



**Method of Introduction of English Beginner as a Second
Language for Children 4-5 Years Old (Kindergarten)**

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Abstrac

Bahasa Inggris adalah bahasa internasional dimana sudah tidak lagi terdengar asing di telinga kita. Bahasa Inggris sudah mulai diterapkan sedini mungkin sejak kita mulai mengenal dunia pendidikan formal. Saat ini pembelajaran Bahasa Inggris sudah mulai diperkenalkan di bangku sekolah Taman Kanak-Kanak (Kindergarten). Anak-anak umur 4-5 tahun sudah mulai mengerti apa itu Bahasa Inggris walaupun hanya beberapa kata. Mereka mulai tertarik untuk mengenal bahasa asing dalam hal ini adalah Bahasa Inggris.

Mereka mulai diperkenalkan dengan mengucapkan angka-angka, huruf, warna, menyapa seseorang, dan mengucapkan salam dalam Bahasa Inggris. Para guru juga mempunyai peran yang penting dalam proses pembelajaran ini, dimana di usia sedini ini anak-anak biasanya masih ingin bermain dibandingkan dengan belajar. Tetapi dengan adanya pemilihan metode yang tepat maka proses pengenalan pembelajaran Bahasa Inggris akan tercapai secara maksimal. Pemberian materi yang dilakukan secara terus menerus dan berulang-ulang akan membantu anak-anak untuk lebih mudah dalam mengingat kata-kata Bahasa Inggris yang bagi mereka masih jarang terdengar.

Kata kunci : kata, second language acquisition, method of language learning, direct method.

I. Introduction

The word “*language*” in daily life has some meaning. The word “*language*” we use also to express in oral language, written language and signal language. Language as a device to communicate is method of communicating ideas, emotions with using the sign and specific symbol.

Language is a system of written symbol arbitrary and it is use for certain language community to communicate and to interaction between the other, based on the culture, this definition of system according to the elements and it is interaction one to another to form a hierarchy constituent.

From all the aspects of humanity language is the most significant. Human beings communicate with language, create the beauty, explain the feeling that the most significant and insignificant shows the knowledge and cultures from generation to generation.

According to Slobin: 1971, Language has many function that are the functions of language it means that language unity is very important because it shows the children at the same age have the capability to make a symbol all the kinds of meaning at the same time.

II. Methodology

This research is use analisis data kualitatif. Data kualitatif use padan method. In this method device that is used is another language.

English subject is does not included in curriculum for kindergarten (TK). The teacher follows the curriculum for first class in Elementary School. English subject in Kindergarten is an extra curriculum. Teacher in kindergarten teaches English in order to prepare the students when they get into Elementary school, so they have some knowledge about English.

Data is collected with using note taking technique and participant observation.

III. Literary Review

Language learning

Language learning refers to the process of conscious process of learning language. It is usually done in formal educations with a certain curriculum and syllabus, with certain materials, time and place, with certain teachers and instructions. Teachers correct their errors. Based on the explanation above, it can be concluded that language learning is the process of learning a second or foreign language in thus process, children have acquired their first or native language.

In learning a second language, children use their experience in acquiring their first language to learn the second language. They may get advantages of learning the second language which is most likely the same. They may get more difficulties when they learn the language which is absolutely different.

Second language Acquisition

Rod Ellis (2004:3) in his second language Acquisition book, explain that second language refers to the other language which we learn after our first language (mother tongue). Additionally, learners need to take into account item and system learning and how the two related.

According to Rod Ellis (2003:3) Second language acquisition means the study of how people acquire the language which is not their mother tongue where they should consider the item and system of that language and relation between the two.

Definition of Method

A method is a plan for presenting the language material to be learned and should be based upon a must be designed considering the objectives of the teaching/learning, how the content is to be selected approach. In order for an approach to be translated into a method, an instructional system and organized, the types of tasks to be performed, the roles of students and the roles of teachers. A technique is a very specific, concrete stratagem or trick designed to accomplish an

immediate objective. Such are derived from the controlling method, and less-directly, with the approach.

(http://en.wikipedia.org/wiki/Methods_of_teaching_foreign_languages)

Method of language learning

According to Jos Daniel Parera : 160, Direct method have features :

1. Using vocabulary in daily life and simple structure.
2. Grammar is learned according the situation.
3. Using many new objects at the same learning in order to improve the daily vocabulary and courage to speak properly.
4. Learning the grammar and the vocabulary with oral.
5. Appearance concrete meaning that it has reference: abstracts meaning appeared with associative idea.
6. Grammar is showed by visually.
7. Hearing to imitate generously until the shapes of grammar and vocabulary appear automatically.
8. Most activity in class.
9. Several weeks or hours at the beginning focused on utterance.
10. All the materials are orally.

According to Jos Daniel Parera: 160, Natural method is method that usually starts from the question about the objects and pictures. The meaning is derived from conclusion.

Direct method

Direct method teachers frequently began a language course with an introductory period during which students were taught the new sound system.

A direct method class provided a clear contrast with the prevailing grammar-translation classes. The course began whit the learning of the foreign words and phrases for objects and actions in the classroom.

The direct method provided an exciting and interesting way of learning the foreign language through activity. It proved to be successful in releasing students

from the inhibition all too often associated with speaking a foreign tongue, particularly at the early stages. Its main defect however, was that it plunged the student into expressing himself too soon in the foreign language in a relatively unstructured situation, with the result that he tended to develop a glib but inaccurate fluency, clothing native-language structures in foreign vocabulary.

This modified form of the direct method is very similar to what has been called the eclectic method. Eclecticists try to absorb the best technique of all the well-known language teaching methods into their classroom procedures, using them for the purposes for which they are most appropriate.

The best type of eclectic teacher is imaginative, energetic, and willing to experiment. As a result his lessons are varied and interesting.

The Direct Method

The direct method, sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching.

According to this method, printed language and text must be kept away from second language learner for as long as possible, just as a first language learner does not use printed word until he has good grasp of speech.

Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. All above items must be avoided because they hinder the acquisition of a good oral proficiency (www.esljobproject.com/esl_jobs/latestwap.php)

The advantages of the direct method in teaching English

The Direct Method teaches the second language in the same way as students learn their mother tongue. In fact, it can be said that it is a natural method where the language is taught through demonstration and context. Students are encouraged to think in English. Therefore, they are more likely to acquire fluency in speech since they concentrate in expressing themselves through English rather than understanding English. Students speak or write the foreign language without the need of translating their thought or idea from the mother tongue into the second language.

One more advantage is that the Direct Method believes that one way to learn a language is to use it.

http://wiki.answers.com/Q/What_are_the_advantages_of_the_direct_method_in_teaching_English

IV. Analysis

Subject Matter TK.A

1. Greeting

Teacher says, "Good morning students?" and then students answer, "Good morning Mom".

Teacher says, "How are you student?" and then students answer, "Fine".

This method is indicate that teacher use vocabulary in daily life with a simple structure so that children can understand about the meaning and they know when they can use it as greeting. (According to Jos Daniel Parera, *direct method point 1*)

2. Color

Children try to know about color by using English such as red, green, yellow and blue that used to call primary color. The teacher teaches the student with visual aid in front of the class room then repeat each color tree times with showing the visual aid.

This method is according to Jos Daniel Parera with *natural method* which is showing the meaning with some objects or pictures.

3. Number

Students familiar with the number one until ten (1-10). Teacher writes number 1 until 10 in the blackboard and show it for each number then say it with correct pronunciation and the students repeat it according to the teacher says. The teacher repeats it until three times for number 1 until 10.

This method is according to *natural method* that showing the meaning by using pictures in front of the class. In this case teacher writes it down in the blackboard and asks for each student what the number is.

4. Body

Students familiar with the part of body, such as: eyes, hands, nose, ears. Teacher show the part of body with the visual aid.

This method is according to *Natural method* which is use many object in order to make easier to the children to understand about new vocabulary that they have just get.

This method also according to *direct method point 5* which is appearance concrete meaning that it has reference. Students know the meaning of each vocabulary because they know the real object that they have seen.

In this case student did not know about some object singular or plural.

Subject Matter TK.B

1. Color

Students familiar with kind of color such as : red, yellow, green and blue.

The teacher asks for the students about color by visual aid in front of the class every time when the teacher starts to begin the lesson. The teacher always repeats the lesson in order to make the student did not forget about the lesson that they have ever got before.

This method is according to *direct method point 7* which is the student hearing to imitate generously and then the vocabulary appearing automatically.

2. Number

Students know the number one until twenty (1-20). Teacher writes number 1 until 20 in the blackboard and shows it for each number and asks the students what number is it randomly. Teacher usually repeats the number three times for each number.

This method is according to *Natural method* that uses some pictures or drawings to show the meaning of vocabulary.

This method also according to *direct method point 1* that use vocabulary in daily life.

3. Body

Students know part of body such as: hands, nose, ears, eyes, mouth, leg, neck, hair, cheek.

This method is according to *direct method point 1* that uses vocabulary in daily life.

4. Write

Students try to write how to spell number 1 until 20. For example 1 = O-N-E, 2 = T-W-O, 3 = T-H-R-E-E etc. The students write it in the class room not as a home work so each student has a book for English.

The teacher always repeat the lesson in order to get student always remember the lesson for several weeks or hours and focuses on utterance. Most activity is in the class so the teacher just met the students when she is teaching. In introduction English for beginner specifically for kindergarten grammar is does not learn, the teacher just introduces vocabulary in daily life.

V. Conclusion

According to the research which is done by the writer about the method of introduction english for beginner age 4 and 5 years old (kindergarten) are :

1. Teacher teaches vocabulary in daily life such as : color, number and body.
2. Teacher use visual aid to show the vocabulary so the students understand about what the teacher says.
3. Most of the matters are learned orally.
4. Students easier to understand about each vocabulary by using picture and visual aid.

All the conclusions is according to Jos Daniel Parera: 160

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