“An Observational Study on Techniques Used by Kindergarten Teachers in Teaching English”

A THESIS

In Partial Fulfillment of Requirements
For the Sarjana Pendidikan Degree in
English Language Teaching Faculty

By:

Juliana

1213001157

UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM SENI PENDIDIKAN BAHASA INGGRIS
JUNE 2005
APPROVAL SHEET

This thesis entitled “AN OBSERVATION OF THE TECHNIQUES USED BY KINDERGARTEN TEACHERS IN TEACHING ENGLISH” and prepared and submitted by JULIANA has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan degree in English Language Teaching Faculty by the following advisors:

Prof. Dr. Veronica L. Diptoadi, M.Sc.
First Advisor

Maria Josephine K., S. S. Pd
Second Advisor
APPROVAL SHEET

(2)

This thesis has been examined by the committee on Oral Examination with a

grade ____________________________ on June 20, 2005.

Dra. Susana Teopitus, M.Pd.,
Chairman

Dra. Rurih Mindari, M.Pd.
Member

Prof. Dr. Veronica L. Diptoadi, M.Sc.
Member

M. G. Retno Palupi, M.Pd.
Member

Maria Josephine K. S., S.Pd.
Member

Approved by:

Dr. Agnes Santi Widiarti, M.Pd.
Dean of the Teaching Training College

Dra. Susana Teopitus, M.Pd.
Head of the English Department
ACKNOWLEDGEMENTS

First of all, the writer would like to thank Lord Jesus Christ for His grace, blessings, and help in accomplishing this thesis. This thesis writing is submitted as a partial fulfillment of the requirements for getting the degree of Sarjana Pendidikan in English Language Teaching, S-1 program, English Language Teaching Faculty, The English Department of Widyatama Catholic University.

Besides, the writer has also got a lot of help and guidance from various sources in accomplishing this thesis. Hereby, she would like to express her deepest gratitude to:

1. Prof. Dr. Veronica L. Diptoadi, M. Sc., her advisor who has guided her patiently and given suggestions and advises, so that she can finish her thesis. She is sure that without her guidance, she is not able to finish writing this thesis.

2. Maria Josephine K. S, S.Pd., her advisor who has given second opinion and reviewed the thesis.

3. The principals of TK X and TK Y, who have given permission to conduct the observations.

4. The English teachers of TK X and TK Y, who have been helpful during the observations.

5. All of the other people who haven’t been mentioned here and who have given their help, support and prayer.

May all their kindness and help be rewarded by Lord Jesus Christ.

The Writer
# TABLE OF CONTENTS

**TITLE SHEET** i  
**APPROVAL SHEET (1)** ii  
**APPROVAL SHEET (2)** iii  
**ACKNOWLEDGEMENTS** iv  
**TABLE OF CONTENTS** v  
**ABSTRACT** viii  

**CHAPTER I  INTRODUCTION** 1  
1.1 Background of the Study 1  
1.2 Statement of the Problem 2  
1.3 Objectives of the Study 2  
1.4 Significance of the Study 3  
1.5 Scope and Limitation 3  
1.6 Theoretical Framework 4  
1.7 Definition of Key Terms 4  
1.8 Organization of the Study 4  

**CHAPTER II  REVIEW OF THE RELATED LITERATURE** 6  
2.1 Teaching English to Young Learners 6  
2.2 Attitude toward Children 9  
2.3 Activity-based Teaching: Approaches to topic-centred work 9  
2.4 Suggested Techniques in Teaching English 11
to Young Learners

2.4.1 Media 12
   a. Pictures 13
   b. Real Objects 15

2.4.2 Songs 16

2.4.3 Storytelling 18

2.4.4 Games 21

2.5 Review of the Related Study 23

CHAPTER III RESEARCH METHODOLOGY 25

3.1 Research Design 25

3.2 Subjects of the Study 26

3.3 Instrument 26

3.4 Parameter 26

3.5 Procedures of collecting data 28

3.6 Procedures of Data Analysis 29

CHAPTER IV FINDINGS AND DISCUSSION 30

4.1 Findings 30

4.1.1 Results of the Observations at TK “X” 30

4.1.2 Results of the Observations at TK “B” 36

4.1.3 Table of Occurrences in the Form of Percentage of Each Technique Used by the Teachers 41

4.1.4 Table of Occurrences in the Form 41
of Percentage of the Approaches Used by Teacher in teaching English

4.2 Discussion

4.2.1 Comparison between Teacher A and Teacher B in using the Techniques

4.2.2 Comparison between Teacher A and Teacher B in Using the Approach

4.2.3 Reason Why The Teacher Use the Techniques

CHAPTER V CONCLUSION

5.1 Summary

5.2 Suggestion

5.2.1 For Teachers

5.2.2 For Principals of TK and Schools for Young Learners

5.2.3 To The English Department

5.3 Recommendation for Further Study

BIBLIOGRAPHY

APPENDIX Script of the Observations
ABSTRACT


English teachers in Indonesia teach young learners with limited knowledge. The teachers should use various techniques, such as using media, songs, storytelling and games in order that the students do not feel bored in learning English.

In this study, the writer wants to know what techniques the kindergarten teachers use in teaching English. After observing the teaching and learning process at TK X and TK Y, the writer found that the teachers only used two techniques, media and games in teaching English to young learners. They rarely used songs and storytelling because of two reasons. The first reason is that the teachers had difficulty to find songs and storytelling related to the topic taught at that time. And the second is that they use the techniques when the writer was not doing her observations.

The writer suggests that teachers vary their techniques in teaching English. They should use at least techniques, such as media, songs, storytelling, and games. In addition, the teachers should provide creative activities for students to do so that they are not bored.

The writer realizes that this study is still theoretical, thus it is suggested that somebody do an experimental study to see whether those techniques are effective or not.