbalance; *dekat* or *terdekat* for the word nearby; *menghapus*, *membuang*, *menyingkirkan* or *memindahkan* for the word remove. The last strategy that they used was by using context. For the word steam, none of them translated similarly, there were 5 various answers such as *tempat pencurian*, *tempat membeli game*, *steam*, *tenaga*, and blank answer. Based on the dictionary, the meaning of steam is *uap*, but none of them translated that word to *uap*. They answered differently since they have different background knowledge due to they played different games. From this phenomena it can be said that each participant has their own way to translate new vocabulary and it was strongly affected by their background knowledge.

In the table 2 when they are asked to translate from Indonesia to English, various answers only appear in a certain words. For example: claim, mark, determine for the word *menandakan*; win or victory for *menang*; skill or ability for *kemampuan*; and crush, damage, or destruction for *kerusakan*. All of the words mentioned above used synonym as a strategy to translate from Bahasa Indonesia to English. While the other words they translated it similarly. From the above description, it can be said that participants have limited stock of vocabulary, thus they answered it monotonously.

The elaboration below is the result of interview. The first question asked about gamers' tool preference to play a game. Two participants stated that they played online games on PC while the other three played it through their cellphone. Most gamers preferred to play online game through cellphone since its simplicity to be brought anywhere. The size is smaller than PC and they could play it with different position, whether it is sitting, standing, laying, or even prone.

The second question asked about the types of games that they usually play and none of them have similar answers. One of them played Role-Play Game (RPG), the other played Virtual Private Server (VPS), the third one played Card Game and RPG, the fourth one played Strategy Game and RPG, and the last one played Puzzle Game and Rank Game. Each game has its own characteristic and every gamer has their own preference to play a certain game.

The third question tried to find out the gamers' reason to play a game which use English as the instruction. Two of the gamers stated that they use English as an instruction since the game is formed as it is, thus they just follow the form. The other two said that English game instruction can increase their vocabulary. While the last one stated that he was used to do it and he would be confused when he must play a game by using Bahasa Indonesia. From the above description it can be seen that the gamers already accustomed to play an online game which used English as a media of instruction and they got new vocabulary naturally.

The next question asked whether online games could improve their vocabulary or not and all of them said yes. Actually they were not intend to look for the meaning of a certain vocabulary, they just tried to guess the meaning based on the context and continue their played. None of them have been opened a dictionary to find the meaning of unfamiliar words from the games. It means that context give great contribution for the gamers to understand the meaning of a certain words. Further, they also learn another thing beside vocabulary, such as strategy, teamwork, culture and pronunciation as well. It depends on the types of game they played.

The following question explored about students' perception toward online game to increase vocabulary knowledge. Two of the gamers stated that it depends on the purpose. When the gamers' purpose was to upgrade their level, thus they will give less attention to the vocabulary which appeared. In opposite, one gamer said that when he played online game, he has a great opportunity to communicate with the foreign players and asked some tips to upgrade the level. Another gamers said that vocabulary in the online game increased their curiosity since it appeared oftenly during playing. It increased their motivation to find the meaning of those words.

The last question tried to explore students' preference, whether they choose learning vocabulary or acquiring it through online game. Four of five students prefer to acquire new vocabulary through online game, since it gives more fun and more diverse. They said that they only get basic vocabulary when they learned it in campus and it gave less challenge for them. Different point of view purposed by one student. He said that he can not compare both of the choices due to he enjoyed both depended on the purpose. When he want focus on learning, he will learn it seriously. Yet if he need some fun, he preferred to play an online game.

As a matter of fact, whether vocabulary learning or vocabulary acquisition, the online games can help both of them to get new vocabulary. Online game is seen more attractive due to several factors, such as: an interesting display of the online game, the plot of the game, the challenge on it, and the components of the online game like musics and characters that looks really live. When the learner played the game, there are many challenges they should accomplished. When they struggled to pass it, they acquire new words unconsciously. They get a help while reading plots from each of characters about what should they do, choose the materials that can help them to fight, get a hint and etc. Further, they have to guess what is the meaning of characters talked about, what is the meaning of 'help' or 'materials' they used. They must understand all of them to upgrade the level.

From the above elaboration, it can be seen that online gamers exceed vocabulary acquisition process, such as guessing the meaning of unfamiliar vocabulary. They need it since it can help them to pass the challenges. They get more fun while acquiring vocabulary through online game than learning in the classroom. It is also happened for the participant who is studied in the English Department.

Conclusion

To sum up, there is still many techniques and media that can help EFL students to gain new vocabulary and help them to remember the words. Online game could be one of those media which can help them to acquire new vocabulary with the interesting features on it. Yet it should be controlled by the parents or teachers to make sure that the game is appropriate and proper for the teenage students.

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ENGAGING STUDENTS THROUGH DYNAMIC ASSESSMENT IN WRITING PROGRAM IN EFL CLASSROOM: A BASIC INTERPRETATIVE STUDY

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Abstract

This study aims at portraying on how dynamic assessment engage students in writing program. The participants of this study consist of six students from thirty-three students. The site of this study is on Mts Annihayah. Basic interpretative study is used to accomplish this research. In addition, interview, observation, documentation and reflective journal are used to obtain data. The result of this study illustrates that students are engaged in having a draft and individual construction of the text, students also are engaged in revising and receiving feedback that equip them to refine their writing and the students are not supposed to be examined. They also respond DA well since DA makes students enjoy and facilitate them to study.

Keywords: Dynamic assessment, Students engagement, writing program.

Introduction

Dynamic assessment is testing during learning. It tends to students' learning process than the product which is can produce by them. It also tends to an assessment which can make students more active and more pleasing. It can make students more feel like learning process in the classroom than feel like they do assessment. Meanwhile, nowadays students feel frighten when they have to face an assessment such as mid test or final examination. In dynamic assessment, students get intensive and sufficient guidance to gain their target in learning process which is they are be able comprehend all the material and solve the problem or difficulties in learning process by themselves or with teacher's help or collaborate peer. In this assessment, not only do an assessment but also discuss about students' difficulties in learning. Thus, dynamic assessment has many benefits in learning process in particular assessment phase.

Method

The research approach used in the study is qualitative. Qualitative describe a phenomenon in detailed. This study used basic interpretive study design as it aims at portraying phenomenon. It is in line with Stake (2010), qualitative research draws on the interpretations of researchers, of the people they study, and of the readers of their reports. The participants of this study consist of six students from thirty-three students. The site of this study is on Mts Annihayah. The step of this procedure was consist of three steps; 1) Pre-test 2) Mediation and 3) Post-test. In the mediation phase there were three steps; 1) Choosing the topic 2) Idea generation and structuring 3) Revising. In addition, interview, observation, documentation and

reflective journal are used to obtain data. Braun and Clark provide a six-phase guide which is a very useful framework for conducting this kind of analysis. The researcher adopted the framework developed by Braun and Clark to describe the phases of data analysis.

Results and Discussion

Students are engaged in having a draft and individual construction of the text.

The part of dynamic assessment which engaged students during writing learning process is when having a draft and individual construction of the text stage. In this stage, the teacher gave guidance to the students such as feedback during writing process, how to make a good descriptive text during their writing learning process or corrected some mistakes of students in writing the descriptive text directly. The direct guidance from the teacher as an adult to the students has the purpose of inspires students in refining the text. It equal with (Vygotsky, 1978 in Daneshfar & Moharami, 2018) problem-solving under adult guidance or in collaboration with more capable peers is determine potential development of the students. The distance between actual development and potential development is called the Zone of Proximal Development. Students are engaged in this stage it is seen from their behavior which students asked questions, answered questions, pay attention, focus, interacted actively and did *not* do other things while in class its included into the behavioral engagement. It same with Sanders, M. J. (2013) *Behavioral* questions addressed the extent to which students asked questions, interacted around class activities, and did *not* do other things while in class. Most of the students are delighted and agreed that DA equips them in learning. Students are engaged in having a draft and individual construction of the text. In this phase, they worked hard to follow the instructor's standards, they feeling stimulated to learn more, feeling interested, and not bored. Its included in emotional engagement. Emotional engagement in class it means being stimulated to work harder, interested, or bored (Mappiasse, 2006 in Sanders, M. J. 2013).

Students are engaged revising and receiving feedback equip the students to refine their writing.

In this stage, the researcher gave feedback through direct guidance to the students it means that the researcher applied dynamic assessment. Dynamic assessments allow teachers to provide students with feedback on grammar, vocabulary, content, and organization while they are writing. By receiving feedback during the writing process, students are more inclined to use it to revise and edit their drafts than they would be if they received the suggestions on a graded copy. They also have an immediate opportunity to try out the suggestions in their writing, allowing for meaningful applications of the feedback provided. (Taghizade and Alavi, 2014) However, students are engaged in this stage because they more participated in this stage, they asked and explain about their text. It is also the same with Filip, A (2017) Verbal or/and written feedback can be a powerful teaching tool if it is given while students are in the process of writing drafts. Moreover, In this phase engaged students especially in cognitive engagement it seen from how they received the feedback, how they integrated information or guidance from the teacher and explained their text. Current constructs of student engagement now

include evidence of students' cognitive immersion in the content such as applying, synthesizing information (Mappiasse, 2006 in Sanders, M. J. 2013). Cognitive questions included opportunities to receive feedback, integrate information and perspectives from various sources, and share alternative ways of learning.

The students are not supposed to be examined. They enjoy the assessment that facilitates them to study.

Students stated that they became more active and interest for each stage with the lesson than it used to be. While DA is applied they stated and behave that they did not feel anxiety, less of confident or lack of motivation. On the contrary, they talk active, more confident and did not feel anxious or nervous during the DA. They stated DA is very different from the static assessment or formative assessment. In static assessment or formative assessment. Same with Swanson & Howard, (2005) stated DA has been found to provide better predictors of school performance in areas such as reading and writing than static assessments. In DA they are not supposed to be examined. Students stated they could focus on their process than their score or result. They behave how to make a good descriptive text than how to get a good score. Meanwhile, (Lidz & Gindis, 2003) stated that the focus of most dynamic assessment procedures is on the processes rather than the products of learning. Students stated each stage of the learning process was very fun, interesting and make them talk active than usual. They enjoy the assessment it seen from an emotional engagement which they feeling stimulated to learn more, feeling interested, and not bored. It is equal with Mappiasse (2006) in Sanders, M. J (2013) emotional engagement in class such as being stimulated to work harder, interested, or bored. Emotional engagement questions related to working harder than one thought to meet peer or instructor's standards, feeling stimulated to learn more, feeling interested, and not bored. (Sanders, M. J. 2013). In sum up, DA is comprehended closely which testing during learning, the teacher could test the students during learning such as in each stage teacher could know how far the students know about vocabulary, the purpose of the text, generic structure, language features and how far students could analyze the example of descriptive text which teacher has given. And each stage of DA could be engaging students. It could make them more motivated, active in the learning process and interest in the learning process. Thus, in DA could engage students. It equal with (Biggs, 1996 in Holmes, N. 2018) It should be possible to encourage increased motivation and engagement with a module by careful design and development of the assessment scheme.

Conclusion

Dynamic assessment assisted the students to be more talk active and interest with the writing program through dynamic assessment. Moreover, while DA applied in writing program students are engaged in having a draft and individual construction of the text also in revising and receiving feedback. Furthermore, the students responded well of DA since it stimulated them learn to write by various engagements.

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FAKTOR-FAKTOR YANG MEMPENGARUHI PENGAJARAN BAHASA INGGRIS DI SD

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Abstrak

Bahasa Inggris sebagai bahasa Internasional digunakan sebagai alat komunikasi antar bangsa, dan bahasa Inggris sudah lama diterapkan pada setiap jenjang pendidikan di sekolah yang dimulai dari tingkat sekolah dasar (SD), sekolah menengah pertama (SMP), sekolah menengah atas (SMA), sampai pada Perguruan Tinggi. Penerapan pengajaran bahasa Inggris pada sekolah dasar (SD) pernah mengalami perkembangan yang sangat cepat sejak diterapkan bahasa Inggris dalam kategori atau posisi sebagai mata pelajaran muatan lokal (mulok) di sekolah dasar dengan kurikulum yang digunakan adalah Kurikulum Tingkat Satuan Pendidikan (KTSP), sehingga banyak sekolah – sekolah dasar negeri dan swasta yang menerapkan mata pelajaran bahasa Inggris di sekolah. Meskipun pada sekarang ini bahasa Inggris di sekolah dasar (SD) tidak termasuk dalam ranah mata pelajaran muatan lokal (mulok), tetapi sekolah-sekolah dasar negeri dan swasta tetap menerapkan bahasa Inggris dalam proses kegiatan belajar mengajar di sekolah dasar (SD). Hal ini menandakan bahwa masyarakat khususnya orang tua siswa, guru – guru bahasa Inggris menghendaki bahasa Inggris tetap diterapkan pada setiap jenjang pendidikan sekolah dasar, malahan kalau perlu bahasa Inggris dimasukkan sebagai mata pelajaran muatan lokal (mulok) atau posisi bahasa Inggris sejajar dengan mata pelajaran wajib yang lain di Sekolah Dasar. Topik diatas bukanlah hasil penelitian tetapi merupakan kajian teori yang dibahas menyangkut faktor -faktor yang mempengaruhi pengajaran bahasa Inggris pada sekolah dasar. Ada beberapa faktor yang mempengaruhi pengajaran bahasa Inggris pada Sekolah Dasar adalah sebagai berikut: Pertama, Kurikulum; Kedua, Metode Pengajaran bahasa Inggris; Ketiga, Materi Pengajaran bahasa Inggris; Keempat, Fasilitas yang mendukung proses pengajaran bahasa Inggris SD; Kelima, Pelatihan

Kata Kunci: Pengajaran, Bahasa Inggris, Faktor-Faktor, Sekolah Dasar

Pendahuluan

Kebijakan yang diterapkan yakni dimungkinkannya program bahasa Inggris sebagai mata pelajaran muatan lokal SD, dan dapat dimulai pada kelas 4 SD melalui SK Menteri Pendidikan dan Kebudayaan No 060/U/1993 tanggal 25 Februari 1993.

<https://pbingkipunlam-wordpress-com.cdn.ampproject.org>. Dalam perkembangan bahasa Inggris yang semula mata pelajaran muatan lokal pilihan menjadi mata pelajaran muatan lokal wajib di daerah-daerah seperti daerah Jawa Timur, dan di beberapa daerah, Kasihani (Pidato pengukuhan Profesor di UM). Penerapan bahasa Inggris yang semula dimulai dari jenjang kelas 4 sekolah dasar (SD) sampai kelas 6 berubah dimulai bahasa Inggris pada siswa –siswa kelas 1 sampai kelas 6. Menurut Suyatno (2004, dalam Kasihani) mengatakan bahwa Kurikulum mata pelajaran muatan lokal tidak disusun oleh pusat kurikulum depdiknas tetapi dikembangkan di tingkat provinsi, oleh karena itu kurikulum muatan lokal di Jawa Timur berbeda dengan kurikulum muatan lokal di Jawa Tengah dan Jawa Barat baik mengenai tujuannya maupun materinya. Dengan kata lain, bahwa kurikulum mata pelajaran muatan lokal berbeda-beda dan berfokus pada potensi daerah yang dimiliki oleh masing-masing daerah, maka akan timbul ketidakseragaman dalam menerapkan pembelajaran bahasa Inggris karena tujuannya setiap daerah berbeda-beda, tetapi meskipun demikian setelah adanya kebijakan diatas maka banyak sekolah negeri dan swasta menerapkan bahasa Inggris, dan disini bahasa Inggris mengalami kemajuan yang sangat pesat, ini berarti banyak masyarakat yang menghendaki bahasa Inggris terus diterapkan pada jenjang Sekolah Dasar, karena mengingat pentingnya bahasa Inggris pada Sekolah Dasar. Ada beberapa hal yang membuat bahasa Inggris penting diterapkan pada Sekolah Dasar sebagai berikut:

1. Bahasa Inggris diterapkan di Sekolah Dasar karena pada anak –anak usia 6 sampai 13 tahun adalah tingkatan emas yang mana pada usia – usia ini otak anak masih elastis, oleh karena itu bagus sekali bahasa Inggris diterapkan pada anak Sekolah dasar, dengan begitu mereka bisa atau dapat cepat menangkap bahasa Inggris dengan tidak mengalami kesulitan, mungkin kesulitan menerapkan bahasa Inggris karena fokus anak pada mata pelajaran tidak berlangsung lama, maka guru harus memiliki kemampuan membuat metode yang menarik sehingga siswa yang diajarkan bisa kembali fokus pada materi yang disampaikan.

Berbeda dengan pendapat Djigunovic dalam Niken (2018) bahwa pada usia yang lebih awal 6/7 anak sangat tergantung proses pembelajaran dalam kelas dan kualitas gurunya, sementara pada usia 9/10 mereka lebih tergantung kepada pengalaman menggunakannya secara otentik daripada proses pembelajaran di kelas. Pendapat dari Djigunovic dalam Niken didukung pendapat pakar psikologi anak Seto, M mengatakan bahwa pengajaran bahasa asing harus dilakukan dengan metode yang menyenangkan dan penuh persahabatan dan jika anak sejak dini diberikan pengajaran yang keliru, dengan menekankan pada tatabahasa dan sesuatu yang formal, justru dtangkap anak menjadi sulit. <https://www.bbc.com/indonesia/majalah/2015/08/150821>. Dengan kata lain, bahwa anak tergantung pada bagaimana cara guru bahasa Inggris menyampaikan materi yang diberikan di sekolah dasar yang disesuaikan dengan kebutuhan anak pada era globalisasi sekarang;

2. Perkembangan era globalisasi yang sangat pesat membuat sitem kehidupan semuanya menggunakan sistem komputer, sehingga bahasa Inggris tidak hanya diperuntukan buat siswa SMP, SMA, dan Perguruan Tinggi, tetapi bahasa Inggris perlu diterapkan pada siswa –siswa Sekolah Dasar, meskipun materi yang akan diberikan hanya pada dasar pengenalan. Dengan kata lain, pada era globalisasi sekarang ini anak-anak sekolah dasar sudah bisa mengakses melalui

komputer dengan adanya bahasa Inggris yang diberikan meskipun materi yang diberikan hanya dasar pengenalan sangatlah membantu anak-anak sekolah dasar untuk melek terhadap teknologi sekarang yang semakin maju dan berkembang;

3. Penerapan bahasa Inggris sejak Sekolah Dasar ketika para siswa mempersiapkan materi untuk sekolah selanjutnya pada jenjang SMP. Dalam arti kata, materi yang sudah diperoleh anak-anak sekolah dasar membantu mereka dalam melanjutkan jenjang sekolah menengah pertama (SMP), pendapat ini didukung oleh Mustafa (2007) mengatakan manfaat anak menguasai bahasa asing lebih dini bahwa anak yang menguasai bahasa asing memiliki kelebihan dalam hal intelektual yang fleksibel, keterampilan akademik, berbahasa dan sosial. Menurut Hamerly (Kasihani, dalam pidato pengukuhan profesor di UM) Pembelajaran bahasa Inggris untuk sekolah dasar didasari suatu pendapat bahwa belajar bahasa asing atau bahasa kedua akan lebih baik bila dimulai lebih awal. <http://diglib.um.ac.id/images/stories/pidatogurubesar>.

Berdasarkan kedua teori tersebut maka dapat disimpulkan bahwasanya bahasa Inggris lebih baik diterapkan sejak anak usia dini dan hal ini sependapat dengan teori Piaget dan Vygotsky dalam (Kasihani, pidato pengukuhan profesor di UM) tentang perkembangan psikologi, Pendapat Piaget, anak adalah pembelajar dan pemikir aktif, mereka selalu melakukan interaksi secara terus menerus dengan dunia dan lingkungannya dan memecahkan persoalan yang dihadapi mereka di lingkungan tersebut sehingga proses belajar terjadi secara aktif. Pendapat Vygotsky bahwa anak adalah bagian dari sosial, menurut dia pusat perkembangan dan belajar terjadi didalam konteks sosial, didunia yang penuh dengan orang lain, yang berhubungan dengan anak sejak lahir. Disini orang dewasa memegang peranan penting, yang mana orang dewasa menjadi mediator dunia untuk anak-anak. **Kedua**, Kebijakan pemerintah yang mana dihapuskan kurikulum mata pelajaran muatan lokal yakni pelajaran bahasa Inggris di tingkat sekolah dasar, pro dan kontra menyangkut kebijakan pemerintah menghilangkan bahasa Inggris sebagai mata pelajaran muatan lokal (mulok), pada kenyataannya setelah kami pernah mengadakan penelitian di sekolah dasar ternyata bahasa Inggris bukan dihilangkan, tetapi boleh diterapkan pada sekolah dasar kelas 4,5,6, asalkan tidak mengganggu jadwal mata pelajaran yang lain, meskipun demikian bahasa Inggris masih diterapkan di sekolah-sekolah dasar seluruh Indonesia. Setiap perubahan kebijakan tujuan sebenarnya baik agar supaya pendidikan di Indonesia lebih baik dari sebelumnya, begitupun dengan pengajaran bahasa Inggris di Sekolah Dasar (SD). Perubahan kurikulum yang diterapkan pada setiap jenjang pendidikan mempengaruhi bagaimana pengajaran bahasa Inggris pada sekolah dasar, banyak penelitian, kajian teori yang mengatakan bahwa guru memegang peranan penting dalam sukses dan tidaknya kurikulum, dan guru perlu memahami benar-benar tentang konsep dari kurikulum yang digunakan di sekolah, kalau sekolah menggunakan kurikulum tingkat satuan pendidikan (KTSP) maka guru harus memahami kurikulum dengan baik, guru bahasa Inggris perlu memahami bagaimana membuat syllabus dan lesson plan yang sesuai dengan kurikulum yang digunakan di setiap sekolah. Ada beberapa masalah menyangkut syllabus menurut Ngasbun, E, dkk (<https://media.neliti.com>) adalah sebagai berikut:

1. Sillabus pelajaran bahasa Inggris yang digunakan para guru bahasa Inggris belum memasukkan unsur pendidikan karakter , atau walaupun sudah ada belum maksimal. Artinya hanya ditempel saja dan ditempatkan terpisah dari setiap materi ajar
2. Pada umumnya guru bahasa Inggris mengajarkan pada siswa didik hanya sebatas materi ajar saja, pengenalan vocabulary dan grammar
3. Para guru kurang memahami metode pengajaran bahasa Inggris yang inovatif, sehingga mereka juga mengalami kesulitan dalam mengajarkan pada anak-anak didik mereka karena anak-anak kurang atentif dan bosan di kelas.
4. Referensi para guru tentang pembuatan sillabus terintegrasi pendidikan karakter masih minim

Pendapat diatas didukung oleh hasil penelitian yang dilakukan oleh Siswanto, A(2014) ditemukan banyak guru bahasa Inggris yang belum memahami betul bagaimana seharusnya menginternalisasi pendidikan karakter dalam setiap materi ajar bahasa Inggris sebagai muatan lokal di sekolah dasar. Kesimpulan dari teori diatas bahwa pembuatan syllabus sebagai acuan bagi guru bahasa Inggris perlu sekali mengikuti kurikulum yang digunakan pada sekolah sekarang ini, ketika kurikulum yang digunakan adalah kurikulum 2013, maka guru bahasa Inggris harus membuat syllabus yang terintegrasi dengan pendidikan karakter. Menurut David, E& Freddy, S (2004, dalam Siswanto, A, 2014) , pendidikan karakter dimaknai sebagai berikut:

“Character education is the deliberate effort to help people understand, care about, and act upon care ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within”. Selain syllabus dan lesson plan maka guru bahasa Inggris di sekolah dasar perlu mengembangkan metode pengajaran bahasa Inggris yang variatif, banyak penelitian yang mengatakan bahwa metode pengajaran bahasa Inggris SD perlu kiranya ditingkatkan, Sjafy&Woro (2017) mengatakan bahwa Metode pengajaran bahasa Inggris SD perlu ditingkatkan. Metode yang variatif akan sangat membantu siswa dalam penangkapan pembelajaran bahasa Inggris terutama pada materi yang akan diajarkan oleh guru bahasa Inggris. Berbicara menyangkut materi pengajaran bahasa Inggris perlu kiranya disesuaikan dengan kebutuhan siswa sekolah dasar. Menurut Suyanto dan Chodidjah (2009) berdasarkan hasil observasi mereka mengenai materi pada sekolah dasar sebagai berikut:

1. Banyak buku teks tugas dan kegiatan tidak bervariasi yang menarik siswa. Bukunya monoton dan tidak membuktikan konteks;
2. Tidak semua penulis mengembangkan aspek dari pengembangan materi untuk anak. Penulis menulis tanpa sesungguhnya memikirkan kebutuhan siswa yang berhubungan dengan variasi, tingkat kesulitan, dan penggunaan bahasa;
3. Banyak buku teks tidak berwarna dan sedikit komunikasi dan gambar yang menarik;
4. Huruf-huruf terlalu kecil;
5. Layout dari buku teks tidak tepat dan disain tidak menarik.

Dengan kata lain, bahwa materi bahasa Inggris yang digunakan oleh guru bahasa Inggris perlu kiranya memperhatikan kebutuhan siswa seperti yang dikatakan oleh Nunan (1991, dalam sjafty, 2012) “Most of the content describes the students need, interest and also relevance to their level maturity such as: stories, games, etc, those topics can reflect the need of students and general interest. Pendapat serupa juga dikatakan oleh Cunningsworth (1984, dalam sjafty, 2012) mengatakan bahwa “ a good textbook should correspond to the learner’s need and match the aims and objective of the language learning programs.”

Disamping materi pengajaran bahasa Inggris di sekolah dasar yang mempengaruhi pengajaran bahasa Inggris, fasilitas sangat penting dalam proses belajar mengajar di sekolah, hal ini berarti bahwa tidak adanya fasilitas yang mendukung akan membuat pengajaran bahasa Inggris membosankan, anak tidak senang menerima materi yang disampaikan oleh guru, kendatipun fasilitas sudah mendukung kegiatan pengajaran bahasa Inggris kalau cara mengajar guru tidak baik, maka perlu kiranya guru bahasa Inggris diberikan pelatihan-pelatihan yang bisa meningkatkan pengajaran bahasa Inggris. Pelatihan guru bahasa Inggris sebenarnya sudah diadakan sejak lama, tetapi belum mampu membuat kemampuan guru bahasa Inggris meningkat kemampuannya, pelatihan buat guru bahasa Inggris sering diadakan di MGMP baik itu di kecamatan, kabupaten sekolah dan terbentuknya Musyawarah Guru Mata Pelajaran (MGMP) merupakan suatu wadah asosiasi atau perkumpulan bagi guru mata pelajaran yang berada di suatu sanggar, kabupaten/kota/kecamatan/gugus sekolah yang berfungsi sebagai sarana untuk saling berkomunikasi, belajar, dan bertukar pikiran dan pengalaman dalam rangka meningkatkan kinerja guru sebagai praktisi /pelaku perubahan reorientasi pembelajaran di kelas. **Http://mgmpkwugunkid.blogspot.com/2014/01/manfaat-mgmp-bagi-guru.html?m=1.**

Musyawarah Guru Mata Pelajaran (MGMP) sangat membantu guru mata pelajaran bahasa Inggris dalam memecahkan setiap permasalahan yang terjadi didalam kelas dan segera ada solusi yang diperoleh, tetapi hal ini sangat efektif karena pada era tahun 2000an dengan diterapkannya kurikulum 2006 yang mana pada waktu itu kendala yang dihadapi guru bahasa Inggris adalah masalah syllabus dan lesson plan yang mana ada banyak guru bahasa Inggris yang tidak mengerti membuat syllabus dan lesson plan sehingga dengan adanya musyawarah guru mata pelajaran (MGMP) sangat membantu guru bahasa Inggris yang tidak paham tentang cara membuat syllabus dan lesson plan akhirnya menjadi paham untuk membuat lesson plan dan syllabus. Memasuki kurikulum 2013 pada era yang mana MGMP masih tetap dilaksanakan atau diterapkan dan sangat membantu guru bahasa Inggris, tetapi sekarang ini MGMP guru sudah tidak fokus pada tujuan sebenarnya MGMP, tujuan diselenggarakan MGMP adalah sebagai berikut:

- a) Untuk memotivasi guru guna meningkatkan kemampuan dan keterampilan dalam merencanakan, melaksanakan, dan membuat evaluasi program pembelajaran dalam rangka meningkatkan keyakinan diri sebagai guru profesional
- b) Untuk meningkatkan kemampuan dan kemahiran guru dalam melaksanakan pembelajaran sehingga dapat menunjang usaha peningkatan dan pemerataan mutu pendidikan

- c) Untuk mendiskusikan permasalahan yang dihadapi dan dialami oleh guru dalam melaksanakan tugas sehari-hari dan mencari solusi alternatif pemecahannya sesuai dengan karakteristik mata pelajaran masing-masing guru, kondisi sekolah, dan lingkungannya.
 - d) Untuk membantu guru dalam memperoleh informasi teknis edukatif yang berkaitan dengan kegiatan ilmu pengetahuan dan teknologi, kegiatan kurikulum, metodologi, dan sistem pengujian yang sesuai dengan matapelajaran yang bersangkutan.
- <http://id.scribd.com/documen/320611151/Tujuan-Dan-Peran...>

Betapa pentingnya Musyawarah Guru Mata Pelajaran (MGMP) yang berada di kabupaten, kecamatan, kota, gugus di sekolah, maka banyak pengajar-pengajar perguruan tinggi yang memberikan ilmu pengetahuan seperti contoh mata pelajaran bahasa Inggris melalui pelatihan-pelatihan bagi guru bahasa Inggris SD. Issue-issue pelatihan tentang mengundang pelatih asing untuk datang ke Indonesia dan melatih para guru untuk meningkatkan perkembangan SDM, banyak pro dan kontra menyangkut kebijakan yang diambil ini, tetapi kalau benar-benar diterapkan maka perlu kiranya memperhatikan atau mempertimbangkan beberapa hal sebagai berikut: 1) Kebutuhan Guru, ketika pengajar asing memberikan pelatihan pada guru di sekolah harus diperhatikan kebutuhan guru, apakah materi yang diajarkan sesuai dengan yang diajarkan didalam kelas, kalau perlu pengajar asing menjelaskan syllabus & lesson plan kepada guru yang akan diberikan pelatihan, sehingga pengajarannya terarah serta tujuan pengajaran bisa tercapai dengan baik; 2) Masalah guru, Menurut sekjen Federasi Sekolah Guru Indonesia (FSGI) mengatakan bahwa guru dari luar negeri mesti memahami karakteristik persoalan guru sebagai sub sistem pendidikan dalam mengadakan proses belajar mengajar didalam kelas selalu dihadapkan dengan permasalahan, maka sebelum pengajar asing memberikan pelatihan, perlu kiranya melihat dan mengidentifikasi masalah-masalah guru apa saja, sehingga bisa mengetahui solusi yang tepat. Pelatihan – pelatihan bagi para guru bahasa Inggris SD juga harus perlu dilaksanakan kontinyu atau terus –menerus sehingga bisa ada manfaatnya buat guru-guru bahasa Inggris SD, meskipun bahasa Inggris sudah bukan lagi masuk dalam kurikulum mata pelajaran muatan lokal (Mulok). Menurut Niken (2018, dalam Coy, 2018) menegaskan bahwa guru EYL membutuhkan dukungan dan pelatihan dalam memilih aktivitas dan materi pembelajaran sehingga pembelajar anak dapat menciptakan lingkungan belajar bahasa yang positif dan dukungan orang tua siswa sangat diharapkan.

Hasil

Ada beberapa faktor yang mempengaruhi pengajaran bahasa Inggris pada Sekolah Dasar (SD) adalah sebagai berikut:

Kurikulum

Kurikulum sangat penting dalam menerapkan pengajaran bahasa Inggris pada Sekolah Dasar, karena dengan adanya kurikulum maka pengajaran bahasa Inggris pada sekolah dasar bisa terarah. Pada kurikulum tingkat satuan pendidikan (KTSP) dengan adanya pengakuan bahwa bahasa Inggris pada sekolah dasar dimasukan

sebagai muatan lokal, hal ini mengisyaratkan bahasa Inggris penting diterapkan pada sekolah dasar, meskipun pengajaran bahasa Inggris hanya diterapkan pada sekolah dasar dimulai pada kelas 4 SD. Kurikulum sangatlah penting diterapkan pada sekolah dasar dan mempengaruhi pengajaran bahasa Inggris, karena kurikulum mencakup semua elemen-elemen yang penting sebagai petunjuk bagi guru untuk mengajar bahasa Inggris didalam kelas. Ada dua kurikulum yang bisa diikuti oleh guru bahasa Inggris SD yakni kurikulum tingkat satuan pendidikan (KTSP) dan kurikulum 2013. Dalam kurikulum ada bagian-bagian yang penting yang berpengaruh terhadap pengajaran bahasa Inggris yakni; Syllabus dan Lesson Plan. Syllabus, Guru bahasa Inggris perlu membuat syllabus yang sesuai dengan kurikulum yang diterapkan sekarang yakni kurikulum 2013 dan fokus utama kurikulum 2013 pada pendidikan karakter, dengan kata lain guru bahasa Inggris harus mampu membuat syllabus bahasa Inggris yang diintegrasikan oleh pendidikan karakter, minimnya pengetahuan guru bahasa Inggris sekolah dasar tentang memasukkan pendidikan karakter pada materi yang diajarkan membuat para guru bahasa Inggris hanya menjelaskan tentang materi bahasa Inggris saja berupa vocabulary dan grammar; b) Lesson Plan adalah penjabaran dari syllabus dan lesson plan dibuat setiap pertemuan oleh guru bahasa Inggris. Dalam arti kata, syllabus masih menggambarkan secara umum, sedangkan lesson plan dibuat oleh guru bahasa Inggris sederhana dan yang terpenting dalam pembuatan lesson plan didalamnya harus memuat elemen – elemen yang penting dalam lesson plan yakni Standard Kompetensi (SK), Kompetensi Dasar (KD), Materi, Metode, Sarana-prasarana, Evaluasi. Faktor guru sangat menentukan berhasil tidaknya kurikulum yang diterapkan pada sekolah dasar, didalam undang-undang nomor 14 tahun 2005 guru adalah pendidik profesional dengan tugas utama mendidik, mengajar, membimbing, mengarahkan, melatih, menilai, dan mengevaluasi peserta didik pada pendidikan anak usia dini jalur pendidikan formal, pendidikan dasar, dan pendidikan menengah. (Adhe,S:2015 p 360). Oleh karenanya, guru harus mengerti kurikulum yang diterapkan pada sekolah dasar, dalam arti kata guru harus mampu membuat syllabus dan lesson plan yang sesuai dengan kurikulum yang diterapkan pada sekolah dasar, selain syllabus dan lesson plan berpengaruh terhadap pengajaran bahasa Inggris, faktor metode pengajaran bahasa Inggris sangat berpengaruh dalam kelas.

Metode Pengajaran Bahasa Inggris di Sekolah Dasar

Metode adalah bagian dari kurikulum, maksudnya dalam penerapan kurikulum didalam kelas salah satunya adalah penerapan metode pengajaran bahasa Inggris, dan metode adalah faktor yang sangat penting dan berpengaruh terhadap pengajaran bahasa Inggris, karena dengan penggunaan metode yang variatif menjadikan para siswa-siswa termotivasi, tidak bosan, senang, kreatif, inovatif, inspiratif, dan metode adalah kunci sukses tujuan pengajaran didalam kelas, bisa atau dapat berhasil sesuai dengan tujuan yang diinginkan atau diharapkan dalam kegiatan proses belajar bahasa Inggris didalam kelas.

Menurut Moeslichatoen dalam Alex (2017) metode –metode pembelajaran bahasa Inggris untuk pembelajar muda diantaranya adalah:

- a) Bermain (bernyanyi);
- b) Bercakap-cakap;

- c) Bercerita;
- d) Demonstrasi;
- e) Karya wisata;
- f) Projek;
- g) Pemberian tugas.

Menurut M, Yamin (2017) berbagai macam metode yang dapat digunakan untuk pembelajaran bahasa Inggris anak usia dini sebagai berikut:

1. Metode TPR (Total Physical Response)
2. Teaching English by using song
Menurut Alfaridi dalam bahwa lagu-lagu berbahasa Inggris dapat membantu para guru untuk menciptakan pembelajaran yang aktif, kreatif, dan menyenangkan.
3. Teaching English by using games
Metode dan tehnik yang digunakan adalah sebagai berikut: a) Story telling; b) Role Play (Bermain peran); c) Art and Craft (Seni dan Kerajinan tangan); d) Games (Permainan); e) Show and Tell; f) Music and Movement (Gerak dan Lagu) dimana termasuk didalamnya singing (Nyanyian)
Keuntungan menggunakan Games dalam pembelajaran:
 - a. Penyampaian materi pelajaran dapat doseragamkan
 - b. Proses pembelajaran menjadi lebih menarik
 - c. Proses belajar siswa menjadi lebih interaktif
 - d. Jumlah waktu belajar mengajar dapat dikurangi
 - e. Kualitas belajar siswa dapat ditingkatkan
 - f. Proses belajar dapat terjadi dimana saja dan kapan saja.
 - g. Sikap positif siswa terhadap bahan pelajaran maupun terhadap proses belajar itu sendiri dapat ditingkatkan
 - h. Peran guru dapat berubah kearah yang lebih positif dan produktif
- i. Teaching English by using stories
Langkah-langkah penerapan belajar bahasa Inggris dengan bercerita adalah sebagai berikut:
 - a. Siapkan media, alat peraga serta bila perluseorang guru harus hafal ceritanya terlebih dahulu
 - b. Ciptakan suasana yang menyenangkan, nyaman dan membuat anak penasaran dengan cerita yang akan kita bacakan
 - c. Sebelum bercerita, buat perjanjian dengan anak. Jangan ada yang bertanya sebelum ibu menyelesaikan cerita, kalau ada anak-anak ibu yang ingin bertanya harap ditunda dahulu. Kemudian bacakan cerita dengan penuh semangat dan semenarik mungkin.
 - d. Setelah selesai membacakan cerita mintalah anak mengulangi apa yang kita ceritakan. Jika ada yang bertanya dipersilahkan

Semua metode-metode yang sudah disebutkan diatas adalah mampu membuat para siswa sekolah dasar termotivasi untuk berprestasi dan menangkap materi dengan cepat, metode yang variatif yang diberikan guru bahasa Inggris sangatlah penting diberikan oleh guru bahasa Inggris pada sekolah dasar. <https://inggrissd.blogspot.com/2012/3/kendala-dalam-pengajaran-bahasa-inggris.html>? salah satu contoh seperti memberikan pengajaran bahasa Inggris dengan permainan, seperti yang diungkapkan oleh Dunn dalam Rina, L&Sirajuddin,

K (2003) mengatakan bahwa pembelajar muda sangat mudah meningkatkan kemampuan berbahasa mereka melalui permainan yang tepat untuk usia mereka.

Berdasarkan kesimpulan diatas, karena metode adalah faktor yang penting dalam pengajaran bahasa Inggris di sekolah dasar, maka metode yang dilaksanakan harus mampu membuat siswa- siswa sekolah dasar interaktif, senang atau tidak bosan, percaya diri. Apabila metode yang diajarkan sudah mampu membuat siswa-siswa senang maka penangkapan materi yang diajarkan akan tidak mengalami kesulitan.

Materi Pengajaran Bahasa Inggris

Menurut Depdiknas (2006) mengartikan bahan ajar atau materi pembelajaran secara garis besar terdiri dari pengetahuan, keterampilan, dan sikap yang harus dipelajari siswa dalam rangka mencapai standard kompetensi yang telah ditentukan. Materi Pengajaran bahasa Inggris berdasarkan pada KTSP yakni; a) Kebutuhan siswa; b) berkaitan dengan karakter lokal; c) Berkaitan dengan tingkatan fisik, intelektual, emosi, sosial, dan spiritual dari pengembangan siswa; d) Berhubungan dengan kemampuan siswa; e) Penting buat siswa. Berdasarkan pada teori diatas, maka materi yang diajarkan pada siswa sekolah dasar selain akademik harus dimasukan karakter yang harus dipahami, dipelajari dan kemudian diterapkan dalam kehidupan sehari-hari. Materi pengajaran bahasa Inggris sangat berpengaruh terhadap pengajaran bahasa Inggris, karena dengan materi yang menarik minat siswa maka mampu membuat para siswa sekolah dasar senang dalam menerima materi yang diberikan oleh guru bahasa Inggris dan membuat guru bahasa Inggris lebih mudah untuk memberikan pengajaran yang akan diberikan, tetapi meskipun demikian materi yang sesuai dan cocok perlu ditinjau kembali, seperti pendapat dari Alex (2017) bahwa kesiapan atau materi ajar yang sesuai dan cocok dengan tingkat kematangan pembelajar atau murid seringkali menjadi satu dominan yang masih memerlukan pengkajian dan peninjauan kembali secara lebih kritis, mendalam, komprehensif dan berkelanjutan. Dengan kata lain, sejak penerapan kurikulum tingkat satuan pendidikan (KTSP) yang mana materi yang diajarkan pada siswa sekolah dasar yang dominan tatabahasa (Grammar), sedangkan anak-anak usia sekolah dasar materi yang diajarkan harus sesuai dengan kebutuhan mereka yakni permainan, lagu, cerita, gambar-gambar yang menarik minat anak-anak untuk melihat dan membaca materi bahasa Inggris tersebut. Dalam memberikan materi pelajaran bahasa Inggris harus kita sesuaikan dengan tingkat perkembangan mereka. Dalam arti kata seperti yang disampaikan Kasihani (dalam pidato pengukuhan profesor UM) bahwa guru mampu dan terampil memilih buku dengan mempertimbangkan kesesuaian dengan tujuan, isi, bahasa, dan tingkat kesulitan untuk siswa. Ruang lingkup yang dapat kita berikan kepada anak usia dini antara lain:a) Name of Colours (Nama-nama warna); b) Numbers up to ten (Angka satu sampai sepuluh); c) Family (keluarga); d) Animals (Binatang); e) Fruits and Vegetables (Buah-buahan dan sayur-sayuran); f) Parts of body (Anggota tubuh); g) I am/You are; 8)There is/there are; I like &I don't like', Simple classroom commands; stand up, sit down open your eyes.

Fasilitas yang mendukung pengajaran bahasa Inggris SD

Fasilitas sangatlah mendukung lancarnya proses belajar mengajar didalam kelas, pengajaran bahasa Inggris tidak akan maksimal dilakukan oleh guru bahasa Inggris kalau fasilitas yang disediakan oleh sekolah tidak mendukung lancarnya proses belajar mengajar didalam kelas. Ketika pengajaran bahasa Inggris diterapkan maka guru butuh fasilitas pendukung yang menunjang bahasa Inggris di SD seperti guru perlu memfasilitasi dirinya dengan laptop, infokus, audio, dalam menunjang materi yang akan diajarkan pada siswa sekolah dasar, fasilitas ini yang membuat pengajaran bahasa Inggris menjadi lebih hidup dan suasana kelas menjadi interaktif, karena ketersediaan fasilitas yang mendukung pengajaran bahasa Inggris di dalam kelas. Setelah fasilitas yang disediakan sudah mendukung dan guru bahasa Inggris SD merasa bahwa cara mengajar bahasa Inggris kurang mendapat respon dari siswa-siswa sekolah dasar, maka guru bahasa Inggris perlu kiranya mengembangkan dirinya dengan mengikuti pelatihan- pelatihan yang bertujuan untuk meningkatkan kemampuan pengajaran bahasa Inggris di Sekolah dasar.

Pelatihan

Pelatihan buat guru bahasa Inggris sebenarnya salah satunya bertujuan adalah untuk membantu para guru bahasa Inggris agar memperoleh pengetahuan yang bisa diterapkan pada peserta didik, sehingga peserta didik bisa berkembang sesuai dengan tujuan yang diinginkan oleh setiap sistem pendidikan. Penelitian yang pernah dilakukan oleh sjafty & woro berjudul “Masalah-Masalah Pembelajaran Bahasa Inggris SD di Jakarta” hasilnya ditemukan bahwa banyak para guru bahasa Inggris SD yang tidak memperoleh pelatihan bahasa Inggris.” Memang seharusnya pelatihan bahasa Inggris selalu dilaksanakan pada setiap semester, sehingga hal ini sangatlah membantu guru bahasa Inggris baik dalam metode pembelajaran atau yang lain sehingga bisa atau dapat bermanfaat buat peningkatan kemampuan guru bahasa Inggris di sekolah dasar. Model – model pelatihan yang dilaksanakan oleh Kasihani,E (dalam pidato pengukuhan profesor di um) adalah sebagai berikut:

1. Pelatihan pertama diawali dengan kegiatan pemberian informasi untuk membuat guru bahasa Inggris SD memahami dasar pemikiran EYL di SD dengan mengenalkan kebijakan terkait untuk membuka wawasan. Selanjutnya pelatih mulai mendemokan beberapa tehnik praktis mengajar bahasa Inggris untuk anak-anak, misalnya pengenalan kosa kata baru; bercerita untuk keterampilan menyimak yang langsung diikuti dengan keterampilan berbicara atau menulis. Pengulangan kosa kata untuk memahami teks atau isi cerita disampaikan dengan menggunakan media, yaitu dengan alat bantu puppets. Dalam kegiatan pelatihan guru langsung dilibatkan dan langsung diajak bernyanyi dan bertanya jawab. Setelah selesai beberapa tehnik mengajar peserta dilatih membuat media sederhana seperti flash card, atau flips card. Pada akhir kegiatan guru mengisi format evaluasi untuk menjaring data diri mereka, persepsi dan pendapat setelah mengikuti pelatihan selama satu hari penuh .
2. Pelatihan kedua adalah semacam short course tentang EYL dengan materi yang sudah disiapkan yang mencakup karakteristik anak, kebijakan dan

beberapa hasil penelitian. Selain itu diulas pendekatan learning by doing dengan diberi contoh dengan menggunakan media. Keterampilan bahasa terpadu, membaca cerita, menyanyi, dan melakukan permainan. Membuat media sederhana dan cara menggunakannya juga dilatihkan.

3. Pelatihan pre-service yang ditawarkan dalam bentuk mata kuliah pilihan yang berbobot 4 sks. Dalam perkuliahan ini mahasiswa sudah tahu pokok bahasan yang mana merupakan teori dan yang mana untuk pelatihan praktisnya. Untuk tugas praktis mahasiswa melakukan kegiatan mikro teaching dengan menghadirkan siswa SD
4. Pelatihan keempat adalah pelatihan yang dilakukan pada rekonstruksi mata kuliah: (1), peserta adalah wakil jurusan bahasa Inggris di perguruan tinggi yang berkumpul berlatih di tingkat nasional, (2), kemudian mereka akan pulang ke tempat masing-masing dan menjadi penatar guru; (3), guru-guru dilatih agar dapat mengalami sendiri dan melihat peserta yang kinerjanya baik yang dapat dijadikan model untuk membantu guru-guru yang lain

Kesimpulan

Pengajaran bahasa Inggris pada sekolah dasar pernah mengalami perubahan sistem kebijakan, yang mana bahasa Inggris pada Kurikulum 2006 posisinya pernah masuk dalam kategori mata pelajaran muatan lokal (mulok), dan hal ini membawa dampak yang positif yang mana semua sekolah – sekolah dasar baik negeri maupun sekolah swasta menerapkan bahasa Inggris dalam proses belajar mengajar di kelas, dan bahasa Inggris mengalami kemajuan yang pesat, berikutnya adalah posisi bahasa Inggris tidak masuk dalam ranah muatan lokal, meskipun pro dan kontra bahasa Inggris tidak masuk dalam mata pelajaran muatan lokal, tetapi banyak sekolah-sekolah dasar yang menerapkan bahasa Inggris asalkan tidak mengganggu mata pelajaran wajib yang lain. Ada beberapa hal yang mempengaruhi pengajaran bahasa Inggris pada sekolah dasar yakni Pertama, kurikulum merupakan urat nadi yang penting dalam pengajaran bahasa Inggris, kurikulum dijadikan sebagai pedoman buat guru dalam menerapkan bahasa Inggris di sekolah, dan guru bahasa Inggris harus memahami kurikulum terutama membuat syllabus dan lesson plan; Kedua, metode pengajaran bahasa Inggris, guru dan metode adalah satu kesatuan yang tidak bisa dipisahkan, maka metode yang diterapkan oleh guru bahasa Inggris harusnya bervariasi, maka suasana pengajaran bahasa Inggris menjadi aktif, kreatif, dan tidak ada kebosanan siswa dalam mata pelajaran bahasa Inggris; berikutnya materi yang diberikan oleh guru bahasa Inggris disamping harus sesuai dengan kebutuhan siswa sekolah dasar tetapi juga harus diintegrasikan pada pendidikan karakter; Keempat fasilitas yang mendukung pengajaran bahasa Inggris sangat berpengaruh terhadap pengajaran bahasa Inggris, minimnya fasilitas membuat proses belajar mengajar menjadi kurang aktif; Kelima Pelatihan perlu diikuti oleh Guru bahasa Inggris dalam upaya mengembangkan kemampuan diri. Terakhir, kelima faktor-faktor yang sudah disebutkan adalah sangat penting dan mempengaruhi pengajaran bahasa Inggris, karena semuanya saling berkaitan satu sama lain guna mengembangkan kemampuan guru bahasa Inggris dalam penerapan pengajaran bahasa Inggris di sekolah dasar, bermanfaat buat peningkatan kemampuan bahasa Inggris dan pendidikan karakter para siswa sekolah dasar.

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THE ANALYSIS OF EDMUND PEVENSIE'S CHARACTERISTIC IN THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE'S MOVIE VIEWED FROM PERSONALITY TRAITS THEORY

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Abstract

Character is an essential element in fictional work besides the other elements. In fiction, character is representation of human being, or sometimes another creature. Character is the player in the story and it makes the story alive. Every character in a story has characterization. Characterization is the process of conveying information about characters in fiction. In other words, characterization is the way an author describes their characters' characteristic in the story. This research focuses on analysing character of Edmund Pevensie in the film of The Chronicles of Narnia: The Lion, The Witch and The Wardrobe. This research is expected to provide knowledge in analysing the character and its characterization of a fictional work.

Qualitative method in form of descriptive analysis is used in this research. Two main sources used to answer the research questions are a movie by C. S. Lewis and theory of psychological approaches particularly personality traits. The description of characterization is collected through the dialogues and plot in the movie. Based on the analysis, Edmund is revealed to have the big five characters such as immature, selfish and spoiled. However, in certain situation his attitude could change into very significant attitude like an adult such as being cooperative, responsible and heroic. As for the conclusion of the analysis, he is fair-minded and brave and admirable as in the movie he does atone for his sins and transform his character.

Keywords: Character, Characterization, Movie, Personality Traits

Introduction

According to Oxford dictionary (2006) that film is a series of moving picture theatre recorded by sound that tells a story, shown on television or at the cinema/moving theatre. Based on Wikipedia, the free encyclopedia (2011), Film is a media, a media that to be the channel as a place for everything flows. Film is considered to be an important art form, a source of popular entertainment and a powerful method for educating or indoctrinating citizens. The visual element of

cinema gives motion pictures a universal power of communication. Some films have become popular worldwide attractions by using dubbing or subtitles that translate the dialogue. Therefore, Hollywood dramas have interesting characteristics and criteria. According to Birantoro as producer of the film "Obnibus winning the Virtual Trophy" (2018) various films that can achieve revenue and the acquisition of a fantastic audience, usually have 3 criteria; First in terms of Entertainment. Secondly, a film usually has cultural values or elements whatever the genres, horror or comedy, there will definitely be a difference, for example Japanese and Indonesian horror films that have different cultures. Finally, a film must be of economic value. Economical here in the sense that the film can be bought and sold, watched. Examples like Star Wars. People already have expectations of what the product will look like. These three things are characteristic of a good film, because all three can change the perspective and perspective of the person we should be able to take the advantages of the show and get rid of the bad effects of movies we enjoy.

There are many kinds of film genre now. Many of genres were established, such as: the melodrama, the western, the horror film, comedies, and action-adventures films. And do not miss it about the genre of science-fiction films.

In English language teaching area and literature, the teacher must use an attractive teaching media for learning to attract their students' interest. Since good teaching media can stimulate students' interest and encourage students' participation in learning practice (Heinich, 1993). One of the famous medias used in language and literature learning is movie or film which has been researched by many scholars. It is believed that through movie media, the students will use their two multisensory, sounds and sight at the same time when doing listening practice. Moreover, movie media can attract students' focus and concentration more than only audio or visual media. Besides, focus on films as objects of social, political, and cultural significance could offer an opportunity to connect the theoretical discourses teachers engage in classes to a range of social issues represented through the lens of Hollywood movies" (Giroux & Henry A, 2001). In fact, films are related to students' experiences in multiple ways.

According to Bloom (2001) film can take students to the higher levels of application, analysis, synthesis, and evaluation as they apply theories to lie on the screen, analyze characters, create new scenarios or endings to films, and evaluate the quality of a film's presentation of relevant concepts" ("pg. 201- 207). Likewise, O'Connor (2001) and Anderson (1999) claims that that film enhances students' abilities to learn as "it encourages students to develop the critical thinking skills necessary for them to be well-informed about issues and events of their own time". In relation to the study of literature, it is important to emphasize the humanity aspect so students are able to take lesson from every story they learn. According to Rosenblatt (2005)" the most effective place for these understandings to occur; the study of literature "affect[s] the student's sense of human personality and human society" and "foster[s] general ideas or theories about human nature and conduct, define moral attitudes, and habitual responses to people and situations"(p. 4). This shows the importance of literary engagement in students' life both academically and socially.

Movie or film as one form of literatures can be useful ways for people not only to maintain a sense of personal coherence but, as well, to expand their

imagined world of possibilities. Andrew Light (2003) makes a case for the place of film in academic study: [Films] show us complex portrayals of how people see themselves and interact with each other on whatever subject, real or imagined, that they are about. There are many movies available that can be good sources for learning such as Harry Potter part 1-7 and the Chronicles of Narnia part 1-3 movie, and many genre of movies. For this research, the researchers tempted to analyse action-adventures film entitled “The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe”.

Every story, drama or film has characters and characterization which usually person, may be any personal identity, or entity whose existence originates from a fictional work or performance. Character is very important to build a story itself. In this research the researchers tries to analyse about characteristic in the film. The Researchers will focus to analyse one of the major characters; he is Edmund Pevensie. The Researchers choose Edmund Pevensie because he has unique characteristic in this film. To understand about the main character in the film, The Researchers have to use the personality traits theory that commonly known as “The Big Five” factor analysis by Paul Costa & Robert McCrae. In this research, the Researchers are interested to discuss about the one main character in one film through theory of personality traits.

The Researchers choose this topic for my research to describe about kinds of characters in movie and know the characteristic, to learn the result of this research can be useful for the people who read, and to understand of analyse something, such as characters in all film genre. Why? Because it is still difficult to distinguish “character” and “characteristic”.

This research is aimed to know the character and characterization of Edmund Pevensie as main character viewed from personality traits theory by analysing the evidence from the dialogues and his actions in the film.

Method

The method of the research used descriptive-qualitative term methodology of personality traits theory by Costa and Mc’Crae by describing characters and characteristics in “The Chronicles of Narnia: The Lion, The Witch and The Wardrobe” movie and then describe the correlation between the data analysis with the method and research question.

Qualitative research is done without give priority in numbers, but focus on the deep understanding to interaction between concepts that is analysed (Semi, 2012:28).

This research will be conducted at Universitas Islam As-Syafi’iyah library center and other libraries in Jakarta-Bekasi during the academic year 2017/2018. And the instrument of the research are by watching film, reading the script and whole subtitle of the film and underlining the dialogues or statement in the film of “The Chronicles of Narnia: The Lion, The Witch and The Wardrobe”.

The data of this research will be analyse qualitatively based on character approach viewed from personality traits theory. First, gives the description of each data such as picture, dialogue, and text. Second, analyses Edmund Pevensie character based on the character definition.

Results and Discussion

A. Data Description

In this chapter, I describe the characteristics of Edmund Pevensie as one of the main characters in *The Chronicles of Narnia: The Lion, The Witch, and The Wardrobe*. Before analysing these characters, I want to tell a brief synopsis of the film.

The film began in 1940 during World War II, the Pevensie children, Peter, Susan, Edmund, and Lucy Pevensie were evacuated from London to avoid bombing. They were sent to the place of Professor Digory Kirke, who lived in rural England. Lucy and her brothers find an underground cupboard connected to the mystical world of Narnia. A prophecy that there will be two sons of Adam and two children of Eve who will defeat the White Witch and fill four thrones at Cair Paravel. And the real Narnian king, a dashing lion named Aslan who had disappeared for a long time, but now returned. They realize that they are destined to unite with Aslan to defeat the evil queen.

In this story Edmund Pevensie is a very terrible child. He is one of the main characters and character develops the most throughout the course of the story. It shows in some of the easiest things to know what to look for but the most difficult to find. Though movie media may be an effective way that appeals to various learning style, gives students authentic models of spoken language. In addition, movie media such as movie with subtitle may be effective in holding students' interest. Canning-Wilson (2000) discovered in a large-scale survey that student tended to prefer entertainment movies to documentaries in the classroom.

Moreover, movie media provide interesting and motivating clues to accompany audio or written inputs. Also, movies provide language learners with the opportunity to view the social dynamics of communication as native speakers interact in authentic settings. Herron and Seay (1991) have ever done the research on using video in listening comprehension. They divided into two groups, experimental and controlled group. The controlled group use radio tape and experimental group use video in listening class. The result has showed that the experimental group performed significantly better.

B. Data Analysis

In this analysis I find three points from five points of personality traits that are agreeableness, conscientiousness, and neuroticism characteristics of Edmund as main character in the film such as immature, selfish, spoiled, cooperated, responsible, and heroic person.

1.1 Table Neuroticism of Edmund

No.	Corpus	Time	Neuroticism Characteristics
1.	<i>(Bombing London)</i> <i>Edmund: "Wait, dad!"</i> <i>(Run inside, grabs picture gets blown against the wall)</i>	00:02:06 to 00:02:18	Selfish

2.	<i>Edmund: (to Susan) “Hey get off! I know how to get on a train by myself. Get off me!”</i>		Selfish
3.	<i>(when Edmund lies that he has been in Narnia before) Edmund: “All rirght, I am sorry!”</i>		Immature
4.	<i>Edmund: (1) “Yah, didn't I tell you about the football field I found in the bathroom closet?” (2) “Shut up! You think you're dad, but you're not!” (storms out)</i>		Immature

1.2 Table Conscientiousness of Edmund

No.	Corpus	Time	Conscientiousness Characteristics
1.	<i>Edmund: “I-I was just playing along. You know what little children are like these days, they just don't know when to stop pretending” (sits on his bed looking smugly at Lucy) (Lucy starts to cry and runs out of the room. Susan runs after her and so does Peter - who shoves Edmund over)</i>		Spoiled
2.	<i>Edmund: “Which is why we have to stay” (They all look at him) Edmund: “I've seen what the White Witch can do and I've helped her do it, and we can't leave these people behind to suffer for it” (Lucy holds Ed's hand)</i>		Responsible

3.	<p><i>(Battle to against the white witch)</i></p> <p><i>Edmund: "Peter's not King yet!"</i></p> <p><i>(Edmund rushes down the hill and breaks the witch's sword, then she stabs him with the remainders of her wand. so the next thing that is actually said is a grunt issued from Edmund and...)</i></p>		<p>Heroic</p>
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2. Edmund's Characteristics viewed from Personality Traits Theory

Here, I focused to analyse characterization through action and dialogue. By analysing what Edmund did and said, to whom he speaks. Characterization generally reveal from the dialogue among the character. When the characters speak, they may show their characterization by themselves or what they said gives clues about their characterization to who they speak.

- **Neuroticism of Edmund**

1. **Selfish**

The characteristics appears on first scene when happening of Bombing in London. While others looking for shelter, Edmund precisely runs inside to grab something like picture of his Dad. He does not obey and hear what Peter told.

BOMBING LONDON

Random German Ejaculations

MRS. PEVENSIE: "Edmund Get Away from there! What doyou think you're doing?! Peter!"

PETER: (grabs Edmund) "Come on! To the shelter,now!"

SUSAN: (grabs things from next to her bed witha flashlight, notices Lucy in bed) "Lucy come on! Lucy!"

(Pevensies are running to the shelter, we hear them shouting,

Hurry up! and RUN!) (Edmund turns around, as if forgetting something)

EDMUND: "Wait, dad!" (Run inside, grabs picture gets blown against the wall)

*PETER: "Come on idiot" (Throws Edmund onto the ground and starts shouting)
"Why do you always have to be so selfish! You only think about yourself. Why can't you ever do as you're told!"*

(Peter slams the shelter door)

Here, Edmund looks selfish. Because in dangerous situation, he just thinks about himself. Edmund does not listen and obey what his brother told. He does not run and go to shelter immediately. But Edmund runs inside and grabs the picture. So, Peter pushes him to the floor as the window explodes. Then Peter shoves Edmund into a bed in the shelter. Although Edmund success grabs the father's picture but his act danger himself. He does not think to his life but the picture.

During World War II in 1940, Lucy, Edmund, Susan and Peter Pevensie are evacuated from London. They are sent to live with a mysterious Professor in the countryside. In the station, when they will go to Professor's house, there is moment that Edmund just think himself more. He does not want helped by other even his brother.

The moment that Pevensie children would enter to the train, Peter holds Lucy's hand. Peter fears would be separated. When Susan touches Edmund's hand and wants to hold it, instead Edmund does not want it.

Edmund: (To Susan) "Hey, get off! I know how to get on a train by myself. Get off me!"

Susan want helps Edmund, here. But Edmund does not want it, he just thinks and looks about himself. In the crowded situation, he does not need help from anyone although his sibling either Peter or Susan. He does not care about his brother and sisters.

2. Immature

Edmund looks immature when entering to Narnia with his other sibling. He does not apologize immediately to Lucy. Because Edmund lies that he has been in Narnia before.

IN NARNIA

SUSAN: "Impossible!"

LUCY: "Don't worry, it's probably just your imagination"

PETER: "I don't suppose saying we're sorry would quite cover it?"

LUCY: "No, it wouldn't. But this might!"

(Lucy nails Peter in the face with a snowball, he throws one back at her and a snowball fight begins. Susan hits Ed in the arm with one)

EDMUND: "Ow!" (rubs his arm) "Stop it!" (They all realize that Ed lied)

PETER: "You little liar!"

EDMUND: "You didn't believe her either!"

PETER : "Apologize to Lucy." (He just looks at her)

PETER: "Say you're sorry!" (Peter steps up to him)

EDMUND: "Alright! I'm sorry."

LUCY: "That's alright, some little children just don't know when to stop pretending" (looks at him smugly)

EDMUND: (mutter) "Very funny."

When other Pevenise children like Peter and Susan know that Edmund lies to them, they are furious with Edmund. Because Edmund does not admit that he has been in Narnia before. Then Peter orders to Edmund for apology to Lucy. Lucy accepts for his apology. Nevertheless, she repeats what Edmund said to her, "*Some little children just don't know when to stop pretending*".

When brother Pevenise play hide and seek, Lucy hide into wardrobe until enter to Narnia. There, she meets with Mr. Tumnus. Lucy feels longtime in Narnia. But when she back to home again, she tells to other Pevenise that she enter to Narnia for some hours. But the other Pevenise didn't believe it. They think Lucy just imagine.

PETER: "One game at a time Lu, we don't all have your imagination".

LUCY: "But I wasn't imagining!"

SUSAN: "That's enough"

EDMUND: "Well I believe you."

LUCY: "You do?"

EDMUND: "Yah, didn't I tell you about the footballfield I found in the bathroom closet?"

PETER: "Why don't you just stop it, you always have to make everything worse. Grow up!"

EDMUND: "Shut up! You think you're dad, but you're not!" (storms out)

SUSAN: "well, that was nicely handled!" (walks away too..)

LUCY: "It was really there.."

PETER: "Susan's right. That's enough.."

Here, Edmund looks immature when Lucy tries to tell about Narnia to them, they didn't believe it. Lucy is sad about it. Lucy is happy that Edmund believes her. But Lucy cries when she knows that Edmund joke to her. Edmund tells that it just her imagination. So, Edmund doesn't believe even he make Lucy cry.

- **Conscientiousness of Edmund**

1. **Spoiled**

Lucy and Edmund come bursting out of the wardrobe. Lucy enthusiastically tells Peter and Susan about Narnia and wants Edmund to back up her story. When Lucy tells the story and looks to Edmund for verification, Edmund tells the others that he and Lucy are just playing a game.

LUCY: "Well, he didn't actually go there with me. What were you doing Edmund?"

EDMUND: "I-I was just playing along. You know what little children are like these days, they just don't know when to stop pretending" (sits on his bed looking smugly at Lucy)

(Lucy starts to cry and runs out of the room. Susan runs after her and so does Peter - who shoves Edmund over"

Feeling that they are getting out of their league and fearing that Lucy is losing her mind, Peter and Susan decide to seek the advice of the Professor. When they speak to him, they are surprised to find that he appears to believe Lucy's story. He points out that they have never known her to lie, whereas Edmund has a history of lying. The Professor says that the rest of Lucy's behaviour proves that she is not insane. He contends that Susan and Peter's view of the possible and impossible are narrow if they reject the possibility of "another world" such as Narnia. He explain that a separate world would more likely have a separate time that would not correspond to our sense of time.

Here, Edmund looks spoiled because he doesn't tell and admit that he has been going to Narnia with Lucy. And Lucy can't believe that Edmund lies about it.

2. Responsible

After Edmund has been free from the White Witch, he goes back to his brother, sisters and Aslan. Edmund then receives the forgiveness of his siblings, he is welcomed back into his family and the community built around Aslan, and can join the fight against the White Witch.

In the morning, when four children are sitting around a low table eating breakfast, Peter tells that they must go home and cannot stay in Narnia. Oppositely, they don't listen what Peter told. They want to stay for helping Aslan and saving the Narnia from the White Witch. Especially Edmund, he wants to help Aslan to fight against the White Witch for saving the Narnia.

SUSAN: "So were going home?"

PETER: "You are, I promised I'd keep you three safe but there's no reason I can't stay and help".

LUCY: "but they need us...All four of us"

PETER: "Lucy it's too dangerous. You almost drowned, Edmund was almost killed!"

EDMUND: "Which is why we have to stay". (They all look at him.)

EDMUND: "I've seen what the White Witch can do and I've helped her do it, and we can't leave these people behind to suffer for it". (Lucy holds Ed's hand).

Here, Edmund looks responsible because he feels guilty and realizes that he looks the White Witch just for enchanted the Turkish Delight. He feels in the wrong side and wants to be responsible what he did.

3. Heroic

In the battle against the White Witch, Edmund looks stubborn. At that moment Peter tells and orders him to get out from the battle because the enemy is too many. However, Edmund does not listen and obey what Peter told. Edmund goes back to the battle against the White Witch.

PETER: "Ed! There are too many of them! Go! Get out of here! Get the girls, and get them home!"

BEAVER: "Come on, you heard him!" (Ed starts to leave, then sees the Witch. And starts to go back)

BEAVER: "Peter said to go!"

EDMUND: "Peter's not King yet!"

(Edmund rushes down the hill and breaks the witch's sword, then she stabs him with the remainders of her wand. so the next thing that is actually said is a grunt issued from Edmund and...)

PETER: "Edmund!!" (silenced)

(Peter and the Witch fight, then they see Aslan)

WITCH: "Impossible!"

(Aslan rushes to kill the Witch, everything disappears)

ASLAN: "It is finished." (The three Pevensies reunite)

SUSAN: "Where's Edmund?"

(The dwarf hobbles up and is about to finish Edmund)

SUSAN: "Edmund!" (shoots arrow, kills the dwarf)

(Edmund coughs and gasps. Lucy pulls out her cordial and places one drop on Edmund's lips. He stops moving momentarily before gasping and sitting up)

PETER: "When are you ever going to do are you're told?"

This part dialogue describes that Edmund goes back to the battle and helps Peter to fight the White Witch. When he sees the Witch in action, his experience tells him the way to defeat he is to break her wand. No one knows but Edmund. By this experience, he is able to see this. With his courage, he attacks the Witch directly to her wand by using his sword.

4. Conclusion

Edmund Pevensie is main character in the Chronicles of Narnia: The Lion, The Witch and The Wardrobe. The characteristics of Edmund Pevensie are developed from the first until the end of the story. His characteristic changes significantly during the story; the change from one characteristic to another characteristic in a certain situation.

The third oldest Pevensie child, Edmund is a brat for most of the Chronicles of Narnia: The Lion, The Witch and The Wardrobe. His greed for the enchanted Turkish Delight leads him to act as a traitor against his siblings. Edmund joins forces with the White Witch, but eventually he sees the error of his ways and returns to the good side.

As young boy in ten years old, Edmund has showed his characteristics according to Personality Traits Theory or "Big Five Theory" like immature, selfish, spoiled. But in a certain situation, his characteristic changes like an adult person such as responsible and heroic.

From some of the characters of Edmund Pevensie above, we as humans can apply wise behaviours. Among them we must be able to respect and those who are older and also love those who are younger. We must protect each other, be responsible and preserve every living creature on earth. And from the film we can take lessons to become better human beings in the future. Also keep away from all the characteristics and behaviour of selfish, disobedient, disrespectful, not independent and so on.

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A GENUINE ACTION RESEARCHER OF TEYL

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Abstract

This article is written based on a case study of a three years young learner whose mother has English education as a major in her graduate school. Applying her knowledge of approach to TEFL she creates a reflection on her own daughter who is developing her language. As a mother naturally she thought and wondering of what is happening with the language produced by her daughter. Responding to the phenomena she creates some cycles as well as situation adjusting to the facts, evaluating the result, reflecting again continuously, developing meaningful communication in English that many times she herself and her daughter do not really understand.

Keywords: TEYL, acquisition, TEFL

Introduction

The first communication the baby usually produces since birth is through crying and screaming. In their development, the babies will learn one or two words until they know how to speak sentences and express their feeling through words. Parents usually focus on the words their children produced and the children will follow every words the adult thought them to. The first language should be the language that children easily adopted and learned. But for some parents, the communication is not as smooth as what other parents did with their own children. Scovel (2009: p.22) argued, *“Actually, the stages of language acquisition will be individual differentiation. Every young child has not similar progressing in acquiring the first language. Some of the babies in the telegraphic stage could produce two and three words completely. Another side, the baby only produces some syllable for every single word. Commonly the baby mentions the end syllable of a word.”* . In children early years, adults or a mother are the first person who can influence the children in their ability to communicate with each other.

In this study of a three years baby and her mother, many ways have been tried in the first year of her TEYL period, but none of it was fruitful. Until the age of two, the mother started to understand that the language her daughter chose to acquire, was accepted and absorbed from the family are actually more English than *Bahasa* although her mother tongue is Indonesian. This study investigated how the

behaviorism and interactions' management theory were able to drive the difficulty in child speaking ability.

Method

A case study as part of qualitative research design was applied in this research. Observations, interview and autobiography guided writing were used to obtain the data of a child language acquisition obtained in three years. This research explored the ability of speaking skills of a three years old toddler of a single case study design. The objective of this case study are based and adopted from Behaviorism and Nativist approach to communicate and learn the speaking skills. In this context, the mother played a pivotal role in learning experience which helps her daughter in meaningful verbal communication and knowledge of approach of TEFL. This single case study could be a guide for parents and a teachers to never stop trying a better methods to get a better result in toddler in developing young learners' speaking skills.

It is undeniable that the experiences of acquiring languages that are different from one person and another in the acquisition of mother tongue as well as English as a foreign language (EFL) especially in a multicultural country like Indonesia the country that is rich of indigenous languages. Environment and the use of media are completely influencing in the process of teaching and learning language in this context. The use of realia as one of media in acquiring EFL could increase the vocabulary mastery of the young learner (Wijirahayu & Hasanudin, 2012)

Results and Discussion

The observation of this study found that the learner perform differently in various mother-daughter interaction. As a respond to the phenomena the mother creates some cycles as well as situation adjusting to the facts, evaluating the result, reflecting again continuously, developing meaningful communication that many times she herself and her daughter do not really understand. Qualitative approach in this study, focused on a TEYL methods applied in the mother's ways in teaching her daughter English. The mother used the pronunciation teaching with her own ways of trial and error. This was happening since she thought that English would be first language chosen by her daughter. As it was stated by Nicholas and Lightbown (2008) in Philip and Alison (Ed), *second language acquisition and younger learner*. p. 28.

...children with multilingual experiences can partially or totally lost or insufficiently develop their first language, even though they do not fully master the second. Children who commenced their exposure to second language before age 8 but lost contact with their first language appear to have language-related brain functions that very closely resemble those of monolinguals who grew up with second language.

Since birth, the daughter simultaneously has been exposed by two different languages *Bahasa* and English as a way to communication. As a mother of three years old daughter, she admitted she has responsibility to concern about her ways of teaching Language. Sometimes She thought plan A were more suitable enough

for her daughter, yet, for certain other reasons she choosed plan B that is more relaxed way. Whatever the approaches she used for the past 10 months were mix and match methods depended on the situation and mood that both mother and daughter are having. Sometimes she taught the wrong way and reflected it when she realized that the result was not suitable to the desired goal. When her daughter reached the age of one and a half year, she realized the way the baby spoke was not like the average kids used to speak. The baby spoke and mumbling with the language that was hard for everybody around her as Indonesian to understand.

Arinka was the first and the only children she has at that time, born through caesarian delivery prompt to 10 months of pregnancy. She was characterized as an active and cheerful baby. By the age of nine months, she had a rapid development which was able to walk faster than other babies. By the age of 12, she were still babbling and baby talk. Yet, she was still unable to produce the word such as mama, mommy, daddy, or other simple words. She was also interested in more to alphabet rather than numbers. At the age of 14 months, she surprised her mother and families by being able to spell the words “*Pulau Sumatra*” banner in the restaurant in English.

The ability to understand two languages such as order and request were normal, but she has the difficulties to use or produce the utterances. She was struggling to find the right words to say what she wants. Moreover, she was unable to produce the words therefore she spoke like a mumbling and gargling sound. She never used shorter sentences as the other children of her age did and therefore, she was easily upset because as she could not express the utterance that she wanted to in her own words.

When her friends of her age were able to request something (*mama, makan*), she can only cry and point her finger to her mouth means she was hungry. The mother and the adults around her had to play guest games in order to understand ‘*what she wants*’.

Until the age of two, Arinka still call her mother with her own words – “egg”. It’s still a mistery whether the ‘egg’ she mentioned were actually an egg or her way to call her mother. She was actually a very brave girl and was never shy when she met new peoples. She enjoyed herself and her surrounding and easily made friends. But that will not take long before the cries broke because lack of communication, then again adults had to guest what was in her mind.

“Children loves to communicate, they will ask so many question whether we explained countless times they will asked the same question again and over again.” That is one of the positive cue every children possessed in their early years, but all of this depended on the way their environment manage the children. The first rule in her way of teaching were positive reinforcement with positive punishment. This type of dicipline is the type of behaviorism management, as Nelsen (2006) has stated, when consequences are necessary, they should be delivered in a kind but firm manner, preserving the trust and mutual respect between the adult and the child. This is also supported by Skinner (1953) saying that correction and repetition are vital.

The implementation of the lesson she learnt from references she had better understanding on how to develop her daughter language. “As a mother, I try not to focus on her mistakes and failures instead I focus more on her achievement to responding with the language and the meaning.” When the kids start up the conversation, we will think hard to come up with the answer, we will choose the language that she will understand, and we will try to be kind to her with the tone. All of this is to create a better atmosphere for her learning, her ears will listen more without fears and she will answer willingly. Because all that conversation we have with our children is not only to teach them the topics or subjects, but also to communicate effectively or on point. (Hattie, 2009) stated, this type of learning can be particularly effective due to the immediate feedback that is offered to the user, and indirectly the teacher, a highly significant attribute of ‘visible learning’. Because the output of this type of learning is beyond expectation.

She realized and aware that as an action researcher of TEYL she faced a unique context. “Of course the way of mothers teaching are different from the teacher in the classroom. But I keep my alarm on if my daughter are having trouble to express her thought. Remember when I said my daughter was still hard to speak till the age two? I need help from someone and something.” The awareness is the starting point of the early reflection in this study. Harmer (2001: p. 38) : “*The characteristic of young children. Young children learn differently from older children, adolescents, and adults in following ways:*

1. *The young children respond to meaning even if they do not understand individual words.*
2. *They often learn indirectly rather than directly, mean that they take information from all sides, learning from everything around them.*
3. *They could understand the information not only from explanation, but also from what they see and hear, touching and interaction, and crucially.*
4. *They have a need for individual attention and approval from the teacher.*
5. *They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes.*

She started to use some tools and selected media as an approach to answer the challenges and created some plans to be applied . “Since its hard to teach speaking and listening separately, I used any media as a tools for learning. The media I used most are books collection from Kumon and application from mobile phone or tablet.” The first challenge she chose to answer was to integrate suitable technology to provide sufficient listening exposure and combining them with games to attract and motivate a young learner activating the acquisition device so that the communicating hindrance could be reduced more naturally.

The process of action was followed in nature by evaluation and reflection. “I used this media for the past 10 months and result is amazing. Every day for 1 hour at any time, we spent together to outcome the problem she is having.” We could not just teach children speak only by talking, but we need something to talk about that attract her to know more about the topic. “At first week she refused the lesson. So I change the method with story telling even though the book I showed her were books for coloring, cut and paste. She was just listening and playing with

something else. But, when I change the book with the book of maze. She looks interest in it. Therefore, at the moment I knew that my daughter is visual learner.” This understanding led her to the next cycle of her action research.

After conducting some cycles consisting actions that she has planned she continued with the other action to prove the theory she has learned. Since she is a visual learner, she will learn faster through pictures, icons, charts, or colors. The book of maze is more like a puzzle in every pages with full color and pictures. Children should find the way out draw the line with pencil if the cat want to go to school which way the cat should go. “As the one who lecture the kids, I try to make a story telling first to sparkle her imagination. I speak aloud and clear and sometimes I asked her to repeat the word I am saying. In two weeks, it is her who telling me the story in every puzzle and mazes.” This skill process helped the kids to understand and aware about what is happening and “what is my mom trying to say to me”. It would give them the idea and to picture the words she was trying to say, and it was not just mumbling. Moreover, listening to them and patiently waiting for their response is a better way rather than forcing them to speak in a hurry. They will loose the utterances and confused if we rush them to talk.

One of the other interesting activities they did was having a conversation real like playing role play with the phone call. The mother acted as the patient and she asked her daughter to act as if she were the doctor. Those role play encouraged her daughter confidence to develop her speaking and listening skill. “I let her repeat the intonation from my words and vice versa. Another time we play as shopping in supermarket, playing tea time, dolls, singing and etc.” Based on the premises the mother hold in her own beliefs, value, and knowledge and this study was an effort to the understanding the child problem in her speaking skill. In this case the beliefs the mother has a a private teacher for her own daughter influenced the language strategies she used train her daughter (Wijirahayu, 2017).

For young learners of English as a foreign language, a mother could be the first and the main teacher who introduce English as well as the mother tongue. Therefore the way she conduct language learning strategies training has a potential to increase the reading ability (Wijirahayu, 2011) of her daughter as her student. With her natural competence in this case the mother use her creativity (Wijirahayu & Ayundhari, 2018) and literacy in using media to apply suitable teaching methods to increase her daughter English acquisition. She also made use of her literacy in research method successfully in applying an action research as part of her reflective teaching (Wijirahayu, Priyatmoko & Hadiananti, 2019) for her own daughter although many times she did not realized that and considered it as only parts of her responsibility and the nature as a mother.

Conclusion

The result from teaching listening and speaking in positive way with positive environment, will boost children logic skills. It was proven by the young learner of English in this study that could easily solved the puzzle from books in her 3 and 4 years age and many other puzzles games in a short time whereas her own friends in her classroom took a very long time to solve it. It was not because

the puzzle she had been playing before, but because the concept of the puzzle was the same whether its connecting puzzle, interconnecting puzzles, interlocking puzzles or maze puzzles. It was the learning strategies that was acquired through the that puzzle games and chosen by the child to learn language.

This study has found the answer that one of the ways to teach toddler her first language acquisition are not only led by motivation but also with trial and errors as part of a natural action research. A mother in this case was the best action researcher in nature to develop her daughter language acquisition. An important belief revealed from the mother in this study as one of subject in this research drawn as almost absolute conclusion was that children will excell in every fields if the environment support them as long as there is someone who patiently guides them.

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FACE-SAVING ACT STRATEGY IN ENGLISH AS FOREIGN LANGUAGE CLASSROOM

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Abstract

Teacher as the main character in the classroom plays an important role on teaching and learning activity. Teacher also need to motivate the students in order to stimulate the students in achieving the goals of every learning activity. In this case, the teacher's language also plays an important role in motivating the students as the learning process takes place. On the other hand, teacher also need to show a good act in making a good communication between the teacher and students. This present study is aimed to investigate the teacher's utterance in saving the students' face on teaching and learning activity in EFL classroom. In conducting the research, the researcher apply the qualitative approach and use the observation and documentation as the instrument in collecting the data. By doing this present study, the researcher hope that the teacher may apply the face saving act in motivating the students in order to make a good relation with the students which considered as the effective classroom.

Keywords: *FSA, English teaching, and Direction.*

Introduction

Recent year, the study on human interaction is becoming an interesting topic. In the daily life, people do the interaction for gaining and giving information also for expressing thoughts and feelings. Just like the others interaction, teacher-student interaction also plays an important role in conducting the learning process. Thus, in the daily interaction, especially in the classroom context where the teacher involves the use of language in classroom to convey the learning materials, attention to the code of moral should be taken into account because there are also students as the participants. It is in line with Johnson; Seedhouse; and van Lier as cited in Sadeghi, Ansari, and Rahmani (2015) who argued that "Classroom is shaped and defined by the participants: teacher and student.

Furthermore, related to the interaction between teacher and students in the classroom context, teacher as the main character in the classroom plays an important role. In this case, teacher is not only about the spreader of knowledge and moral value, but also instructor, problem solver, motivator, facilitator, counsellor, and manager. In the context of English language learning, Ellis as cited in Sadeghi, Ansari, and Rahmani (2015) said that communication is considered to be the central of language acquisition. From that statment, it is known that teacher's language has contribution in the language acquisition of the students. On the other hand, the effectiveness of the classroom is indicated by the teacher talk (Maghfiroh and Adi, 2015). In conclusion, a good communication between teacher and students in classroom context can represents the effectiveness of the teaching and learning activities and also it contributes in the language acquisition of the students.

In relation between language and society, it could not be danied that there are the face threatening acts while everyone has the self-image that wanted to be recognised by the others. Brown and Levinson (1987) defined face the public self-image that every member wants to claim for himself or herself. Regarding to concept of face, Yule as cited in Agustina and Cahyono (2016) considers politeness as showing awareness and consideration of another person's face. To conclude, the politeness of teacher language in the classroom activities could be defined as the awareness and consideration of students' face.

Generally, Politeness means the actions taken by competent speakers in a community in order to attend to possible social or interpersonal disturbance by existing the moral codes in human communication and social activities (Meyerhoff, 2006; and Peng, Xie, and Cai, 2014). In addition, Yule as cited in Elisdawati, Husein, and Setia (2018) also defines that, "Politeness, in an interaction, can be defined as the means employed to show awareness of another person's face". To conclude, teacher-student interaction in the EFL classroom context, politeness could be defined as the utterances used by teacher or student to show awareness of other's face in order to minimize the possibilities of social or interpersonal disturbance.

Regarding to the important of the politeness of teacher language in the context of teacher and student interaction, many researchers conducted the studies on politeness. Sülü (2015) carried out the study on teacher's politeness in EFL classroom. As the result of her study, she found that teacher uses politeness in the classroom activities and it helped students to have positive feelings towards the lesson and motivated them to participate more in classes. From this study, I argue that teacher's politeness contributes in classroom management and also in creating a good learning atmosphere which motivates the students to have more participation as the learning process is going on.

On the other study, Elisdawati, Husein, and Setia (2018) conduct the study on teachers' politeness strategies in motivating students to learn English. This study explores politeness strategies used by the teachers in motivating students to learn English in the classrooms, based on Brown and Levinson's Politeness Strategies. The action was applied at Junior High School. The respondents are three non-native English teachers of SMPN 4 Langsa, and 80 students in three classes. The research conducted in duration 2x80 minutes English lessons in each of classes. The result

showed that the teachers employed positive politeness, negative politeness, and bald on-record strategies as well. They used positive politeness specially to make good interaction between teacher and students while teaching learning process in order to encourage students' motivation, they used negative politeness to avoid imposition to the students in learning, and they used Bald on-record when efficiency is necessary and task-oriented.

In the context of the present study, the researchers focus on the face saving act strategy or the politeness strategy used by the teacher in the teaching and learning activities at EFL classroom, especially on the teacher language used to give direction to the students. It is aimed to make the researchers can describe the application of face saving act strategy or politeness strategy in detail. In addition, the researchers also want to recognise the students' responses toward the application of those strategy on the teacher's utterances used to give directions to the students.

Method

In conducting this study, the researchers apply the descriptive qualitative design. The data are collected from the research subject directly or from English teacher at one of senior high school in Karawang. To make sure the validity of the data gathered, the researchers use some instruments of data collection, such as observation sheet, interview guideline, and video recorder.

The observation sheet here is used to investigate the application of teacher's face saving act strategy or politeness strategy in both pre-activity, while activity, and post activity. In conducting the observation, the researcher acts as non-participant observer who observes the whole classroom activities. In order to make it more suitable with the topic of this research, the researcher focuses on the teacher utterances, especially in giving direction and also on students' responses toward the teacher's politeness expressions, especially the expressions to give the directions as long as the learning process takes place.

The interview guideline here used to get the more information from the teacher by giving some questions related to the topic of this research. The researcher acts as an interviewer who gives the questions to, asks for explanation, and take notes for the answer given by the interviewee. In doing the interview, the researcher focus on the way of teacher in applying the politeness, especially in giving direction to the students. On the other side, the researcher asks the teacher to give an example of utterance that used to give the direction politely and asks about the students' responses toward the instruction given.

The video recorder here means taking a video of the whole classroom activities. It is useful to help the researcher to get more accurate data or to make sure that there is no missing data. On the other hand, it also useful to help the researcher to analyze the teacher's politeness expressions in giving direction and can help the researcher to recognize the students' responses toward teacher's politeness expressions in giving direction as the learning process is going on.

The data obtained are analyzed by using Miles and Huberman's methods of data analysis. There are three steps of data analysis that can be explained as follow:

- a. Data reduction here means the process of transforming the data obtained and selecting that data by focusing on the teacher's utterances that are used to instruct the students and also on the students' responses toward those instructions. This step is important to make sure that there is no useless data included in the data.
- b. Data display in this context means the process of data classification. It is classified based on Brown and Levinson's politeness strategy including positive politeness strategy, negative politeness strategy, bald-on record strategy, and off-record indirect strategy. On the other sides, the students' responses also classify into three categories: good responses, poorly good responses, and bad responses.
- c. Drawing conclusion and verification here means the process of describing and interpreting the data displayed. After the data described and interpreted, the researcher draws the conclusion and verification of the teacher's politeness strategy, especially in giving directions that applied in the whole classroom activities and also the students' responses toward it.

In short, the data collected are be analyzed through three steps. First, transforming the data obtained into the written form based on the result of observation and the video recorder in order to make the researcher is easier to analyze the data. After that, the researcher selects and focuses on the data by referring to the formulation of the research question. Finally, the researcher draws the conclusion into basic of overall analysis.

Result and Discussion

Research Findings

Research Findings		
Face Saving Act Strategies	Teacher's utterances	Students' Responses
Positive	1. Kalo song, kita persembahkan sebuah lagu untuk menghibur observer.	1. Ok, bu.
Negative	2. Kalo ada yang sudah siap, silahkan practice your song! 3. Okay, Intan. Please, sing your song! 4. If you know this song, you may follow Intan to sing! 5. Ok. Now please the boys practice your song!	2. Iya, bu. 3. (Intan starts to sing) 4. Okay, bu. 5. Hahaha ok, bu.

Off-record Indirect	6. Who are ready to practice? 7. Okay Intan, I give you one minute to discuss with your group. 8. Gapapa, kamu boleh lihat teks. 9. Ada yang sudah siap lagi? 10. kalian akan rugi sendiri kalo kalian tidak memenuhi tugas yang diberikan guru.	6. <i>(There is no answer)</i> 7. Hahaha iya, bu. 8. <i>(Intan comes forward)</i> 9. <i>(No response except the situation is becoming a bit noisy)</i>
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Discussion

Types of Face Saving Act Strategy

Teacher's utterance 1 presents a good way of the teacher to apply positive strategy in the classroom instruction. The use of "*Kita*" to the students is considered as a good utterance to show the closeness of the teacher and students. On the other sides, the first utterance of the teacher does not indicate the use of imperative utterance. It can be seen from the utterance "*Kalo song, it will be better to practice by singing a song*".

In teacher's utterance 2, the sign of negative strategy can be noticed from the first clause of the utterance "*Kalo ada yang sudah siap, silahkan practice your song!*". That first clause on that utterance shows the softened utterance used by the teacher before instruct the students to sing a song. The use of those signs intended to avoid the offence toward the students' negative face want.

Teacher's utterance 3 the use of both "*Okay*" and "*Please*" words are considered as the signs of politeness that are used by the teacher to refine the imperative utterance. Those words also used by the teacher to minimize the face threatening act to Intan.

In teacher's utterance 4, the application of cause and effect utterance is used by the teacher to refine the instruction. On the other hand, the teacher also refines the instruction by applying the word of "*May*" in it. However, teacher also applies the imperative utterance that can be seen form the second clause "*....., you may follow Intan to sing!*".

Teacher's utterance 5 shows the application of negative strategy. It can be noticed from the refine imperative utterance in the "*Ok. Now please the boys practice your song!*". In that imperative utterance, the teacher includes the signs of politeness by using the words "*Ok*" and "*Please*".

Teacher's utterance 6 shows the use of other utterance, in this point the teacher uses the interrogative utterance to minimize the face threatening act to the students. "*Who are ready to practice?*", this utterance indicates that the teacher asks the students to be ready for practicing the song indirectly due to the teacher has suggested the students to practice to sing in learning a song before.

Teacher's utterance 7 indicates the use of indirect utterance to instruct Intan's group for coming forward and practicing the song. In this case, the teacher only gives the time limit to Intan's group without any imperative utterance used.

Teacher's utterance 8 presents the application of off-record strategy to instruct Intan for coming forward to sing a song. In this case, the application of declarative utterance has been succeeded to represent the imperative utterance that used by the teacher for instructing Intan indirectly.

Teacher's utterance 9 seems like the teacher's utterance 6 where the teacher uses the interrogative utterance to instruct other students for singing a song. In this case, the teacher tries to avoid the face threatening act to the students by asking the students readiness.

Teacher's utterance 10 comes from the result of interview to the teacher by the question "How do you apply the politeness in giving instruction to the students? Give me the example of the utterance that used to give the instruction to the students!" The example of utterance given by the teacher to instruct the students in the extract 13 belongs to the off-record indirect strategy. In this point, the teacher does not used the imperative utterance, but it indicates that students are asked to do the task. The use of other expression in instructing the students to do helps the teacher to minimize the face threatening act to the students.

Students' Responses

In the students' responses 1, the application of positive strategy to instruct the students has been succeeded in getting the students' agreement and enthusiasm to do the instruction. It can be seen from the response given by the students that indicates the agreement of the teacher's suggestion, in this context it is used to ask the students to singing a song. At the same time, the students also show their enthusiasm for singing a song.

In the students' responses 2 and extract 4, the application of negative strategy to instruct the students has been succeeded in gaining the agreement of the students to do the instruction. It can be noticed from the students' response that indicates that the students are agree to the teacher's demand.

In the students' responses 3, the application of negative strategy to instruct Intan for singing a song has been successes in getting her direct response. In this case, Intan does a direct action, by the point Intan starts to sing a song after the teacher instructed her.

In students' responses 8, the application of off-record indirect strategy to instruct the Intan has been successes in getting her direct response to fulfill the demand of the teacher. In this case, the teacher finds Intan is coming forward to sing a song.

In students' responses 5, the application of negative strategy to instruct the male students has the poorly good response. In this case, they show the objection for doing that instruction. It can be seen from their reaction that include "*Hahaha*" which represents their reluctances.

In students' responses 7, the application of off-record strategy to instruct Intan's group indirectly has the poorly good response. In this case, the response given is the same with the male students in extract 5. The use of "Hahaha" in their reaction toward the instruction given by their teacher represent their objection in doing that instruction.

In both students' responses 6 and extract 9, the application of off-record indirect strategy to instruct the students have got the bad responses. In these extracts, the teacher uses the interrogative utterance to instruct the students indirectly but the students respond it badly, in this point the students do not give any responses or even enthusiasm except being silent and being noisy.

Conclusion

As the result of this study, the researchers found that there are 3 types of face saving act strategy that used by the teacher to instruct the students as the teaching and learning process is going on. There are 10 utterance that consist of 1 positive strategy, 4 negative strategy, and 5 off-record indirect strategy. From those research findings, it is known that the teacher uses the off-record indirect strategy the most and uses the postive strategy for once only. In conclusion, the teacher tries to consider about the students' face in the whole classroom activities evn though there also found the threat to the students' face.

On the other hand, the researchers also found some responses of the students toward the application of face saving act strategy in the teaching and learning process, they are: good responses, poorly good responses, and bad responses. As the research findings show, there are 5 good responses, 2 poorly good responses, and 2 bad responses. In that way, it is known that students give the good responses the most toward the aplication of face saving act strategy in the teacher's utterance that are used to give them direction. Thus, the application of face saving act strategy has the contribution in gaining the good responses from the students that represent their enthusiasm to involve in the classroom activities.

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AN ANALYSIS OF ENGLISH GRAMMAR AND TRANSLATION MISTAKES ON PUBLIC SIGNS IN INDONESIA

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Abstract

This study is aimed to identify and analyze lexical errors and grammatical errors that found in Indonesian-English translation of public signs in Indonesia by using the translation method by Newmark. The objectives of the study are: (1) to identify and analyze the lexical errors in translation Indonesian to English of public signs (2) to identify and analyze the grammatical error in translating Indonesian to English. Descriptive qualitative approach is applied in this study in order to describe the translation phenomena of bilingual public signs in Indonesia. The data are collected in form of internet and digital pictures of bilingual public signs taken in some places in Indonesia. The procedures in data analysis are collecting, classifying, analyzing, and discussing the data. This study reveals two findings of translation errors on lexical level and grammatical levels. In translation errors on a lexical level improper diction, redundant words, and spelling errors found in public signs translation while in the grammatical errors are dominated by errors in part of speech misuse, word for word translation, and incomplete sentence. It is expected that the result of this study will serves as the foundation for the future researchers to conduct similar research using better and more elaborate methods.

Keywords: English, Indonesian, Grammatical, Lexical, Public Signs

Introduction

English is one of the most widely studied and used international languages in communication between nations. This is in accordance with the role of English as a global language as proposed by Crystal (2003: 3) that English acts as a global or world language because English is learned and used as a means of communicating in various countries both as a first language, second language, and as language foreign. In Indonesia, English is the first foreign language to be studied as a compulsory subject from junior high school to college.

By having the ability to speak English, we can easily access and obtain information because most of the information is written in English. This happens because English functions as the language of science, technology and trade.

The use of English in public signs in Indonesia is very interesting and varied. Bilingual and multilingual situations mark language used in public signs. Globalization, heterogeneity of ethnic groups in Indonesia, and the agreement of Indonesian as a national language have implications for the occurrence of the phenomenon of human dignity and multiplicity. In fact, regional languages and English language still receive a major proportion in the use of language in public signs.

Therefore, the researcher is interested in Analysis of English grammar and Translation mistakes on Public Signs in Indonesia.

The purpose of this study is to analyze error in the use of English grammar and translation on bilingual public signs, especially grammar and translation mistakes. And to identify the frequency of any error occurred. Public signs that most used is like a banner, posters, public slogans, shopping signs etc. This is a case study focusing on all public signs in road or public place in Indonesia, including banner, posters, public slogans, shopping signs, etc. There are 10 samples of Indonesian-English public sign. This study considered the following issues: (1) what types of lexical errors are found in the translation of public signs in Indonesia? (2) what types of grammatical errors are found in the translation of public signs in Indonesia?

Translation

Categorizing translation mistakes is not easy, there are different perspective of the interaction between translation and culture. According to *“The Routledge Handbook of Translation and Culture”* by edited by Sue-Ann Harding and Ovidi Carbonell Cortés, (First published 2018,p.4). In the third chapter, ‘Meaning’, Ricardo Muñoz Martín and Ana María Rojo López provide a different perspective of the interaction between translation and culture. Meaning, as they say, ‘is a social phenomenon’. From a cognitive point of view, meaning-and therefore cultural meanings, understood as ‘the systematisation of accumulated experience’ are negotiated in communication. The chapter is a very useful instrument to situate how we build meanings both in communication events and in our shared (cultural) representations, and how views on meaning have been essential in the theorisation of translation and its underlying ideas : fidelity, literality, translatability or untranslatability, equivalence in classical, twentieth-century and previous theories of translation, and the more recent cognitive-oriented approaches that explore cognitive structures and operations like categorisation, salient structures (prototypes) and the empirical instruments and methods to assess them.

According to Newmark (1988:28) says that translation is rendering the meaning of a text into another language in the way that the author intended the text. In short meaning of a text should be the same with the author’s aim when it is translated.

Public Signs

There are many definitions of a public sign, According to Longman Dictionary English (1978-1564), Signs refer to a board or other notice which gives

information, warning direction, etc. Furthermore, The New Oxford Advanced Learner's English-Chinese Dictionary (2004-1625), "Signs" is defined as a notice that is publicly displayed giving information or instruction in a written or symbolic form. Furthermore, Kang & Zhang (2008) define public signs as words or drawings that are placed in public places and are used to give information, suggestion, and warn people.

Kang & Zhang (2008, p.126-127) state that some translation principles are usually applied in translation of public signs expressions. The principles state that public signs should: 1) Be easy to understand, 2) Be definite meaning, 3) Be brief, 4) Be proper in tone (precise and polite) and use standardized words and avoid translation word for word.

Actually, sign is a broad term and widely used in public facilities, involving accommodation, recreation, shopping, medical service, educational institution, financial service, etc. According to Webster's Third New International Dictionary public sign is a lettered board or other public display placed on or before a building, room, shop or office to advertise business there transacted or the name of the person or firm conducting it.

By doing research, the researcher hopes it can give an insight view of misapplication of grammar and translation mistakes on public signs in Indonesia. This research is expected to contribute knowledge about the study of English grammar and translation mistakes on public signs. And it is hoped that the present study would prove helpful in the practical applications of English grammar and translation mistakes.

Method

This is a case study, focusing on all public signs in road or public places in Indonesia, including banners, posters, public slogans, shopping signs, etc. There are 10 samples of Indonesian - English public signs. The research was conducted at all road or public places in Indonesia. The study was conducted on July 2018.

The place of the conducted study at road or public places in Indonesia. There are many mistakes in writing the English grammar and translation on public signs. The writing of English grammar and translation is written based on: word for word, pronunciation only, there are many typographical errors (typos) in Bahasa Indonesia - English translation on public signs.

This research is a qualitative descriptive study that contains an analysis and description of errors in the use of English in collected public signs. The content analysis method was used to describe the error of using grammar and translation on public signs in Indonesia by the people or community after the introduction of the error on public signs, identification of the grammar and translation mistakes found on public signs in Indonesia, and classification of kinds of grammar and translation mistakes found on public signs in Indonesia.

Researchers are the main instruments that collect data. This research is a qualitative descriptive research with documents and as the data sources that is

bilingual public signs displayed in road, public place, mall or shopping place, etc. The objectives of the research are to analyze error in the use of English grammar and translation on bilingual public signs, especially grammar and translation mistakes in Indonesia. And to identify the frequency of any error occurred. Public signs that most used is like banner, public slogans, shopping signs etc. The content analysis method was to describe the error of using grammar and translation on public signs in Indonesia by the people or community after the introduction of the error on public signs, identification the grammar and translation mistakes are found on public signs in Indonesia, and classification of kinds of grammar and translation mistakes are found on public signs in Indonesia. In the beginning of the study, the researcher collected the data by conducting surveys - visited road or public place in Indonesia. After that, documentation of the data was conducted by taking picture of bilingual public signs in road. Next, identification the grammar and translation mistakes are found on public signs in Indonesia, and classification of kinds of grammar and translation mistakes are found on public signs in Indonesia. This study made use of translation method by Peter Newark and analyzed its application to Indonesia-English translation of public signs.

Results and Discussions

From the data and computation, the researcher got the finding it will be dicussed below:

Figure 1



On the information board seen in road “laki-laki & Perempuan” is translated as “Mail & Femail”, which should be “Male & Femail”.

The problem here is caused by either typo or the fact that the translator did not understand the target language.

Figure 2



On the information board seen “Soap” is translated as “Sabun”, which should be “Soup” . The problem here is caused by either typo or the fact that the translator did not understand the target language.

Figure 3



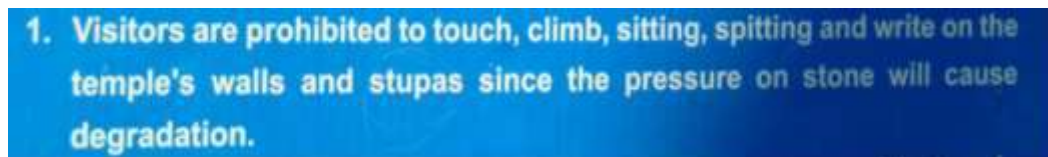
On the information board seen “PRET CIKEN” which should be “FRIED CHICKEN” and “ES CRIME” which should be “ICE CREAM” it is error writing caused pronunciation can be identified in the signs. This classic careless error can result in information skewing and ruin the overall intended message.

Figure 4



On the information board seen “KNOW BURN” which should be “ROASTED TOFU” it is a typical word for word translation. The translation uses a literal approach to convey almost every word of the original sign, despite possible confusion in meaning. The translator translated the Indonesian version into English according to Indonesian sentence structure and words’ order.

Figure 5



On the information board seen, “to touch, climb, sitting, spitting and write”. This sign contains grammatical error that shows the misinformation of verbs. Through it seems to be a minor mistake, the translation does not make any sense to foreigners. The right translation should be “to touch, climb, sit, and write”.

Figure 6



One the information board seen, “Paket weeding” which should be “Wedding Package” this problem here is caused by a typical error writing caused pronunciation can be identified in the signs.

Figure 7



On the information board seen “DONT CRAY” which should be “DON’T CRY” it is error writing caused pronunciation can be identified in the signs. This classic careless error can result in information skewing and ruin the overall intended message.

Figure 8



On the information board seen “ RIA POTO DIGITAL POTO COFY FAX” which should be “RIA PHOTO : -DIGITAL PHOTO COPY, -FAX” it is a typical word translation. The translation uses a literal approach to convey almost every word of the original sign, despite possible confusion in meaning.

Figure 9



On the information board seen in road “CENTRAL PONCEL CERVICE HP VOUCHER ACESORIS JUAL BELI HP SECOND”, which should be “CENTRAL PONSEL :

-SERVICE HANDPHONE, -VOUCHER ACCESSORIS, -BUYING AND SELLING SECOND HANDPHONE” The problem here is caused by either typo or the fact that the translator did not understand the target language.

Figure 10



On the information board seen “HIGHHILL” which should be “HIGH HEELS”, it is error writing caused pronunciation can be identified in the signs. This classic careless error can result in information skewing and ruin the overall intended message. This kind of mistake may cause serious misunderstanding to the foreign readers. Here, it can be argued that the English translation of the sign totally failed to perform its function of providing information.

Regarding the production of translation of text from one language into another language, Newmark (1988) proposes several method of translation for sentences and the smaller units of language as follow:

- **Word-for-word translation** : in which the SL word order is preserved and the words translated singly by their most common meanings, out of context.
- **Literal translation** : in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context.
- **Faithful translation** : it attempts to produce the precise contextual meaning of the original within the constraints of the TL grammatical structures.
- **Semantic translation** : which differs from faithful translation only in as far as it must take more account of the aesthetic value of the SL text.
- **Adaptation** : which is the freest form of translation, and is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture is converted to the TL culture and the text is rewritten.
- **Free translation**: it produces the TL text without the style, form, or content of the original.
- **Idiomatic translation** : it reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.
- **Communicative translation** : it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (1988b: 45-47).

Newmark (1991:10-12) also writes of a continuum existing between "semantic" and "communicative" translation. Any translation can be "more, or less semantic—more, or less, communicative even a particular section or sentence can be treated more communicatively or less semantically.

On the other hand, *Vermeer* that forwarded skopos theory defines translation in *Snell Hornby (1995: p.46)* as : information offered of information in a language z of the culture Z which imitates information offered in language A of culture A so as to fulfill the desired function. That means that a translation is not the transcoding of words or sentences from one language into another, but a complex action in which someone provides information about a text under new functional, cultural and linguistic conditions and in a new situation, whereby formal characteristics are imitated as far as possible.

Thus, *Vermeer* through his theory emphasized that translation is an action motivated by the purpose or skopos of the action. The theory also perceived translator as an expert, bilingual and bicultural, so that s/he can build a bridge of understanding from the source text into the target text.

Differs from linguistic approach that stresses on the equivalence of words and sentences, the functional approach or in this case skopos theory focuses on the translator and gives both bigger freedom and responsibility to the translator to produce a target text which conforms to the expectations and needs of the target reader.

Further, *Munday (2001: p. 79)* summed up some basic rules of skopos theory as follow:

A translation (or TT) is determined by its skopos.

A TT does not initiate an offer of information in a clearly reversible way.

A TT must be internally coherent.

A TT must be coherent with the ST.

The five rules above stand in hierarchical order, with the skopos rule predominating.

Public signs possess a strategic position as an information for people to do or not to do things related to the message conveyed by the signs. In all countries, public signs can be easily found and their meanings are more or less similar such as giving direction, mentioning place or location, guiding way of using ATM machine, etc. Further, the visual effect of public sign is also often similar such as human figure with pants for men's toilet and human figure with skirt for women's toilet or a cross in the middle of a handphone indicates a prohibition to use hand phone in the area. On the other hand, the text arrangement on public sign is not as universal as the picture or visual use in it even though the message is actually the same. Despite similar use of roman alphabeth, Indonesian and English are two different languages with different grammar, structure and also culture. Therefore, due to these differences, necessary adjustment is needed in translating public sign.

An analysis on the data indicates that the translation methods applied in bilingual public signs are word for word, literal and communicative methods.

Though single word or expression does not pose any problem, longer text in bilingual public signs may create some misunderstanding. Further, ignorance on the structure and culture of the TL may also hinder expected reaction or understanding of the target readers.

- Word for Word Translation Method

One word public sign is usually translated using word for word translation method. This kind of method relies on dictionary's definition without considering the context. Vinay and Dalbarnet considered as the most common method between languages of the same family and culture of translation (Munday, 2008). This method is considered valid for kernel sentence translation or single word. For example: buka – open, tutup – close, tarik – pull, dorong – push, etc. There is no room for mistake for this kind of translation since the SL and TL uses similar word class and fulfils the purpose of informing people of what they suppose to do.

- Literal Translation

For public sign that comprises of long text, the most common method used is literal translation, in which the the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are translated singly, out of context.

Example:

Indonesian : Pengunjung yang terhormat, pastikan barang-barang Anda tidak tertinggal

English : Dear Valued Guest, please do not leave your valuables behind

Indonesian : Mohon tunjukkan tiket dan identitas diri kepada petugas

English : Show your ticket and ID card please

The example above indicating that every single word is translated in accordance to dictionary's definition, out of context. The register of addressing third party is translated without considering the common term in English. The word terhormat is a common greeting term for Indonesian and the English translation should be esteemed, respected, honored (*Echols, John M and Shadily Hasan, p.213*). The sign is put in a women's toilet in a shopping mall so that it addresses anyone using the facility. The translator uses the word valued which means yang dihargai (of a friend) (*Echols, John M and Shadily Hasan, p.626*) and s/he may generalised that the meaning of yang dihargai is similar to yang terhormat. S/he also neglects the fact that there is a certain term for greetings in English. Further, the word guest means tamu which is quite different from pengunjung which address broad crowd visiting a place without anyone knowing anyone else. Despite inappropriate dictionary translation, the structure of the TL is adjusted accordingly so that the meaning of the text is understood. This kind of translation may result in creating an image of language ignorance in part of the management of the public facility in particular and the regional government in general.

Example:

Indonesian : Ruang menyusui bayi

English : Nursery room

This bilingual sign is put on the wall of a blurred glass-walled room to indicate the function of the room. The room is provided for mothers who need to breast-feed their babies in private, out of other people's eyes. The TL for the sign is nursery room and there is a reverse position of the noun from the initial to the final position. Therefore, the method of translation for this sign is literal translation. Unfortunately, the meaning of nursery is kamar anak-anak and even kebun bibit which is quite different from the ST meaning. Therefore, the translator may make generalisation in translating which may result in misunderstanding. This kind of translation may indicate the incompetence of the translator and/or the ignorance of the management of the facility.

- Communicative Translation

Since 2008 Jakarta has issued a regulation that forbid people to lit cigarettes in public areas. As a consequence there are many public signs that remind people not to smoke or indicate places to smoke. Due to no standardization, similar expression may have various text arrangements. The examples are below:

Indonesian : Dilarang merokok

English : No smoking

Indonesian : Kawasan tanpa rokok

English : Smoking is strictly prohibited by law

Indonesian : Area dilarang merokok

English : No smoking area

The most common translation of public sign *dilarang merokok* is no smoking. The translation is using communicative translation method which renders the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. Though *dilarang* means prohibited in English but the translated text is no smoking which back translation is *tidak merokok*. English speaking people perceive sign no smoking as a mandatory not to smoke and it is considered a common term instead of prohibited to smoke. Thus, the reaction of Indonesians reading a sign *dilarang merokok* is similar to the reaction of English speaking people reading a sign no smoking.

Example:

Indonesian : Utamakan tempat duduk bagi orang sakit, orang hamil dan manula

English : Priority for difable, pregnant and senior citizen

The example above is taken from a bus transport and is placed right above some chairs. The strategy for translating the sentence is communicative by using the term senior citizen for manula. Manula stands for manusia lanjut usia or old age man (literal translation) but the translation is senior citizen which is a more common expression in English for old people. This public sign translation shows that the translator is quite aware of the structure and culture of English language. On the other hand, the diction difable is not a common term in English for it is a term created by Indonesian handicapped organisation and is not listed in any English dictionary. Thus, native English speakers may not fully understand the meaning even though they may guess the meaning from the context. Further, the translation of the phrase orang hamil with pregnant is not appropriate since the common term used in English is pregnant woman. Even though it seems redundant, the translator should be aware of the necessity of putting noun after adjective to send clear message. In short, the translation of public sign does not only considering the limited space but also the target readers and the acceptability in structure and culture of the TL.

Example:

Indonesian : Tangga darurat

English : Fire Exit

Indonesia : Pintu darurat

English : Exit

The translation of the two different phrase is applying the same word exit. The first example is a bilingual sign put near a stair and the translation is fire exit without indicating the word stair or steps. Despite the difference in structure and words, both texts indicate the function of the means, in this case a stair, as a way out in case of emergency, i.e. fire. Thus, the translator serves the function of the text as a reference. The second example is pintu darurat which is simply translated into an English exit. The omission strategy on this translation is dangerous since the translation does not serve the purpose of the sign which is telling the readers to use the door in case of emergency only. The translation exit indicating that the readers could use the door as a means to leave the building at any condition. It can be said that the translator failed to serve the function of the translation and ignore the target readers reaction on the translation.

Conclusion

After analyzing the data based on the formulation of the problems, there are some conclusions that can be drawn related to the formulation of the problems. The conclusions are explained as follows. First, in lexical errors, there are; (1) improper diction: the choice and use of words to express meaning, (2) redundant words: superfluous and unnecessary in the use of language, and (3) spelling errors: spelling errors can be found as vowel trouble, apostrophe error, classic missing letter type, junction trouble, transposition, and double-letter confusion. Second, in grammatical level there are; (1) part of speech misuse: the errors occurred are omission, addition,

misformation, misordering errors part of speech of articles, nouns, pronouns, auxiliaries, verbs, adverbs, adjectives, prepositions, and conjunctions, (2) word for word translation: is usually incorrect in terms of sentence structure and grammar, and even if they are right, it still cannot transfer the real information of the original text, and (3) incomplete sentence: incomplete sentence occurs when there is error in sentence structure such as fragments and run-ons.

In this study, It has highlighted that The English language is not prevalent. The Indonesian language is dominant. Future inquiries may specifically focus on the communication between the commercial and noncommercial signs, the object, the sign authors, and audience to construct identities in other places in Indonesia. Investigation on the use of local language to reveal the identity of a place may also be worth considering. This study is by no means comprehensive and only serves as the foundation for the future researchers can conduct similar research using better and more elaborate methods.

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TEACHING ENGLISH BY USING AUDIO-VISUAL AIDS

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Abstract

The research is done to improve the students' speaking skill using Audio-Visual Aids. The problem in this research is (1) Teacher did not apply various teaching media, It made students bored in the teaching learning process; (2) the teacher did not involve all students to take role during teaching learning process, so most of students were passive; (3) students still got difficulties in using vocabulary, grammar and pronunciation, It seemed that the students lacked of participation in speaking class. The research is conducted in two cycles from March to April 2019 in fifth grade SD N 06 Ngabang Landak district west Kalimantan. The result of the research shows that Audio-Visual Aids (AVA) can improve the students' speaking skill. It can be seen from the result of mean score and observation. Besides, the researcher should learn the characteristics of young learners. The teacher should be creative and innovative in using Audio-Visual Aids (AVA) in the teaching learning process to improve students' speaking skill.

Keywords: Teaching English, Audio-Visual Aids, Speaking Skill.

Introduction

Speaking is one of the basic skills in English language. Besides, there are still three skills that are integrated each other, they are listening, reading and writing. Speaking becomes an important skill because it is a part of daily life that we take it for granted. Speaking is means for making communication to others. The average person produces thousand words a day. Many peoples notice the other from their speaking.

In the case of teaching English as foreign language (EFL) to young learners, speaking is claimed as the most important skill to master for the reason that a new language is largely introduced orally, understood orally and aurally, practiced and automatized orally (Cameron and Nazara in Supiati 2011:15).

Teaching speaking to children may start in young age. Because in young age, the children are easily understand about something new. Besides that, it functions to give students basic knowledge of English so that they will do much better in elementary school. Brewter, et al.in Brumfit (1992: 102) support the statement by saying that "early foreign language learning also aims to prepare pupils for the more formal and exam-oriented course in next school."

Petty (1983 : 299) says that all children possess the ability to speak, express needs and feeling orally and explore an expanding world before they come to school. The children learn to speak language long before they begin to read or write

it, and the process of learning to speak is a much more natural act. They live with language, constantly experimenting in its use.

From pre – research, most of the students in fifth grade SD N 06 Ngabang Landak district West Kalimantan have difficulties in vocabulary, grammar and pronunciation, It seemed that the students lacked of participation in speaking class.

There are some indicators which show that the students face problems in speaking. First is that they speak with wrong grammar. Some of the students take too long time to speak. Second, some students mispronounce the words. For example, the word “book” as /bok/, it should be /buk/. Third, the students do not master the vocabulary, they do not know some words in English, and it will affect their ability in learning English.

The problems, which have been explained above, are caused by several factors, the students and teacher factor. From the students’ factors, their participation is low, they do not have big interest in speaking class. The students do not really enjoy the studying process and feel bored because the teaching and learning process is monotonous. She did the same way to teach the students. It makes the students feel uninteresting to the teaching and learning process.

Speaking Skill

Many experts define about speaking skill. Here are some speaking definitions from different experts. They define speaking definition depending on their perception. The first definition comes from Underwood in Supiati (2011: 26) he defines speaking as a creative process where speakers are almost always in the position of formulating what they are saying as a result of the behavior of their listeners or a result of added thoughts of their own. It means that speaker is a person who delivers the material and the listener is the person who accepts the material.

The second, Brown (1994: 9) oral skill can be defined as a speaking skill. The productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation (otherwise communication may break down because listener loses interest or get impatient).

Many activities can be developed in speaking. Nation (1980: 1) states that the language learning goals are most easily see in pure forms of speaking activities such as discussion, storytelling, and describing.

Audio-Visual Aids

Audio-visual methods and materials are used in every area of learning. Audio-visual techniques are effective in teaching. It has some reasons, as stated by Huebener in Supiati (2011: 41):

1. They contribute to the efficiency, depth and variety of learning.
2. They offer a close verisimilitude of experience which is stimulating.
3. They tend to hold the interest and attention of other learner.
4. By appealing to several senses they making learning more permanent.
5. Their aesthetic character makes learning pleasant and enjoyable.

According to Byrne in Supiati (2011: 41) the audio-visual aids are textbook, blackboard i.e.: Written work, sketches, magnet board, flannel graph, wall pictures, picture cards, overhead projector, filmstrips, slides and films, tape recorder and record player.

Learning of children can be influenced effectively by the audio-visual aid. Teachers are able to use television or projector method to explain the scientific phenomenon. It will take less time in describing the minute details of the things comparatively traditional method. Through television children are able to watch the big image of the object such as solar eclipse, use of water cycle, stories, drama, and composing in elementary education text book etc. Audio visual aid will serve effective method in disseminative knowledge.

Teaching English to Young Learners

The way children learn a foreign language, and therefore the way to teach it, obviously depends on their development stage. Young learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system.

According to Philip (1996 : 7) there are many factors mean that is easy to maintain a high degree of motivation and to make the English class an enjoyable stimulating experience for children, among others :

- a. The activities should be simple enough for children,
- b. The task should be within their abilities,
- c. The activities should be largely orally based-indeed,

Written activities should be used sparingly with younger children

Method

The researcher applies a classroom action research as the method of the study in order to improve to improve students' speaking skill. The research is conducted at the fifth grade students of SDN 06 Ngabang Landak District West Kalimantan 2018/2019 academic year.

As stated by Milis in Supiati (2011:6) action research is any systematic inquiry conducted by the teacher, researchers, principals, school counsellors, or other stakeholder in teaching or learning environment to gather information about the ways that their particular school operates, how they teach, and how well their students learn. Stephen Kemmis in Hopkins (1993: 44-45) states that action research is a form of self-reflective enquiry undertaken by participants in social (including education) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with "outsiders".

Kemmis and Mc Taggart (1988) in Burns (1999:32) state that action research occurs through a dynamic and complementary process which consists of four fundamental steps in a spiraling process. They are as follows:

a. Planning

In this step, the researcher develops a plan of critically action to improve what was already happening. The researcher makes lesson plan about certain topic, material, media, time, schedule and instrument for observation.

b. Action

The researcher acts to implement the plan. In this step, the researcher implements the activities written in the lesson plan.

c. Observing

The researcher observes the effects of the critically informed action in the context in which it occurs. The researcher observes how the process of the teaching learning runs. The researcher also monitors and writes the responses of the pupils in the class. In this step, the researcher is helped by teacher. The teacher notes events happening in the teaching learning process.

d. Reflection

Reflection seeks to make sense of processes, problems and issues in strategic action. If the researcher finds some difficulties unsolved during the teaching learning process, the researcher prepares the re-planning steps. The researcher reflects on these effects as the basis for further planning, subsequent critically inform action and so on, through a succession of stages. The researcher tries to formulate the conclusion of the previous steps. The result of observation is analyzed and evaluated. The scheme of action research can be visually reflected as follows:

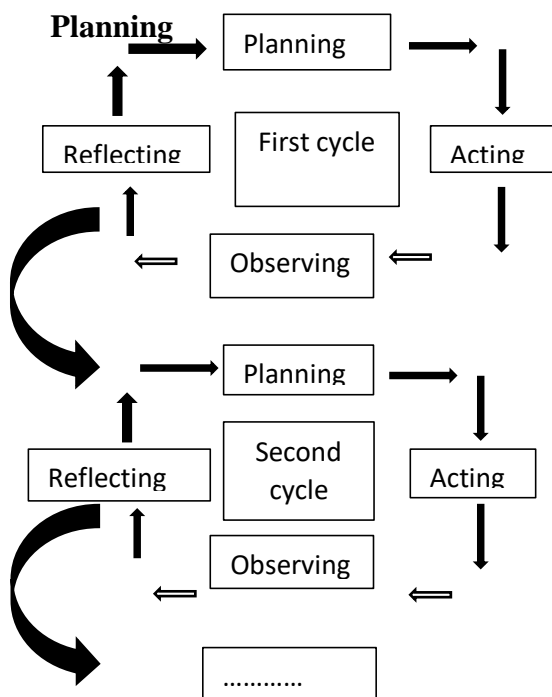


Figure 1. The Model Classroom Action Research

The researcher used classroom action research because (1) action research approached education as unified exercise, seeing a teacher in class as the best judge of the total educational experience, (2) the theory and practice of education for the teachers were encouraged to develop the teacher's theories of education from their own practice, (3) as the teacher understand the situation and the problems of the students, therefore the teacher was able to choose a good solution to be applied in the classroom, (4) the result of the research could improve the quality of education for the teacher and the students.

In this action research, there is a standard to stop the cycle. The cycle is stopped, when 80% of the students who get score of minimal completeness criteria (70).

The techniques of collecting data used in this research are observational and non-observational techniques. The following are the detail explanation of each technique according to Burns in Supiati (2011: 63):

Observational techniques

The researcher as the teacher carries out the observation and the collaboration is taken with the English teacher as observer. Students' behavior and students' activities are observed during speaking class. It is recorded on writing form called as field notes, teacher's diary and photographs. They can be explained as follow:

a) Notes or field notes

Notes, or field notes as they are often referred to in qualitative research, are descriptions and accounts of events in the research context which are written in a relatively factual and objective style. It includes non-verbal information, physical settings, group structures, interactions between participants.

b) Teacher diaries and journals

Teacher diaries and journals are an alternative to field note, or a supplement, if time permits. They provide continuing accounts of perceptions and thought processes, as well as of critical events or issues which are surfaced in the classroom.

c) Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others.

Results and Discussion

Analyzing the data of the study, the researcher found several findings to answer the problems of the research, they are: 1) can audio-visual aids improve the students speaking skill?; 2) what are the strengths and weaknesses of the use of audio - visual aids in improving students' speaking skill. The research findings show some important points, they are: (1) the improvement of students' speaking

skill increased, (2) the students were more active in doing the activities and they have high motivation, (3) the improvement of classroom situation, (4) the quality of teaching and learning process was significantly increased.

(1) The improvement of students' speaking skill increased.

This statement is supported by the following table which shows the pre test, first post test and second post test. The pre test is taken at the first meeting, and the post test is taken at the end of the class. Having carried out the research in which the teacher uses audio – visual aids to teach speaking to the students, the students' achievement increase. The following table describes the students' score result in each test.

No	Pre – Test	Cycle I	Cycle II
1.	Total score 1.540 Avarage:55	Total score 1.932 Avarage:69	Total score 2.296 Avarage:82
2.	Percentage : 54%	Percentage : 64%	Percentage : 86%

Table 1. The Result of Each Cycle

Based on the table above, the writer sees that the result from the first cycle until the second cycle always gets better progress. It means that the students achievement improve significantly.

(2) The students were more active in doing the activities and they have high motivation

The use of audio – visual aids in teaching speaking to the students are able to make the students active in joining the speaking class. It can be seen from their activities in the group work or individual work. By watching the videos, pictures and other materials, those things attract the students focus and interest. It stimulates the students to speak up. The students are able to work together with their friends without disturbing each other. It can be seen when the students do the group work.

The use of audio – visual aids make the classroom situation more alive. By using audio – visual aids, the teacher can use the media, such as videos, pictures and recorded material. It can make the students enjoy and it motivate them to use the language.

Ur (1996: 120) states that there are four criteria of successful speaking activities, namely (a) learners talk a lot; (b) participation is even; (c) motivation is high; and (d) language is of an acceptable level. From the findings, the activities in this research fulfil these requirements well.

To support the teaching and learning process, the students' activities were guided by the audio – visual aids. The visual aids applied in the research were in the form of picture and power-point presentation, and the use of audio aid was in the form of recorded material such as the sound of plane and train.

The aids could be used to make easier in the process of teaching and learning. The aids such as pictures could explain simply to the students and they could easily understand of what being explained. The use of audio – visual aids is important and beneficial because they can provide concrete referent to ideas, serving as a more easily remembered to the original idea; and they can motivate learners by attracting their attention, generating emotional expression and simplifying information.

(4) The quality of teaching and learning process was significantly increased.

The observation result showed that there was an improvement of the students' motivation. Some students who were not active in the class, decreased. The classroom situation was enjoyable and the students' achievement increased significantly. It indicated that the quality of teaching and learning process was significantly increased. It can be seen on the table below:

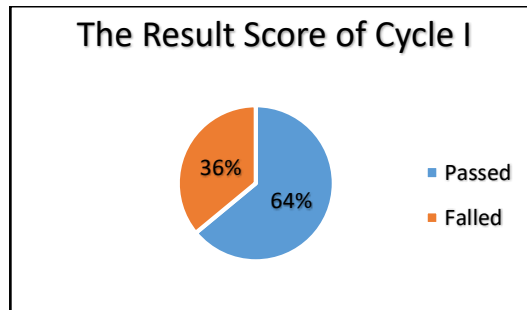


Table 2 : The Result Score of Cycle 1

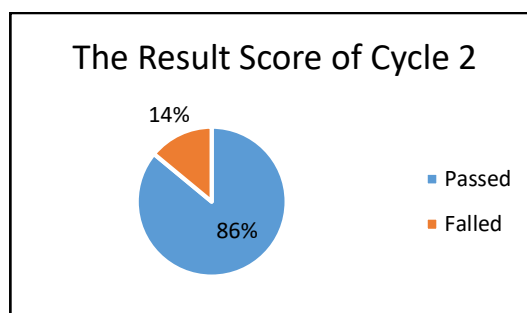


Table 3 : The Result of Cycle 2

The Strengths and Weaknesses

There were strengths and the weaknesses of using of Audio – visual aids in teaching speaking skill to the fifth grade students of SDN 06 Ngabang Landak District West Kalimantan.

The complete description will be described as follows:

1. Strengths

First, audio - visual aids as educational tools for learning became more effective and it could make the teaching and learning process more interesting. It meant that the teacher could explore the audio – visual aids and it could be matched with the students' need. The use of them could solve the communication problems in the classroom.

Second, audio - visual aids had better serve to the students when they have elements that a piece of text or classroom notes cannot fully convey, such as videos, sounds and images, and the use of them could help the students to gain more information.

Third, audio – visual aids could help the teacher to explore the material deeper. They conveyed the idea more effectively. They helped the students to use their

visual capacity. It maximized the time and the material that would be delivered to the students.

Fourth, audio - visual aids were more interactive, helping the students become closer with their need in learning process. It could be seen when the teacher used audio – visual aids such as power –point presentation, the teacher could include the pictures, sounds and video there. The teacher could stimulate the student to speak. The teacher could conduct the process interactively to the students.

Fifth, the use of audio – visual aids in teaching speaking skill enhanced the learning process because the interactive effects could be used to reinforce the material learned. Colors, effects and format can all be customized for effective teaching, which helps the students to understand about something.

2. Weaknesses

Beside there were strengths of using audio – visual aids in teaching speaking skill, there were also weaknesses. The weaknesses of using audio – visual aids to teach speaking skill will be described below:

First, the teacher have to master all the devices. Using audio-visual aids without preparation or using them inexpertly could disrupt the flow of the teaching and learning process and made the teacher nervous.

Second, technical problem might arise in the process. When using a power - point presentation, the font and colors might show up differently on the screen and the music and song might not play. It made affect the teaching and learning process. Before the teacher used the audio – visual aids, in this case power-point, the teachers must check all the materials, they must be well prepared.

Third, too many slides in the presentation might not match up will cause the students to interpret differently. It could reduce the students' interest. They would get bored soon.

Fourth, the size of the room should be taken into consideration. It was critical that all students should be able to see or hear the presentation. If the room was too large for the students to see the visual aid and to listen the audio, or if part of the audience was forced to view the presentation at odd angles, some students would struggle to keep up with the lesson.

Fifth, due to budget constraints, some schools might not have enough audio - visual equipment for every classroom, and availability could be limited.

Conclusion

The researcher found some problems that indicate the students speaking skill was low. They were vocabulary problem, pronunciation problem and psychology problem. The low of student's speaking skill could be seen from the mean score of pre-test and the observation result during pre-research.

From pre-research, the researcher found that the problems came from the teacher and the students factors. The pre-research showed that teacher was less creative in delivering material. It made students bored in the teaching learning process. The teaching and learning process became monotonous. In vocabulary problem, most of the students had less vocabulary, some of the students were good enough and some others were not. Then, students could not pronounce the words correctly and some of them felt afraid and shy to speak up, especially speak in

English, which was not their mother tongue. They were less confidence. Some students were good in group work, but not in individual work.

According to the cases found in the pre-research, the researcher had idea to improve the students' speaking skill using audio- visual aids to improve the students' speaking skill. After carrying out the action research, it showed that audio – visual aids could improve students' speaking skill. It could be proved by looking at the improvement students' achievement. The mean score in pre-test was 5.5 and it increased to 8.2 in cycle II. Furthermore, there was improvement in students' behavior during teaching and learning process. The students were active in taking part of the process of teaching learning process. They could enjoy the speaking class because the teacher provided many attracted materials.

There were some strengths and weaknesses of using audio – visual aids to teach speaking skill. Audio – visual aids could help the teacher to be more innovative in teaching the students. The teacher could use and explore the materials and she could find many sources which have been fixed with the students' need. The use of audio – visual aids also could help the students to increase their interest about the lesson. By using audio – visual aids, the teacher could provide pictures, photographs, videos and other interesting materials. Those kinds of audio – visual materials helped the students to understand and to be brave to speak up in English.

Besides, strengthens there were weaknesses of using audio – visual aids. Not all the teacher could master all the devices that support the audio – visual aids. When the teacher applied teaching using audio – visual aids, the technical problem sometimes arose. The teacher have to know how to overcome the problem. If she / he could not, it would spend much time to fix the problem up. The teacher must prepare the needs before teaching using audio – visual aids, usually it took long time. The last was that because the budget constraint, some schools may not have enough audio - visual equipment for every classroom, and availability could be limited.

Based on the result finding and result of discussion, the writer concludes that teaching speaking using audio – visual aids can improve students' speaking skill and it becomes an appropriate way to overcome the speaking problems occurred in the classroom.

The result of the research shows that teaching speaking skill using audio – visual Aids can improve the students' speaking skill in fifth grade SDN 06 Ngabang Landak District West Kalimantan.

In language teaching and learning, the teacher should use an appropriate technique. The teacher should choose the technique that emphasized on the students' activeness in the teaching and learning process.

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MICROTEACHING: AN EFFORT TO PREPARE THE PRE-SERVICE TEACHERS

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Abstract

Micro teaching aims for students to have knowledge, skills and basic values or attitudes that are reflected in thinking and acting as pre-service teachers so that they have experience in teaching and readiness to practice education at school. Thus, this qualitative study aims to explore the micro teaching learning process as well as the readiness of English pre-service teachers to deal with real teaching activities related to the basic teaching skills based on Helmiati's (2013) which include skills in (a) opening and closing teaching activity, (b) explaining materials, (c) questioning, (d) using any teaching strategies, (e) reinforcing materials, (f) managing classes, (g) teaching small groups and individuals, and (h) leading discussions for small group. By using a qualitative approach through a case study strategy, researchers used 3 types of instruments, namely observation, interviews, and documents analysis involving one microteaching lecturer and 6 students who were taking microteaching courses.

Keywords: *microteaching, learning, basic teaching skills*

Introduction

"Micro-learning or better known as micro teaching is a training technique or method designed for the development of teaching skills for pre-service teachers or teachers" (Helmiati, 2013, p.iii). Furthermore, Sukirman added that "Micro Teaching is one approach or way to practice teaching performance carried out in a *micro* or simplified manner (2012, p.21). This simplification is related to each component of learning, for example in terms of time, material, number of students, types of basic teaching skills trained, use of methods and learning media, and other learning elements (Suryana, 2018). In general, the purpose of Micro teaching is for students to have competencies (knowledge, skills and basic values or attitudes reflected in thinking and acting) as pre-service teachers so that they have experience in learning and readiness to practice education in school (Laksono, 2011). Through this micro teaching training process, the knowledge, attitudes and skills acquired are then developed through field practice programs in schools under the supervision of the principal, tutor teacher and the supervisor.

However, even though students have got the theory from the university, it is feared that they are not ready for direct teaching practice in schools (Olensia, 2018). This is in accordance with the statement of Sardiman (2007, p.182) that "according to the tutor teachers, students usually lack readiness, especially in terms of skills and mental attitudes, so that they do not succeed in showing their performance steadily and convincingly". This is also in line with the anxiety level of student teachers in dealing with real teaching, which is at a high level (Agustiana & Rahmatunisa, 2018).

Thus, in this case, the author would explore the micro teaching learning process carried out as well as basic skills of a teacher implemented by English language education students which includes skills of (1) opening and closing learning, (2) explaining, (3) asking, (4) holding variations, (5) providing reinforcement, (6) managing classes, (7) teaching small groups and individuals, and (8) leading small group discussions (Helmiati, 2103).

Method

Based on the purpose of the study, this study used qualitative research. Qualitative research is a method for exploring and understanding the meaning that comes from social problems (Cresswell, 2014). In order to achieve the objectives of the study, the researcher used a case study research strategy, in which researchers carefully investigated an activity that was time-constrained (Cresswell, 2014).

This study involved one Microteaching lecturer and 6 of 6th semester students in English Education Study Program at one of the Private University in Indonesia who were taking microteaching courses. The research instruments used are observation, documents and semi-structured interviews.

In making observations, researcher acted as non-participants in which researcher observed the activities of teachers and students in carrying out microteaching lectures. In this case, the researcher took a field note and filled out the observation sheet based on Helmiati (2013, p.89-103).

Next, the researcher conducted an interview with the microteaching lecturer to explore the lecturer's experience in implementing microteaching teaching. Interview was conducted in the form of face to face interviews. The questions expressed are semi-structured in order to get more details. Furthermore, the researcher collected 2 kinds of documents, namely learning design used by lecturers in teaching microteaching, and students' lesson plans. Finally, the researcher analyze the data by using qualitative data analysis by Cresswell (2014).

Results and Discussion

Microteaching Learning Process

Based on observation, it was found that as many as 58 students took this course. Then students are grouped into 4 groups, in which each group is guided by a different lecturer. Each group consists of 14-15 students. This is certainly not in line with Asril that in practice, in micro-learning students are divided into several small groups, each group consisting of 5-10 students with a supervisor (2012).

However, based on the explanation of the microteaching lecturer, the division of these groups was determined by the study program, so that the lecturers did not have the authority to group the students.

Furthermore, Table 1 displays microteaching learning activities. In its implementation, microteaching courses are held in the 6th semester with a total of 16 meetings. Each meeting lasts for 100 minutes. Every student is required to dress formally like a teacher. In the microteaching study, each lecturer prepares a syllabus as a draft lecture schedule to be held in one semester. The lecture is held once a week in the microteaching laboratory.

Table 1. Microteaching learning activities

Meeting	Activity
1	Class discussion
2	Preparing lesson plan 1
3-5	Teaching Simulation 1
6	Preparing lesson plan 2
7-9	Teaching Simulation 2
10	Students' Presentation on Project
11	Preparing lesson plan 3
12-14	Teaching Simulation 3
15-16	Teaching Simulation 4 (Final)

At the first meeting, students and lecturers discussed the 5 basic components of learning, the components of learning planning, as well as basic teaching skills even though the material had been given to previous teacher training courses. This is also in line with Khuriyah (2017) who states that before carrying out teaching practices, students are provided with learning strategies lecture, so that in practice, students are expected to be able to implement the theories they have learned. When starting the lecture, the lecturer gives a brief description of the material, which is a summary of several literature studies, such as Brown (2001), Harmer (2007), Richards (2008), and Helmiati (2013). Basically, a review of lecture material about teaching is very important. This is because it does not close the possibility of students forgetting or even not meaningful about the materials, so this can help students carry out teaching practices well. Next, the lecturer grouped students into 3 small groups, each of which consists of 5 students. Then, the lecturer provided several key words to discuss. Next, before the class ended, the lecturer held a quiz. Then, the lecturer gave rewards in the form of daily values to students who were able to answer questions correctly. Finally, the lecturer gave a 2013 curriculum based junior and senior high school syllabus to be used by students in preparing the lesson plan and the peer feedback sheet that must be filled in by each student as feedback for students who were doing teaching practice.

At the second meeting, students made a lesson plan, which would be used in teaching practice. This was the first step in carrying out teaching practices. The way to prepare for teaching by students who practice micro in their learning is writing the lesson plan (Hakim, 2015). In composing lesson plan 1, the teaching

material used was teaching material at the junior high school level. The junior syllabus used was the syllabus in accordance with the 2013 curriculum. Furthermore, students individually developed the teaching material into a lesson plan, which included learning objectives, teaching materials, teaching methods, learning activities, learning resources, and assessment of learning outcomes. This is in line with government regulations (PP No. 19 of 2005) concerning the National Education standard Chapter IV Article 20 which states "Planning the learning process includes syllabus and learning implementation plans which contain at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes." In composing lesson plans, students were freely to use reading resources, such as teaching material books, examples of lesson plans and even students were freely to access the internet to get something that can be used in composing the lesson plans.

At the third to fifth meeting, students implemented the lesson plan that was made at the second meeting. Given that the number of students in each group is between 14-15 students, the lecturer must be able to make lecture effective so that all students was able to carry out teaching practices. Given that lectures last 100 minutes, each student was given the opportunity to practice teaching around 15-20 minutes. It is in line with Khuriyah (2017) who states that in teaching practice held in microteaching courses, when a student acts as a teacher, the other students act as students, and only last around 15-20 minutes. However, in practice, lectures lasted for more than 100 minutes, which range from 100-120 minutes. This is especially when students carried out teaching practices, these students had not been able to use the time provided effectively.

In one meeting session, teaching practices were carried out by 5 students in turn, and other students acted as students. The lecturer acted as observer who observed and assessed the teaching practice process. After students closed their teaching activities, the lecturer then gave verbal feedback about the students' appearance. In addition, the lecturer also provided written feedback submitted to students at the end of the meeting. In addition to lecturers, other students were also given the opportunity to provide feedback and suggestions on the teaching practices that had been carried out by their friends. Giving feedback will be very beneficial for students. This is because through having feedback, each student can find out the strengths and weaknesses and peer opinions on what should be done in the next teaching practice. This is a superior value from the microteaching lecture, in which each student can try a teaching technique with peers through peer teaching strategies and evaluate them without any moral or social burden (Helmiati, 2013).

At the sixth meeting, students composed a second lesson plan. This lesson plan was a development of teaching materials from the 2013 curriculum-based high school syllabus. The process of preparation was in accordance with the activities conducted in the second meeting. This second lesson plan would then be implemented in the seventh to ninth meeting. Next, the lecture process was in accordance with the lecture process in the third to fifth meetings.

Furthermore, at the tenth meeting, students presented the results of field observations to teachers who taught English in junior high and high school. After

each student explained the results of his observations, lecturer and students concluded the results of observations regarding teaching and ice breaking strategies, teaching materials and media, classroom control, and teaching evaluations that were adjusted to teaching material and learning objectives. This aimed to give students a real picture of the conditions and teaching in real classes. Thus, the students will be better prepared to face teaching practices in the real class in real teaching activities. Through this micro teaching training process, the knowledge, attitudes and skills acquired are further developed through real teaching in schools (Helmiati, 2013).

At the eleventh meeting, students prepared the third lesson plan. The third lesson plan was implemented in the third teaching practice carried out at the twelfth to fourteenth meetings.

Finally, the students faced the teaching practice exam as an evaluation of microteaching courses. In the microteaching exam, students were expected to make the fourth lesson plan but without the feedback given by the lecturer in the preparation of the lesson plan. Students were also given the freedom to choose teaching materials and school level. The final teaching practice was held for two meetings, namely the fifteenth and sixteenth meetings. Because only two meetings were held, so that each meeting lasted around 150 minutes. Both of these meetings were carried out in sequence. In practice, students who acted as students still provided feedback as constructive suggestions for their colleagues.

In conducting microteaching lecture evaluations, lecturers used the assessment sheet provided by the microteaching unit. This aimed for the lecturers to have the similar assessment format. There are 3 main things in the assessment, namely the lesson plan, student appearance, and the learning process.

Student Teaching Skills

Based on the analysis of documents in the form of students' lesson plans, it can be seen that pre-service teachers have prepared lesson plans well. This is in accordance with the contents of each student's lesson plan which includes (a) formulating basic competencies, (b) determining the subject matter, (c) integrating contextual learning experiences, (d) integrating life skills in the subject matter, (e) formulating achievement indicators, (f) formulating assessment tools, (g) determining learning tools and media, (h) planning learning scenarios (Asril, 2012). Related to the teaching process, the teaching process carried out by pre-service teachers consists of opening activities, core activities, and closing activities. Thus, administratively, students are able to carry out their duties properly.

Broadly speaking, it can be seen that in relation to the skills of opening and closing learning, pre-service teachers do those well. The opening activity starts with a greeting, praying, and checking the attendance of students by mentioning the names of the students one by one. These things are technical things that are done in the skills to open lessons that aim to create conditions ready for learning in students (Sukirman, 2012).

After that, pre-service teachers play games such as *Touch what I say*, *clap your hands*, *Mention odd or even numbers*, *Fill in the blank lyric*, *chain writing*,

and *do what I say*. These activities are able to attract the attention of students and become a tool used by pre-service teachers to focus students on teaching material that will be given. So indirectly, pre-service teachers tell what material will be given at the meeting. The emergence of attention and the rise of motivation that is a capital in learning, therefore the opening of learning must be planned carefully, systematically, flexibly and efficiently, so as to enable students to participate in learning activities effectively and efficiently (Sukirman, 2012). Furthermore, in the initial activity, pre-service teachers also involved teaching aids as teaching media, such as video and realia. This media is used to bridge students to link teaching material with reality.

In closing learning activities, pre-service teachers conducted a review of the teaching material that had been given, as well as providing structured assignments that become homework for students. Closing learning activities can also be done by making conclusions, making summaries, conducting reflections, delivering reviews, delivering closing greetings and so on (Sukirman, 2012). This is certainly very good to do, so that before the class ends, the teacher ensures that students understand what has been learned and expects students to implement their knowledge through practice and enrichment.

In connection with the second skill, namely the skill to explain the lesson, there are several things found. First, in the use of the language of instruction, pre-service teachers tended to use Indonesian. Certainly it is very unfortunate considering that they are teaching English. English is only used when opening learning, then pre-service teachers only use Indonesian as the language of instruction. Furthermore, in relation to the new vocabulary, pre-service teachers also explain the meaning of the vocabulary contained in the teaching material, so students can understand teaching material better. Second, the diverse voices of pre-service teachers. The volume of voice used by pre-service teachers tends to be high. This certainly affects the focus of students, because if the teacher's voice is heard clearly, then students can understand what is said by the teacher. However, when the volume of student voice is small, students do not focus on learning activities, so that learning activities are passive. This is in line with Hakim (2015) which states that in teaching, pre-service teachers must be firm in speaking, be well-informed, able to manage the tempo well, and be able to communicate well with students, so learning will proceed as expected.

Third, students are given the opportunity to pour out their ideas related to the teaching material provided. Furthermore, pre-service teachers together with students conclude these ideas. Fourth, the use of teacher talk and student talk. In the teaching implementation, there was a decrease in students' interest in the learning process. This can be seen from the teacher talk that was dominated and the least of student participation. In this case, classroom management skills are needed, considering the learning process will continue.

The third skill is the questioning skill. Pre-service teachers stimulated students to participate actively in learning by throwing questions related to teaching material. Sukirman (2012) states that with questioning skills the questions raised will stimulate students to think, search for information or try to answer it. Although

students are reluctant to answer, pre-service teachers remained persistent to stimulate students to speak. The pre-service teachers also gave questions to students randomly and in rotation so that each student could be actively involved in class. Pre-service teachers also interacted well with students by walking around the classroom to approach each student. On this occasion, there were students who asked questions about teaching material. Surely this is very beneficial, because it can create an atmosphere of intimate relationships between teachers and students (Helmiati, 2013).

The fourth skill, namely the skills to hold variations. Broadly speaking, pre-service teachers used the lecture method through implementing demonstrations and group discussions as learning strategies. The core activity begins with the presentation of a problem, and then the pre-service teachers gave questions to students about the problem presented. In order to offend students' prior knowledge, pre-service teachers also asked about what students already know about the teaching material. If it is necessary, prospective teacher students also teach by using the lecture method. This is in line with Helmiati (2013) that teachers must be able to choose the right methods and strategies that are tailored to the subject matter so that learning objectives can be achieved. Thus, both the method and teaching strategy used must be adjusted to the learning objectives and student conditions. In this case, students are also invited to apply their knowledge to teaching materials through assignments conducted either individually or in groups, as well as either orally or in written.

The fifth skill is the skill of giving reinforcement. In this case, pre-service teachers gave rewards through giving compliments for students who were able to complete the task well. In addition, pre-service teachers also provided comments on each student's activity undertaken. Providing reinforcement through the responses conveyed by the teacher, students will feel recognized about the process and the results they are doing (Sukirman, 2012). Thus, providing reinforcement can increase student motivation.

The sixth skill is managing class. Some pre-service teachers did a seating arrangement. This helped them to manage the class. Different things appeared when there was no seating arrangement conducted so that pre-service teachers must share their attention with students who sat irregularly. Seating arrangement is done when the teacher applies a group discussion. Although basically seating arrangements can be carried out without a group discussion. Furthermore, some pre-service teachers responded to students who are difficult to control. The responses given such as rebuking students subtly and doing ice breaking during learning takes place.

The next skill is the skill of teaching small groups and individuals. In this case, pre-service teachers are able to practice it through listening to the ideas put forward by students regarding teaching material and giving comments on each student's statement. Pre-service teachers gave praise to ideas that are in accordance with the material or straighten the idea. In addition, pre-service teachers also have control over the course of discussion by checking students' readiness to complete their group assignments.

The eighth skill is the skill to lead small group discussions. This is indicated by the starting point given by pre-service teachers to students in which the discussion process takes place based on the material presented by pre-service teachers. They appointed each student randomly and in turn so that all students spoke. Furthermore, if students broke out of the boundary, the student would set it straight. When the discussion had ended, the prospective teachers summarized the students' ideas to make conclusions.

Conclusion

Based on the explanation of the microteaching learning process, there are several things that can be concluded. First, the number of students taking microteaching courses was 58, divided into 4 groups. However, this number is considered to be less ideal, because in the implementation of teaching practices, students do not get sufficient time allocation so that the allocation of microteaching learning time which should be 100 minutes is around 120-150 minutes. Therefore, in this case the lecturer must work extra between 20-50 minutes. Thus, it will be more effective if the unit that has the responsibility in arranging the grouping of students make additional groups, so that each group consists of a maximum of 10 students. This certainly will have a positive impact for both students and lecturers. In which, the lecturer carries out the lecture according to the specified time allocation and will maximize the guidance for his students due to the smaller number of students. In addition, the benefits that can be obtained by students are, each student will get more guidance from the lecturer and get a longer teaching opportunity.

Second, microteaching learning is held for 16 meetings which are divided into 4 main activities in lectures, namely class discussions, project based learning, preparing lesson plans, and teaching simulation. This is considered effective enough to be carried out because it is able to prepare students in facing teaching practices in real classes, with learning facilities, lesson plans, and real learning processes, but with different classroom situations, because the students are the students themselves.

Referring to the second research objective, which is exploring the implementation of basic skills of a teacher by prospective students of English education teachers. Based on the presentation that has been presented, pre-service teachers have applied the basic skills of a teacher in teaching practice in microteaching classes. Regardless of whether or not they apply the skill professionally, but this can be a good start for pre-service teachers in facing teaching practices in the classroom in real teaching activities. Indeed, with so many teaching practices that are carried out, the strengths and weaknesses of each performance can then be reviewed and given feedback by the microteaching lecturer. In this case, the existence of feedback is very important, because it is able to provide direction to pre-service teachers in carrying out further teaching practices. With careful preparation in microteaching classes, surely it can be expected that teaching anxiety that will be faced by pre-service teachers can be avoided.

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**ANALYZING SHORT STORY SEBAGAI MODEL PEMBELAJARAN
BAHASA INGGRIS UNTUK MENGEMBANGKAN KETRAMPILAN
MEMBACA (*READING SKILLS*) *NARRATIVE TEXT***

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Abstract

Developing students' reading skills is the aim of this research. The aim concerns with the fact that many students get difficulties in comprehending a meaningful text. This condition makes the researcher think of the use of a learning model which can encourage students to develop their reading skill. Analyzing short story is chosen as the teaching method and the form of the analysis product focuses on narrative text. This research was done on the basis of the above discussion with the purpose of finding out the significant correlation between analyzing short story and the development of students' reading skills, in this case, narrative text. The outputs of this research are theoretical and empirical contributions to the teaching of English at Senior High School, especially on the teaching of reading narrative text. This research was done in the framework of experimental design. The dependent variable of the research was the students' development on reading narrative text and the independent variable was the use of analyzing short story. This research was managed to the twelfth grade students (XII IPA 7) of SMA Negeri 5 Karawang, in the academic year 2017/2018. The finding shows that the development of reading skills of the twelfth graders, science program (XII IPA 7), of SMA Negeri 5 Karawang in the academic year 2017/2018 who used analyzing short story were categorized very good. They were noticed to be very enthusiastic and motivated to develop their reading skills.

Keywords: Analyzing, Short story, Developing, Reading Skill, Narrative Text.

Introduction

Membaca merupakan salah satu standar kompetensi yang terdapat dalam silabus mata pelajaran bahasa Inggris untuk SMA kurikulum 2006. Standar kompetensi yang harus dicapai dalam hal ini adalah memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan. *Narrative text* merupakan teks yang harus dipelajari peserta didik SMA sejak di semester 1 hingga semester 6 sehingga mereka dapat memiliki kompetensi dasar: merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Hal yang harus digarisbawahi, baik dalam standar kompetensi maupun kompetensi dasar di atas, adalah peserta didik dapat menggunakan fungsi dan tujuan mempelajari *narrative text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan. Untuk mencapai tujuan tersebut masih ditemui kendala dalam pelaksanaannya, baik di kelas maupun di luar kelas. Peserta didik belum seluruhnya mampu secara optimal meningkatkan *reading skills*-nya ketika dihadapkan pada pemahaman isi teks, *text organization*, dan *language features*.

Masalah yang dialami oleh sebagian peserta didik seperti yang disampaikan di atas disebabkan oleh kurangnya minat baca, penguasaan *vocabulary* dan aspek kebahasaan yang terdapat pada teks tersebut. Metoda yang digunakan dalam proses pembelajaran, yaitu *reading comprehension* dengan dilengkapi pertanyaan, tidak selalu menunjukkan hasil yang memuaskan. Oleh karena itu dipandang perlu penggunaan model pembelajaran lain untuk meningkatkan ketrampilan membaca peserta didik dalam bahasa Inggris. Model pembelajaran yang akan digunakan dalam penelitian ini adalah *Analyzing Short Story* atau menganalisa cerita pendek.

Menurut Carol Dwankowski dalam artikelnya "How to analyze short story", *short story* adalah sebuah karya prosa *narrative* yang biasanya berpusat pada kisaran sebuah *event*/kejadian. Ceritanya terbatas pada *scope* yang didalamnya terdapat pengenalan, isi dan kesimpulan. Dalam menganalisa *short story* diperlukan pengetahuan dasar tentang unsur-unsur yang terdapat di dalamnya, yaitu *setting* (gambaran tentang dimana dan kapan cerita tersebut terjadi), *characterization* (berhubungan dengan tokoh-tokoh yang ada di dalam cerita), *plot and structure* (urutan kejadian yang membangun cerita), *narrator and point of view* (orang yang menceritakan cerita tersebut; bisa dirinya sendiri atau melalui tokoh-tokoh yang terdapat dalam cerita), *conflict* (problematika yang terjadi pada tokoh utama dan menjadi jantung dari cerita), *climax* (cerita mencapai klimaksnya, diiringi penyelesaian problem yang dihadapi oleh tokoh utama), *theme* (gagasan utama ditulisnya cerita, berupa pesan moral), dan *style* (gaya bercerita si penulis).

Dalam penelitian ini, siswa akan menganalisa *short story* dari 2 aspek, yaitu *Text Organization* dan *Language Features*. Seperti yang disampaikan oleh Carol Dwankowski di atas, *text organization* berhubungan dengan *setting* dan *characterization (orientation)*, *complication (conflict)*, *sequence of events (plot and structure)*, *resolution (climax)* dan *coda (theme)*. Sedangkan *language features* berhubungan dengan ciri-ciri kebahasaan yang terdapat pada *narrative text*. Dari analisa tersebut siswa dapat menentukan dan mendapatkan pesan moral (*coda*) yang terdapat pada cerita pendek tersebut.

Method

Setting dan Karakteristik Peserta Penelitian

Penelitian ini dilaksanakan di SMA Negeri 5 Karawang yang berlokasi di Jalan Jenderal Ahmad Yani No. 10 Karawang, kode pos 41314 dengan nomor telpon (0267) 402759.

Mata pelajaran dalam penelitian ini adalah Bahasa Inggris, sesuai dengan mata pelajaran yang diampu oleh peneliti.

Penelitian ini melibatkan siswa kelas XII IPA7 sebagai peserta penelitian. Mereka merupakan peserta didik di tahun pelajaran 2017-2018, yang terdiri atas 16 orang peserta didik laki-laki dan 28 orang peserta didik perempuan, sehingga jumlah keseluruhannya berjumlah 44 orang.

Secara umum karakteristik peserta didik di kelas ini memiliki agresifitas dan antusias yang lebih dibandingkan dengan kelas-kelas lain. Mereka cenderung 'ramai', akan tetapi ketika guru menjelaskan pelajaran mereka menyimak dengan baik, sehingga pengajar dapat melakukan *classroom management* dengan baik. Mereka juga aktif bertanya apabila terdapat hal-hal yang kurang jelas dan umumnya dapat menerima pelajaran dengan baik.

Rencana Tindakan

Rencana tindakan dalam penelitian ini dilaksanakan dalam 1 siklus. Siklus ini dilakukan untuk mengetahui hasil penelitian sekaligus untuk mendapatkan hasil yang diharapkan, yaitu belajar tuntas dalam mencapai satu kompetensi dasar.

Dalam siklus ini diperlukan 4 kali pertemuan. Jumlah peserta didik di kelas XII IPA7 adalah 44 orang. Dari jumlah peserta didik sebanyak itu dibagi menjadi 8 kelompok dengan masing-masing kelompok terdiri atas 5 – 6 orang.

Pelaksanaan siklus ini dilaksanakan pada awal bulan Agustus, dan berakhir pada akhir bulan Agustus. Pada siklus ini dilaksanakan dengan tahap-tahap perencanaan tindakan, dilanjutkan dengan pelaksanaan tindakan yang kemudian diikuti oleh tahap pengamatan (observasi) dan evaluasi.

Prosedur Penelitian

Prosedur penelitian ini meliputi:

Perencanaan Tindakan

Langkah-langkah yang dilakukan pada proses perencanaan ini adalah:

- Menyusun RPP
- Memberikan penjelasan mengenai bagaimana menganalisa sebuah *short story* (cerpen) dari aspek yang ada dalam *text organization* (struktur organisasi sebuah teks), dan *language features* (ciri-ciri kebahasaan sebuah teks) nya serta menyimpulkan isi teks dengan membuat *coda* atau pesan moral yang ada dalam cerita tersebut.
- Membagi peserta didik ke dalam 8 kelompok.
- Memberikan kesempatan kepada setiap kelompok untuk memilih judul *short story* yang akan dianalisa. Mereka diperbolehkan untuk mencari *short story* tersebut dari internet, yang penting *short story* tersebut harus berbahasa Inggris.
- Menyiapkan format lembar penilaian.
- Membuat format pengamatan dan evaluasi.

Pelaksanaan Tindakan

Pelaksanaan tindakan dilakukan dengan cara:

- Membagi peserta didik di kelas XII IPA7 yang berjumlah 44 orang menjadi 8 kelompok dengan masing-masing kelompok terdiri atas 5 – 6 orang, yaitu:

Group 1:

1. Al Kautsar
2. Azzahra Darojatu Rafi'ah

3. Fransisca Diana W
4. Rachmawati Dwina P
5. Sekar Dimitri
6. Vina Maharani

Group 2:

1. Alika Maudina
2. Delia Nur Puteri
3. Jaenabunisbah
4. Muhamad Aditia Ginanjar
5. Syarifah Alfina Dahlyana

Group 3:

1. Astri Rizka Septiyani
2. Diki Ramadhan
3. Melly Nirlawati
4. Rika Ayunda Sari
5. Rafi Amartya Santosa

Group 4:

1. Auliya Almayanti
2. Ditya Ayu Alenda
3. Gita Ayu Fahmia Qur'ani
4. Nur Fitri Rahayu
5. Rayhan Akmal Fachrezi

Group 5:

1. Arief Rahman Shaleh
2. Elida Aulia Rahmah
3. Laksmi Oktaviana Putri
4. Nadya Maulina
5. Sheryl Risty Salwa
6. Vika Riskia Destianti

Group 6:

1. Alfian Herlambang
2. Dewi Padilah
3. Irna
4. Nikko aldiana Kristiawan
5. Risa Aprillia

Group 7:

1. Afiq Alzam Syukran
2. Devi Mutiara
3. Maulana Darmawan
4. Muhammad Akbar
5. Rezky Rafly Vardian

6. Yustika Anggraeni

Group 8:

1. Anggri Aniwati
2. Fajar Try Suari Faturachman
3. Farhan Nugroho Burhansyah
4. Mohamad Fathurrohman
5. Ravenia Ghani Putri
6. Titan Nugraha

- Setiap kelompok menentukan judul *short story* yang akan dianalisisnya berdasarkan *short story* yang mereka dapatkan dari internet. *Short story* yang dimaksud disini adalah cerita pendek yang memiliki salah satu dari *types of narrative* yang sudah pernah dijelaskan dalam materi *Narrative Text*, yaitu: *humour, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary-novels*, atau *adventure* dan bukan dongeng klasik.
- Menjelaskan hal-hal yang akan dianalisa dari *short story* yang sudah dipilih. Setiap kelompok harus menganalisa *text organization* dan *language features* yang ada dalam *short story* tersebut dan menyimpulkan pesan moral (*coda*) yang terdapat didalamnya.

Dalam menganalisa *short story* ini, setiap kelompok harus menggunakan format dan tabel berikut ini:

Analyzing Short Story

Title of Short Story:

Author:

No.	Text Organization	Plot	Language Features
1.	Orientation	..... ..... ..... ..... ..... ..... ..... ..... .....	Noun Phrases: Connectives: Adverbial phrases of time and place: Simple Past: Action verbs: Saying verbs: Thinking verbs: Feeling verbs: Verbs of sense:
2.	Complication	..... ..... ..... ..... ..... .....	Noun Phrases: Connectives: Adverbial phrases of time and place: Simple Past: Action verbs: Saying verbs:

		..... .....	Thinking verbs: Feeling verbs: Verbs of sense:
3.	Sequence of events.	..... ..... ..... ..... ..... ..... ..... .....	Noun Phrases: Connectives: Adverbial phrases of time and place: Simple Past: Action verbs: Saying verbs: Thinking verbs: Feeling verbs: Verbs of sense:
4.	Resolution	..... ..... ..... ..... ..... ..... ..... .....	Noun Phrases: Connectives: Adverbial phrases of time and place: Simple Past: Action verbs: Saying verbs: Thinking verbs: Feeling verbs: Verbs of sense:
5.	Coda	..... ..... ..... ..... .....

Short story (cerpen) yang dianalisa harus ditentukan *text organization*-nya setelah semua anggota kelompok membaca (*reading*) dan memahami (*comprehending*) isinya dengan cara memilah dan menentukan paragraf atau kalimat-kalimat yang terdapat dalam cerita pada kolom 'Plot'. Kemudian dari 'plot' tersebut dianalisa ciri-ciri kebahasaannya (*language features*). Sesudah semua dianalisa, mereka harus menyampaikan pesan moral (*coda*) yang terdapat dalam cerita tersebut.

- Guru/peneliti bertindak sebagai *counsellor* (pembimbing) yang memberikan bimbingan serta saran yang dilakukan pada saat mereka mengerjakan tugas ini.
- Melaksanakan evaluasi dan memberikan *feedback*.

Observasi/Pengamatan

Pengamatan dimulai pada saat peserta didik bekerjasama dengan kelompoknya masing-masing dalam menentukan judul. Penilaian dilakukan dengan memperhatikan bagaimana kelompok tersebut menganalisa *text organization*, *language features* dan *coda* dari *short story* yang dipilihnya. Peneliti mengukur ketrampilan membaca mereka dari 3 aspek di atas dengan kriteria yang disesuaikan dengan kebutuhan penelitian, yaitu sebagai berikut:

A : *Very good* (100)

Memiliki hasil analisa terhadap *text organization* yang sangat baik, hanya masih ada satu sampai dua ciri kebahasaan (*language features*) yang belum tepat. Pesan moral (*coda*) yang disimpulkan sesuai dengan isi cerita dan tersampaikan dengan amat baik.

B : *Good* (90)

Memiliki hasil analisa terhadap *text organization* yang baik, tapi diikuti oleh beberapa kesalahan pada penentuan ciri kebahasaan (*language features*). Pesan moral (*coda*) yang disimpulkan sesuai dengan isi cerita dan tersampaikan dengan baik.

C : *Average* (80)

Memiliki hasil analisa terhadap *text organization* yang cukup baik, tetapi masih terdapat banyak kelemahan dalam menentukan ciri kebahasaan (*language features*). Pesan moral (*coda*) yang disimpulkan sesuai dengan isi cerita dan tersampaikan dengan cukup baik.

D : *Below average* (70)

Memiliki hasil analisa terhadap *text organization* yang kurang tepat serta terdapat kelemahan yang signifikan dalam menentukan ciri kebahasaan (*language features*). Pesan moral (*coda*) yang disimpulkan kurang sesuai dengan isi cerita.

E : *Poor* (60)

Memiliki hasil analisa terhadap *text organization* yang tidak tepat serta terdapat kelemahan besar yang sangat signifikan dalam menentukan ciri kebahasaan (*language features*). Pesan moral (*coda*) yang disimpulkan tidak sesuai dengan isi cerita.

Evaluasi

Dari hasil pengamatan yang diperoleh selama proses pembelajaran dan pelaksanaan penelitian, peneliti melakukan evaluasi dengan acuan nilai KKM (Kriteria Ketuntasan Minimal) mata pelajaran bahasa Inggris yang sudah ditentukan. Adapun indikator keberhasilan berdasarkan KKM yang sudah ditetapkan adalah sebagai berikut:

- Nilai 93 – 100 : Berkompetensi sangat baik dalam memahami dan mengaplikasikan teks *Narrative*.
- Nilai 86 – 92 : Berkompetensi baik dalam memahami dan mengaplikasikan teks *Narrative*.
- Nilai 79 – 85 : Berkompetensi cukup baik dalam memahami dan mengaplikasikan teks *Narrative*.
- Nilai kurang dari 79 : Tidak memiliki kompetensi yang cukup dalam memahami dan mengaplikasikan teks *Narrative*.

Results and Discussion

Data Hasil Penelitian

Tujuan penelitian yang dilakukan peneliti seperti yang sudah disampaikan dalam bagian Pendahuluan, adalah untuk mendapatkan gambaran yang jelas tentang langkah dan proses penggunaan metoda *analyzing short story* dalam pembelajaran bahasa Inggris serta untuk menganalisa hubungan antara penggunaan metoda *analyzing short story* dengan peningkatan keterampilan membaca bahasa Inggris

peserta didik. Berdasarkan hal tersebut, maka hasil penelitian yang diperoleh dari pengamatan yang sudah dilakukan adalah sebagai berikut:

Tabel 3.1.1. Hasil Pengamatan dan Penilaian Analisa Peserta Didik

Terhadap *Text Organization*

Kelompok	Judul <i>Short Story</i>	Analisa terhadap Aspek <i>Text Organization</i>				Total Nilai (konversi)	Nilai Akhir (Rata-rata)
		<i>Orienta tion</i>	<i>Complica tion</i>	<i>Sequence of events</i>	<i>Resolu tion</i>		
1.	Death is half the rush By El Christopher Hennessy	A	A	A	A	400	100
2.	The fun they had By Isaac Asimov	B	C	C	B	340	85
3.	The boarded window By Ambrose Bierce	B	C	C	A	350	87,50
4.	A man named happiness By Peter J Barbour	B	C	B	A	360	90
5.	Misfortune By Nancy Geary	A	B	C	C	350	87,50
6.	<i>Deja Vue</i> By Thomas G Schmidt	A	A	A	A	400	100
7.	<i>The dreamer</i> By H. H. Munro (Saki)	B	C	C	B	340	85
8.	<i>The story of an hour</i> By Kate Chopin	A	B	B	B	370	92,50

Keterangan:

Kolom Penilaian

1. A (*Very good*): Memiliki hasil analisa yang sangat baik terhadap aspek *text organization*.
2. B (*Good*): Memiliki hasil analisa yang baik terhadap aspek *text organization*.
3. C (*Average*): Memiliki hasil analisa yang cukup baik terhadap aspek *text organization*.
4. D (*Below average*): Memiliki hasil analisa yang kurang tepat terhadap aspek *text organization*.
5. E (*Poor*): Memiliki hasil analisa yang tidak tepat terhadap aspek *text organization*.

Tabel 3.1.2. Hasil Pengamatan dan Penilaian Analisa Peserta Didik Terhadap *Language Features*

Kelompok	Judul Short Story	Analisa Terhadap Aspek Language Features (Ciri Kebahasaan)									Total Nilai (konversi)	Nilai Akhir (Rata-rata)
		1	2	3	4	5	6	7	8	9		
1.	Death is half the rush by El Christopher Hennessy	A	A	A	A	A	A	A	A	A	900	100
2.	The fun they had by Isaac Asimov	A	A	A	A	B	B	A	A	A	880	97,78
3.	The boarded window by Ambrose Bierce	B	A	A	B	B	A	A	A	A	870	96.67
4.	A man named happiness by Peter J Barbour	A	A	B	B	A	A	A	A	A	880	97,78
5.	Misfprtune by Nancy Geary	A	A	B	A	A	A	B	A	A	880	97,78
6.	<i>Deja Vue</i> By Thomas G Schmidt	A	A	A	A	A	A	A	A	A	900	100
7.	<i>The dreamer</i> By H. H. Munro (Saki)	A	B	B	B	A	A	A	A	A	870	96.67
8.	<i>The story of an hour</i> By Kate Chopin	A	A	B	C	A	A	A	A	A	870	96,67

Keterangan:

Aspek yang diamati:

1. *Noun Phrases*
2. *Connectives*
3. *Adverbial phrases of time and place*
4. *Simple Past*
5. *Action verbs*
6. *Saying verbs*
7. *Thinking verbs*
8. *Feeling verbs*
9. *Verbs of sense*

Kolom Penilaian

1. A (*Very good*): Memiliki hasil analisa yang yang belum tepat terhadap satu sampai dua aspek *language features*.
2. B (*Good*): Memiliki hasil analisa yang mengandung kesalahan pada penentuan aspek *language features*.
3. C (*Average*): Memiliki hasil analisa yang mengandung banyak kelemahan dalam menentukan *language features*.
4. D (*Below average*): Memiliki hasil analisa yang mengandung kelemahan yang signifikan dalam menentukan *language features*.
5. E (*Poor*): Memiliki hasil analisa yang mengandung kelemahan besar yang sangat signifikan dalam menentukan *language features*.

Tabel 3.1.3. Hasil Pengamatan dan Penilaian Terhadap Penyampaian Pesan Moral (*Coda*) oleh Peserta Didik

Kelompok	Judul <i>Short Story</i>	Analisa Terhadap <i>Coda</i> (Pesan Moral)	Nilai Konversi
1.	<i>Death is half the rush</i> By El Christopher Hennessy	B	90
2.	<i>The fun they had</i> By Isaac Asimov	B	90
3.	<i>The boarded window</i> By Ambrose Bierce	A	100
4.	<i>A man named happiness</i> By Peter J Barbour	A	100
5.	<i>Misfortune</i> By Nancy Geary	A	100
6.	<i>Deja Vue</i> By Thomas G Schmidt	A	100

7.	<i>The dreamer</i> By H. H. Munro (Saki)	A	100
8.	<i>The story of an hour</i> By Kate Chopin	B	90

Keterangan:

Kolom Penilaian

1. A (*Very good*): Pesan moral (*coda*) yang disimpulkan sesuai dengan isi cerita dan tersampaikan dengan amat baik.
2. B (*Good*): Pesan moral (*coda*) yang disimpulkan sesuai dengan isi cerita dan tersampaikan dengan baik.
3. C (*Average*): Pesan moral (*coda*) yang disimpulkan sesuai dengan isi cerita dan tersampaikan dengan cukup baik.
4. D (*Below average*): Pesan moral (*coda*) yang disimpulkan kurang sesuai dengan isi cerita.
5. E (*Poor*): Pesan moral (*coda*) yang disimpulkan tidak sesuai dengan isi cerita.

Tabel 3.1.4. Rekapitulasi Nilai *Analyzing Short Story* yang dicapai oleh Peserta Didik

Kelompok	Nilai <i>Text Organization</i>	Nilai <i>Language Features</i>	Nilai <i>Coda</i>	Total Nilai	Nilai Akhir (Rata-rata)
1.	100	100	90	290	96,67
2.	85	97,78	90	272,78	90,93
3.	87,50	96,67	100	284,17	94,72
4.	90	97,78	100	287,78	95,93
5.	87,50	97,78	100	285,28	95,09
6.	100	100	100	300	100
7.	85	96,67	100	281,67	93,89
8.	92,50	96,67	90	279,17	93,06

Pembahasan

Dari data hasil penelitian, diperoleh hasil yang menggambarkan bahwa model pembelajaran *analyzing short story* memiliki pengaruh terhadap perkembangan ketrampilan membaca peserta didik kelas XII IPA 7 SMA Negeri 5 Karawang tahun pelajaran 2017/2018. Adapun rincian hasilnya sebagai berikut:

Analisa Peserta Didik Terhadap *Text Organization*

Berdasarkan data pada tabel 4.1.1 prosentase rata-rata penggunaan model pembelajaran analisa terhadap *text organization* yang dilakukan oleh peserta didik dengan kategori *average* (C) adalah 28,12 % (9 poin), *good* (B) 34,38 %, (11 poin) dan *very good* (A) 37,50 % (12 poin). Dari data tersebut dapat disimpulkan bahwa analisa yang dilakukan oleh peserta didik terhadap aspek-aspek yang terdapat pada *text organization* berhasil diaplikasikan dalam penelitian ini dan prosentase tertinggi ada di kategori *very good*.

Analisa Peserta Didik Terhadap *Language Features*

Berdasarkan data pada tabel 4.1.2 prosentase rata-rata kemampuan peserta didik dalam menganalisa *language features* yang terdapat pada *short story* dengan kategori *average* (C) adalah 1,38 % (1 poin), *good* 18,06 % (13 poin), dan kategori *very good* sebesar 80,56 % (58 poin). Dari data ini dapat disimpulkan bahwa meskipun masih ada yang memiliki kemampuan analisa yang *average*, akan tetapi prosentasenya paling kecil. Sedangkan prosentase tertinggi terdapat pada kategori *very good*.

Penyampaian Pesan Moral (*Coda*) oleh Peserta Didik

Berdasarkan data pada tabel 4.1.3 prosentase rata-rata kemampuan peserta didik dalam menyampaikan pesan moral (*coda*) menunjukkan bahwa hasil dengan kategori *good* sebanyak 37,50% (3 poin) dan *very good* 62,50% (5 poin). Dari data tersebut dapat diambil kesimpulan bahwa peserta didik memahami isi dari *short story* yang dibacanya sehingga dapat menyampaikan pesan moral yang terdapat di dalamnya dengan baik, bahkan sangat baik.

Hasil Penilaian Ketrampilan Membaca Teks *Narrative*.

Berdasarkan data pada tabel 4.1.4 hasil penilaian ketrampilan membaca teks *narrative* dalam bentuk *short story* adalah sebagai berikut; nilai terendah 90,93, nilai tertinggi 100, dengan nilai rata-rata 95,04. Data ini menunjukkan bahwa peserta didik bersama kelompoknya telah melampaui nilai kriteria ketuntasan minimal (KKM) yang sudah ditetapkan. Dengan nilai seperti ini, hasil pembelajaran dengan model *analyzing short story* berhasil dengan sangat baik dan mampu mengembangkan ketrampilan membaca peserta didik.

Conclusion

- Model pembelajaran ini dapat digunakan sebagai aplikasi teks *narrative* untuk mengembangkan standar kompetensi membaca dan memotivasi peserta didik untuk mengembangkan kemampuan literasinya.
- Wawasan peserta didik berkembang dengan cara yang positif.
- Perbendaharaan *vocabulary* peserta didik bertambah
- Rasa percaya diri maupun rasa tanggung jawab peserta didik tumbuh dan berkembang.

- Model pembelajaran ini efektif untuk menumbuhkan dan mengembangkan kemampuan membaca *narrative* peserta didik serta menciptakan pembelajaran yang konstruktif-variatif, sehingga tidak membosankan.

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TEACHING VOCABULARY FOR YOUNG LEARNERS USING THE SPELLING BEE GAME STRATEGY

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Abstract

The objective of this research are to design a varied materials for teaching vocabulary with fun and attractive, to introduce the correct spelling using The Spelling Bee games strategy and to encourage students in using English as a medium of communication. To make the teaching-learning process clear and relevant should be supported by the experts' theories, such as Ur Penny (1995) stated that The Spelling Bee game are used to uncover abilities, feelings, and the wishes of children. From that definition the researcher concluded that Spelling bee game can make the students enjoy and fun the learning process, the students can opened their mind to mention or pronounce and spell the new vocabulary. The students more easily to remember the words letter by letter than just gave them a list of words. It can improve students' vocabulary mastery.

Keywords: teaching vocabulary, young learners, The Spelling Bee game

Introduction

Vocabulary has occupied a special place within applied linguistics during the past twenty years. Following decades of neglect by scholars of linguistics and education, recent years have seen an enormous expansion in second language vocabulary research, as well as the arrival of a number of influential books on vocabulary aimed at language teachers (McCarthy, 1990). The way English has been taught in schools during the past fifty years has been influenced by the ideologies of approaches such as grammar translation, audio-lingual and communicative language teaching. It is tempting to ask whether any one of these approaches has been more effective than any other in teaching vocabulary. Teaching vocabulary is not easy thing to do. Most of students have difficulties in learning vocabulary. They have difficulties in expressing their ideas, so they become passive students in the classroom. There are several factors found by the researcher in the class which become the difficulties in learning vocabulary, such as uninteresting technique used by the teacher, lack of motivation in learning English, difficult to memorize words, etc. Whatever the teaching approach used, lexical learning in the classroom has both an incidental and an atomistic dimension, and (that) both dimensions can be shown to have a valuable contribution to the process (Singleton, 2000). Students learn some of their vocabulary when their teacher 'teaches' new words directly in the classroom, for example, using explanation, demonstration and even translation. It is also known that students learn some of their vocabulary indirectly through incidental encounters with words, for

example, by inferring the meaning of a new word from the context. Unfortunately, little empirical evidence exists about the relative contributions of direct and indirect vocabulary learning. English for young learners at the primary level (approximately ages of three to twelve years old) are cognitively primed to acquire language skills in ways that lend themselves to an integrated skills and content-based, experiential approach. The teachers who understands the cognitive and social processes of second- language acquisition for English for Young Learners (EYL) is better equipped to help learners navigate the processes of classroom learning activities while also creating a fun, positive environment. For Bruner (1961), the purpose of education is not to impart knowledge, but instead to facilitate a child's thinking and problem solving skills which can then be transferred to a range of situations. Specifically, education should also develop symbolic thinking in children.

Definition of Vocabulary

Vocabulary is the key to master the four languages skill. It is because vocabulary becomes the basic component to support the speakers in communication to express their ideas. Vocabulary plays an important role in supporting the student's English learning achievement. The students who have good vocabulary mastery always get good learning achievement.

Vocabulary by Richard in his Curriculum Development in Language Teaching (2003: 4) that "Vocabulary is one of the greatest things used linguists turned their attention to." So it can be concluded that English vocabulary (English: vocabulary) is a set of English words that are known by a person or other entity to declare an activity, objects, properties, and so forth. A person's vocabulary is defined as the set of all words the person understands or any words that the person might use to compose a new sentence.

While the Oxford Advanced Learner's Dictionary (2008: 1662) the vocabulary is "All the words that a person know or uses". Meaning that vocabulary is all the words that a person knows or uses.

Vocabulary is one aspect of language skills that are very important existence and very important also to be mastered. According Hornby (2009: 1707) "Vocabulary is (1) the total number of words which (with rules for combining them) make up language, (2) word know to, or used by a person, in trade profession, etc."

Teaching English for Young Learners

In many cases, Teaching English for Young Learners (TEYL) teachers in English as a Foreign Language (EFL) settings have a limited amount of time to accomplish their teaching goals and meet local requirements regarding the use of specific texts, tests, or other materials. A low-resource environment can also pose challenges. Teaching Young learners has been happening in Indonesia for many years. The concept of young learners has been changed from the age, the course book that has written. In the past Young learners refer to students between five and twelve years of age. Today, the young learners started from the pre-school (three years) to Elementary school (12 years). Different age is crucial thing to determine the teaching method, emphasize the language competence and address the cognitive

skills. The field of teaching young learners particularly in teaching English, has expanded enormously in the last recent years. We need therefore to draw on work from beyond language classrooms: in child development, in learning theory, in first language development, and in development of a second language in bilingual context (Cameron, 2002). The major theorist in developmental psychology, Piaget, Vygotsky and Bruner, highlighting key ideas from their work that can inform how we think of the child as a language learner. The outcome of cognitive development is thinking. The intelligent mind creates from experience (Bruner, 1957, p. 234). Thus, children as they grow must acquire a way of representing the recurrent regularities in their environment. So, to Bruner, important outcomes of learning include not just the concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to invent these things for oneself. Cognitive growth involves an interaction between basic human capabilities and culturally invented technologies that serve as amplifiers of these capabilities. These culturally invented technologies include not just obvious things such as computers and television, but also more abstract notions such as the way a culture categorizes phenomena, and language itself. Bruner would likely agree with Vygotsky that language serves to mediate between environmental stimuli and the individual's response. The aim of education should be to create learners to learn.

Teaching Vocabulary When designing a course for young learners, the most central questions a teacher has to answer include:

1. How much vocabulary do children need?
2. How much vocabulary is manageable for them to learn within a given time period?
3. How do children learn new words?
4. What vocabulary should be taught and how should it be taught?

The Concept of Spelling Bee Game

According to Uranga in Rahayu (2003) Spelling Bee is contest in which competitors are eliminated as they fail to spell a given word correctly. It is also called *spell-down*. It started a decade ago as away to improve children's vocabulary. Spelling Bee is more than memorizing words a letters which from a word, but it is a complicated thinking process. Students receive several clues to answer or to spell the word correctly, such as definition, pronunciation, kinds of word (noun, adjective, verb, etc), until the example of sentences which using those words.

According to Ur Penny (1995) the rule of Spelling Bee Game is dictate ten words the students may have difficulty spelling, or that you have recently taught. The students write them down. You may wish the students to help each other, compare result and decide which spelling they think is right, before giving the correct answers.

The use of Spelling Bee game was effective toward the students' vocabulary mastery. This was surely improve the students' Vocabulary mastery. In the use of *Spelling Bee game*, there were many advantages as follows:

1. The learning activities are interesting and not makes the students be bored.

2. The students easy to understand the words given.
3. The students enjoy and fun are in the learning process.
4. The students can spell the words well.

Some findings from experts that supports the finding of this research, they were, from Rahayu Sekarini (2012) stated that the *Spelling Bee Game* able to help the students to improve their spelling ability and the alternative activity to strengthen the students memory to remember the vocabulary and also from Iin Inayatullah (2012) stated that *Spelling Bee Game* was one of the vocabulary game that could be applied in teaching and learning process and appropriate for memorizing, pronouncing, and improving students' vocabulary mastery.

Method

Based on www.spelling-words-well.com (2011) in its article says, the rules Spelling Bee Game will be described as follows:

1. The pronouncer announces the word to be spelled, he speaks slowly and clearly, without distorting the formal pronunciation of the word and he uses the word in sentence and says the word again.
2. The speller listens carefully to the pronouncer and asks for the word to be repeated if necessary.
3. When the speller sure understand the word, she pronounces it,spell it and then say the word again. She must say it loudly enough for the judge to hear it.
4. The judge determines whether or not the word was spelled correctly.
5. If the correct spelling was given, the speller remains in the game.
6. If the spelling was incorrect, that speller is eliminated from the game. The judge gives the correct spelling of that word .Then the pronouncer reads a new word to the next speller.
7. When there are only two speller left, if one player misspells a word, the other player must spell that word correctly, and one more word to be declared the winner of the Spelling Bee.

Results and Discussion

Vocabulary is defined as the word that somebody knows or learns. In terms of second or foreign language learning, it is essential because it may facilitate someone to learn second or foreign language. Also, there are several things that should be considered as the teacher taught as well as the students learn vocabulary, for instance spelling, pronunciation, and so on. Game is an effective and interesting way of teaching, there are good things to do in teaching learning process. Games can provide oppourtunities for students to develop their abilities. In teaching vocabulary students can learn while playing. For students, who tend to be shy, they are expected to explore her abilities and finds her confidence in learning a foreign language. Spelling bee help students know the meaning of the words that students listen, read, write, and speak because and its helps to memorize word well better.

Advantages of Spelling bee games there are advantages using spelling bee games in teaching vocabulary.

1. Enhancing vocabulary

The valuable learning outcome of spelling bee results in the children gaining competency over vocabulary and this allows them to excel at reading and writing. The ability to understand more words will allow children become literate and enjoy reading an extensive range of material.

2. Child's confidence

Confidence level is usually boosted after entering into such competition. A spelling bee helps them gain the confidence they need to speak in public and accept their mistakes, while also getting the applause their hard work deserves.

3. Greater knowledge

Learning words can get students interested in tracing the original of a word and its etymology. This information will greatly enhance the knowledge base of a child, even at a very young age, and motivate them to develop a keen interest in learning new words.

4. Cognitive skills

The spelling bee will allow our child to develop a range of cognitive skills including the ability to handle pressure. The learning process accompanying the spelling bee is likely to enhance your child's memory and allow your child to develop better learning skills, which can prove to be highly beneficial during higher education.

5. Competitive spirit

Spelling bee allow individuals to compete in a supportive environment. The brain activity and excitement that goes with a spelling bee is just as stimulating as a physical competition can pump up the adrenaline of the contestants and the audience (<https://www.ezschool.com>).

Conclusion

Vocabulary is an element that supports English skills component. If students have more vocabulary, it will make them easily in expressing their ideas, feeling, emotions, etc. Without vocabulary, students will have problems in learning English. This means that the vocabulary is very important in the process of learning English.

Today has changed a lot over the past years. Once it was all about learners being passive and listening in the classroom, but today learners are usually much more active in the classroom, and what better way to be active than by playing games (Sugar, 1998 p. 3). The national curriculum in foreign languages in talks about the importance of keeping teaching methods diverse in order to light and sustain interest amongst students. Teachers can help sustain diversity in a variety of ways, for example by using activities that require students to be creative in thinking and by emphasizing individual learning and cooperative learning equally. A more specific way that teachers can use in order to keep diversity within the classroom is to not be afraid of using games as a teaching method along with other methods. According to the national curriculum games can be a good teaching method and games. Spelling Bee game is one of the funny game to teach English vocabulary, that can improve students' spelling skill, vocabulary skill, comprehension in the word given and it also can be used by students to practice their concentration and their ability in memorizing. In this game students not only memorize a word, letter by letter but also students to brave speak in front of public. Moreover students not only develop their vocabulary but also they are able to practice either in speaking or understanding of meaning of words. From the fact

above, the researcher will conduct research in ways of Spelling Bee Game in teaching vocabulary, in order to bring awareness not only to students but also to teachers of English about how to teach vocabulary effectively.

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KREATIFITAS GURU BAHASA INGGRIS TAMAN KANAK-KANAK DALAM PEMBUATAN FLASH CARD SEBAGAI MEDIA AJAR

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Abstrak

Tujuan penelitian adalah untuk mengetahui kreativitas guru bahasa Inggris di Depok, yaitu guru-guru TK Al Ikhsan dan RA Kembang dalam membuat *flash cards* sebagai media ajar. Media ajar adalah alat bantu bagi guru untuk mengembangkan kemampuan pembelajaran di kelas. Dalam dunia pendidikan, terutama untuk pendidikan anak usia dini, media ajar sangat diperlukan. Pendidikan usia dini meliputi usia 5 sampai 12 tahun. Media ajar ini sangat efektif digunakan untuk siswa dalam belajar bahasa. Metode yang digunakan adalah kualitatif deskriptif dengan teknik kuesioner dan observasi. Teknik kuesioner untuk mengetahui data guru tentang media ajar *flash cards*. Sedangkan teknik observasi digunakan untuk melihat kreativitas dalam membuat *flash cards* sederhana. Hasil yang didapat adalah dari guru TK Al-Ikhsan dan RA Kembang sama-sama mengetahui kegunaan media ajar *flash cards* namun mereka belum pernah menggunakan dan membuat *flash cards* sebagai media ajar. Hasil obeservasi menunjukkan bahwa guru-guru Al-Ikhsan dan RA Kembang Depok sama-sama memiliki kreativitas dalam membuat *flash cards*. Guru-guru dari kedua taman kanak-kanak ini walaupun belum pernah menggunakan dan membuat *flash cards* sebagai bahan ajar, mereka cukup mampu membuat *flash cards* sesuai dengan kreativitas mereka sendiri.

Kata kunci: media ajar, *flash cards*, kreativitas

Pendahuluan

Dalam kegiatan pembelajaran di kelas, seringkali guru tidak hanya mengajar secara tradisional (hanya dengan cara ceramah), tetapi juga menggunakan media ajar. Media ajar atau media pembelajaran digunakan untuk membantu guru dalam menjelaskan materi pelajaran kepada siswa. Dengan menggunakan media ajar, diharapkan siswa dapat dengan cepat menangkap dan memahami materi yang diajarkan oleh guru, sehingga tujuan dari kegiatan belajar mengajar (KBM) dapat tercapai.

Media ajar atau media pembelajaran merupakan tempat dari pesan yang oleh sumber pesan untuk diteruskan pada penerima pesan tersebut dapat dikatakan juga bahwa media pembelajaran merupakan sarana dari guru untuk diteruskan kepada siswa dalam mengajarkan materi pelajaran. Seperti yang dikemukakan Latuheru (1988: 14) “Media pembelajaran adalah bahan, alat, atau teknik yang digunakan dalam kegiatan belajar mengajar dengan maksud agar proses interaksi, komunikasi, edukasi, antara guru dan siswa dapat berlangsung secara tepat guna dan berdaya guna”.

Pembelajaran ditingkat anak usia dini seperti pada taman kanak-kanak, materi pelajaran yang diajarkan masih sederhana. Anak-anak di usia taman kanak-kanak (TK), yaitu sekitar usia empat sampai enam tahun, masih banyak bermain. Mereka masih belum fokus untuk memahami berbagai hal dalam waktu yang bersamaan. Namun mereka sudah dapat berkomunikasi dengan baik. Karakteristik anak-anak di usia ini menurut Scott (1990:1), “*they can talk about what they are doing; they can tell about what they have done and heard; they can plan activities; they can argue for something and tell you why they think what they think; they can use logical reasoning; they can use their vivid imaginations; they can use a wide range of intonation patterns in their mother tongue; and they can understand direct human interaction.*” Dari kutipan tersebut, maka dapat disimpulkan bahwa anak-anak di usia taman kanak-kanak ini sudah dapat berinteraksi, komunikasi dua arah, dan memahami perintah yang diberikan.

Media ajar atau media pembelajaran banyak jenisnya salah satunya adalah *flash cards* (FC). *Flash cards* adalah kartu kecil yang berisi gambar, teks, atau tanda simbol yang mengingatkan atau mengarahkan siswa kepada sesuatu yang berhubungan dengan gambar (Arsyad, 2011:3). Menurut Harmer (2007), *cards (often called flashcards) can be used with either pictures or words for cue-response work or as aids in pairwork and groupwork.* Dari dua pendapat di atas, dapat disimpulkan bahwa flash cards secara fisik berbentuk kartu-kartu kecil yang berisi gambar, teks atau simbol untuk digunakan sebagai alat bantu pengajaran. Dalam penggunaannya dapat digunakan secara individu, berpasangan, atau kelompok.

Flash cards digunakan sebagai media ajar. Kegunaan *flash cards* diantaranya untuk meningkatkan perbendaharaan kosakata. *Flash card based instruction can bear vocabulary, historical dates, formulas or any subject matter than can be learnt via a question-and-answer format* (Abbasian, 2016: 1931). Guru dapat meningkatkan kemampuan penguasaan kosakata siswanya dengan cara yang menyenangkan.

Kreativitas adalah kemampuan dalam menciptakan hal-hal/cara-cara baru yang berbeda dari yang sudah ada sebelumnya. Menurut Kamus Webster (1976) “*creative is the ability to bring something new existence*”. Definisi tersebut memperlihatkan bahwa kreatif adalah kebolehan dalam mewujudkan sesuatu yang baru sama sekali. Sesuatu yang baru ini memenuhi kriteria baru, unik, berguna, benar, dan bernilai. Kreativitas juga dapat diartikan dapat membuat sesuatu yang sudah ada dengan sentuhan baru atau berbeda. Sesuatu hal dari yang biasa menjadi lebih menarik. Selain itu membuat atau berkreasi sesuai dengan daya imajinasi sendiri.

Dalam mengajar di kelas, guru menggunakan media ajar *flash cards*. Media ajar *flash cards* ini dapat berupa *flash cards* yang sudah jadi (dapat dibeli di toko buku), atau membuat *flash cards* sendiri. Dengan membuat *flash cards* sendiri guru dapat mengeksplorasi berbagai tema *flash cards*. Selain itu guru dapat berkreasi dalam membuat *flash cards* yang menarik sebagai alat bantu pengajaran (ABP). Guru dapat mengembangkan dan/atau memodifikasi dalam membuat *flash cards*. Kreativitas dalam membuat *flash cards* dapat dilihat dari: (a) memanfaatkan bahan-bahan yang mudah didapat, (b) membuat bahan-bahan tersebut menjadi media ajar berupa *flash cards*, (c) membuat *flash cards* berbeda dengan *flash cards* lainnya dari segi bentuk, gambar dan bahan, dan (d) kesesuaian tema dengan tingkat usia taman kanak-kanak.

Dengan demikian, tujuan dari penelitian ini adalah untuk melihat kreativitas guru TK Al-Ikhsan dan TK RA Kembang Depok dalam membuat media ajar *flash cards*. Berapa banyak *flash cards* yang dihasilkan dan bagaimana *flash cards* yang dihasilkan memenuhi kriteria kreatif.

Metode

Metode Penelitian

Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian kualitatif menggunakan metode kualitatif, yaitu pengamatan, wawancara, atau penelaahan dokumen (Moeleong, 2013: 9). Dalam penelitian ini menggunakan dua metode, yaitu pengamatan dan wawancara dalam pengumpulan data. Penelitian ini juga bersifat deskriptif karena data yang dikumpulkan adalah berupa kata-kata, gambar, dan bukan angka-angka (Moeleong, 2013: 11). Data yang dikumpulkan dideskripsikan sesuai dengan tujuan penelitian yang dilakukan.

Teknik Penelitian

Teknik yang digunakan dalam penelitian ini adalah observasi dan wawancara. Kedua teknik ini digunakan untuk mendapatkan data yang lebih valid.

Wawancara

Wawancara dilaksanakan dengan memberikan pertanyaan berupa kuesioner kepada guru TK Al-Ikhsan dan RA Kembang Depok tentang media ajar *flash cards* dan cara membuat media ajar *flash cards* tersebut.

Observasi

Observasi dilaksanakan dengan terlibat langsung peneliti dalam kegiatan penelitian ini. Observasi dilaksanakan untuk melihat kegiatan para guru TK dalam membuat media ajar *flash cards*. Pembuatan *flash cards* dilaksanakan pada waktu dan tempat yang berbeda. Observasi pertama dilaksanakan di TK AL-Ikhsan yang berlokasi di Jl. H. Fatimah Depok yang berjumlah enam orang guru dan di RA Kembang yang berlokasi di jalan Kembang Beji Depok yang berjumlah empat orang.

Teknik Pengumpulan Data

Wawancara

Dalam kegiatan wawancara, guru dari TK Al-Ikhsan dan RA Kembang masing-masing diminta untuk menjawab tujuh pertanyaan seputar pengetahuan guru tentang *flash cards* sebagai media ajar. Jawaban dicatat, dianalisis, dan disimpulkan dengan menggabungkan hasil observasi yang telah dilaksanakan.

Observasi

Dalam obeservasiini, langkah yang dilaksanakan adalah sebagai berikut:

- a. Guru dibagi menjadi dua kelompok. TK Al-Ikhsan memiliki jumlah guru sebanyak 6 (enam) orang, maka menjadi masing-masing 3 (tiga) orang dalam satu kelompok, TK kedua yakni, TK RA Kembang Depok yang berlokasi di Jalan Kembang Beji Depok dengan jumlah guru sebanyak 4 (empat) orang dan dibagi menjadi 2 (dua) kelompok yang masing-masing terdiri dari 2 (dua) orang.
- b. Guru-guru TK tersebut diminta untuk membuat flash card sebagai media ajar dengan bahan-bahan yang sudah mereka siapkan masing-masing dalam kelompok mereka seperti karton, kardus susu bekas, gambar, kertas origami, stik *ice cream*, dan alat-alat seperti gunting, lem, *double tape*, pensil, spidol, penggaris.
- c. *Flash cards* yang sudah jadi, dianalisis oleh peneliti sesuai dengan kriteria kreativitas dalam membuat media ajar *flash cards*. Adapun kriteria tersebut yakni: pemanfaatan bahan yang tersedia dengan maksimal, isi materi yang dicantumkan pada *flash cards* sesuai dengan tingkat siswa yang diajar, dan tampilan *flash cards* secara fisik menarik atau tidak dari segi bentuk, bahan, dan warna).

Teknik Pembuatan Media

- a. Menyiapkan bahan berupa kertas karton atau kertas tebal, kertas warna.
- b. Menyiapkan alat-alat berupa gunting, pensil warna, *double tape*, dan lem.
- c. Menyiapkan gambar berwarna dan tulisan.
- d. Membuat bentuk *flash cards* dengan ukuran yang diinginkan.
- e. Menempel atau mencetak gambar yang telah didapat atau yang digambar sendiri di atas kertas karton atau kertas tebal.
- f. Menyelesaikan *flash cards* dalam jumlah 1 set sesuai tema yang ditentukan.

Hasil dan Pembahasan

Hasil wawancara

Dari hasil wawancara terhadap guru-guru di TK Al-Ikhsan dan RA Kembang, maka dapat dilihat sebagai berikut:

- a. TK Al-Ikhsan
TK Al-Ikhsan memiliki 6 orang guru. Latar belakang pendidikan mereka bervariasi, dari tingkat SMA hingga perguruan tinggi (sarjana). Lama

mengajar dari dua hingga empat tahun. Semua guru mengetahui jenis media ajar, termasuk *flash cards*. Namun, mereka semua belum pernah menggunakan *flash cards* sebagai media ajar. Begitu pula dengan membuat *flash cards*, belum pernah menggunakan *flash cards*.

b. RA Kembang

RA Kembang memiliki 4 (empat) orang guru. Latar belakang mereka juga bervariasi dari tingkat SMA hingga perguruan tinggi (sarjana). Lama mengajar dari dua hingga lima tahun. Semua guru di taman kanak-kanak ini, mengetahui jenis media ajar, termasuk *flash cards*. Namun, mereka semua belum pernah menggunakan *flash cards* sebagai media ajar. Begitu pula dengan membuat *flash cards*, belum pernah menggunakan *flash cards*.

Hasil Observasi

Dari hasil pengamatan penulis terhadap guru-guru dalam membuat *flash cards* sebagai media ajar, maka hasil tersebut dapat dilihat sebagai berikut:

a. TK Al-Ikhsan

Kedua kelompok guru masing-masing menyiapkan bahan yang diperlukan seperti kotak susu bekas, gunting, pisau carter, lem, *double tape*, kertas origami dan stik *ice cream*. Kelompok pertama membuat satu set *flash card* dengan tema shape (bentuk) dan kelompok kedua membuat satu set *flash card* dengan tema *number* (angka). Masing-masing anggota kelompok bekerja dengan tekun. Mereka berbagi tugas dalam pengerjaan untuk membuat *flash cards* yang mereka ingin buat. Lama waktu pengerjaan untuk membuat satu set *flash cards* kelompok pertama 40 menit. Sedangkan kelompok kedua hanya menghabiskan waktu 30 menit.

b. RA Kembang

Kedua kelompok guru juga masing-masing menyiapkan bahan yang diperlukan seperti kardus bekas, kertas concord, gunting, lem, dan gambar sesuai tema yang sudah dicetak. Guru kelompok satu membuat satu set flash card dengan tema *colour* (warna) dan kelompok kedua dengan tema *things in the bedroom* (benda-benda di kamar). Masing-masing anggota kelompok saling berbagi tugas dalam membuat *flash cards* sesuai tema. Lama waktu pengerjaan untuk membuat satu set flash card kelompok pertama 30 menit dan kelompok kedua 35 menit.

Pembahasan

Hasil wawancara menunjukkan bahwa guru-guru TK Al-Ikhsan dan RA Kembang Depok memiliki latar belakang pendidikan yang berbeda. Latar belakang pendidikan mereka bervariasi dari tingkat SMA hingga Sarjana (S1). Dalam mengajar, guru-guru dari TK Al-Ikhsan dan RA Kembang Depok menggunakan alat bantu mengajar audio dan visual, seperti: lagu, musik film, dan gambar-gambar. Sedangkan untuk media ajar *flash cards*, hanya satu guru yang tidak mengetahui media ini yakni dari R.A Kembang. Saat mengajar, guru-guru dari kedua taman kanak-kanak tidak pernah menggunakan *flash cards* sebagai media ajar karena mereka belum begitu paham fungsi dan kegunaan *flash cards* sebagai media ajar.

Guru-guru dari kedua taman kanak-kanak ini lebih tertarik menggunakan media ajar seperti: gambar (word wall), film, lagu, dan musik. Disamping itu semua guru dari kedua taman kanak-kanak ini belum pernah membuat *flash cards*.

Hasil observasi menunjukkan bahwa kelompok satu dari TK Al-Ikhsan membuat satu set *flash cards* dengan tema *number* (angka) dan kelompok kedua membuat satu set *flash cards* dengan tema *shape* (bentuk). Dari segi bahan yang digunakan, kedua kelompok menggunakan karton bekas kotak susu, kertas origami, dan kertas HVS. Dari segi bentuk, kedua kelompok ada perbedaan. Kelompok pertama membuat *flash cards* dengan bentuk tampilan *portrait*. Sedangkan kelompok kedua membuat *flash cards* dengan berbagai bentuk sesuai tema, yaitu *shape* (bentuk bangun ruang seperti *rectangle*, *triangle*, *diamond*, *square*, dan *circle*). Dari segi komposisi warna kedua kelompok menggunakan kertas origami. Perbedaannya untuk kelompok pertama pewarnaan menggunakan kertas origami yang dibuat menjadi mozaik.

Sedangkan kelompok satu dari RA Kembang membuat satu set *flash cards* dengan tema *things in the bedroom* (benda-benda di kamar), kelompok kedua dengan tema *colour* (warna). Dari segi bentuk kelompok pertama menggunakan kertas kardus bekas dan kelompok kedua menggunakan kertas buffalo. Keduanya membuat dalam bentuk tampilan *portrait* dan *landscape*. Dari segi komposisi warna, kelompok pertama menggunakan gambar berwarna yang diambil dan dicetak dari internet, sedangkan kelompok kedua menggunakan kertas origami untuk tema *colour* (warna). *Flash cards* yang bertema *things in the bedroom*, gambar yang telah dicetak ditempel di atas potongan kardus yang sudah dilapisi dengan kertas HVS putih sebagai warna dasar kartu. *Flash cards* yang bertema *colour*, kertas origami yang warnanya telah dipilih yaitu hijau (*green*), merah (*red*), kuning (*yellow*), biru (*blue*), merah muda (*pink*) ditempel langsung di atas kertas buffalo.

Dengan demikian, *flash cards* yang dibuat oleh guru-guru dari kedua taman kanak-kanak terdapat perbedaan dalam menuangkan kreativitas mereka. *Flash cards* hasil guru-guru Al-Ikhsan dari segi pemanfaatan bahan digunakan dengan maksimal. Mereka mengambil bahan dari barang bekas seperti kardus susu bekas dan ditambah dengan bahan lainnya yaitu *stick ice cream*, kertas origami, dan kertas HVS. Dari isi materi pada *flash cards* sesuai dengan tingkat siswa yang diajar, yaitu mengambil tema *number* (angka) dan *shape* (bentuk bangun ruang). Tampilan *flash cards* secara fisik keduanya menarik, baik dari segi bentuk, bahan, dan warna.

Sedangkan *flash cards* hasil guru-guru RA Kembang dari segi pemanfaatan bahan juga digunakan dengan maksimal. Mereka menggunakan bahan dari barang bekas seperti kardus bekas, kertas buffalo, kertas origami dan kertas HVS. Dari isi materi yang pada *flash cards* sesuai dengan tingkat siswa yang diajar, yaitu mengambil tema *things in the bedroom* (benda-benda di dalam kamar) dan *colour* (warna). Dari segi tampilan *flash card* secara fisik keduanya berbeda, untuk bentuk kelompok pertama memiliki *flash cards* dengan tampilan *portrait* dan *landscape*, dan kelompok kedua dengan tampilan *landscape*. Untuk tampilan warna gambar *flash cards* bertema *things in the room* berbeda dengan *flash cards* bertema *colour*.

Simpulan

Dari pembahasan di atas, maka kreativitas guru-guru taman kanak-kanak dalam membuat flash card sebagai media ajar dapat disimpulkan sebagai berikut:

- a. Guru-guru dari kedua taman kanak-kanak ini sebagian besar mengetahui *flash cards* sebagai media ajar dan hanya satu guru yang tidak mengetahui. Bahkan mereka belum pernah menggunakan dan membuat media ini.
- b. *Flash cards* yang dibuat oleh guru-guru di kedua taman kanak-kanak ini memenuhi kriteria kreatif. Hal ini dilihat dari pemilihan bahan, yaitu terbuat dari kardus bekas, kertas buffalo, kertas origami, kertas HVS, stik *ice cream*, dan gambar berwarna yang telah dicetak.
- c. Hasil pembuatan *flash cards* dari guru-guru taman kana-kanak tersebut terdapat satu set *flash cards* yang berbeda dengan *flash cards* lainnya. *Flash cards* yang bertemakan *shape* (bentuk ruang bangun) dibuat dengan menggunakan stik *ice cream* sebagai alat untuk memegang flash cards tersebut.

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