DESIGNING INSTRUCTIONAL MATERIALS FOR TEACHING ENGLISH IN KINDERGARTEN OF PEMBINA KROYO KARANGMALANG SRAGEN

RESEARCH PAPER

Submitted a Partial Fulfillment of Requirements for Getting Bachelor Degree of Education in English Department

by

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2008
CHAPTER I

INTRODUCTION

A. Background of the Study

Children at six-years-old in Indonesia have been considered as kindergarten children. Their mastery of mother tongue is assumed sufficient to help them interact with others. Teachers have responsibility to help the kindergarten students enrich their language competence. Along with the development of children’s competence of their mother tongue, some kindergartens in Indonesia, especially in Sragen, have started teaching them English. The purposes of teaching English are to introduce English as an international language for them and to improve their capability of language.

The curriculum for English for Elementary School students issued by the ministry of Education and Culture is well constructed based on the theories of children’s language education as the materials surround the students’ environment. Since then, more and more parents send their children to English course to prepare them for English subject at school. Parents think that children will get success more easily if the children are able to speak English since they are young. It is generally known that the education in a beginning time is considered as constituting a preparation for higher education. Therefore, the earlier the subject is given, the better preparation the kindergarten will get.
Many scientific books on education or teaching and learning process explain teaching strategies and give relevant information to them. Teachers should be aware of choosing a certain strategy which is appropriate to the objective of the teaching; the classroom situation, the student’s needs, and have to avoid causing the children frustrated because of the difficulties. If the teachers choose the strategy wrongly, it may cause serious obstruction in carrying out the teaching and learning process. It can happen if the teachers do not have enough knowledge to teach or the teacher is unconscious of the student’s needs and abilities. And the materials should start from the early learning for beginners. They are let to recognize, to be familiar with them and to like learning them. The activity and choice of method will be mixed with games, songs and language function to make it more communicative. It should be related with kindergarten children interest because children are getting bored easily and they like playing, so we can make the activities varied and full of fun but still learning.

Today, there are some various instructional materials for children available at the bookshop and various programs of some English courses offering English for kindergarten children but many of them insufficiently answer the need of proper English instructional material for kindergarten children. So, the writer tries to develop the instructional material for kindergarten more perfectly and usefully. For example, “FUN WITH ENGLISH” designed by the writer.
Based on the writer observation and experience, children need English materials, which are appropriate to their level and the kindergarten curriculum on the objective of kindergarten education and to the children development involving cognitive, emotional and social aspect. Therefore, the writer tried to compose English materials, which are suited to the learners’ level. Not only for vocabulary but also will be combined with primary language function, games, and songs, so that they find learning English fun and not difficult. According to Murphy (1994:3), there is relation between children songs and the material of the language learning. It can facilitate the kindergarteners to move actively according to the rhymes, which is important for their physical development.

Teaching English to kindergarten children is still a new phenomenon in Indonesia especially in Sragen. Based on these phenomena, the writer is much interested in conducting a research dealing with the kind of designing a material to teach English in kindergarten entitled “DESIGNING INSTRUCTIONAL MATERIALS TO TEACH ENGLISH IN KINDERGARTEN OF PEMBINA KROYO KARANGMALANG SRAGEN”. It needs to have some preparation to get an advantageous program and good result and it is essential to have a design program which fit to the students’ level. And it is hoped that the set of materials, which will be constructed can serve an alternative for the teachers. If the techniques and materials are suitable for the students, they can get knowledge and also still have fun.
B. Problem Statement

Based on the background of the study, the writer formulates the problem as “Is the set of instructional materials designed appropriate to teach English to kindergarten students?”

C. Limitation of the Study

In order to make the study more effective and easier, the writer only focuses on developing the instructional material in Pembina Kroyo Karangmalang Sragen Kindergarten School.

D. Objective of the Study

The study is describing whether or not the set of instructional materials designed appropriate to teach English to kindergarten students.

E. Benefit of the Study

There are two kinds of benefits, namely theoretical and practical benefits. The expected results of the study both theoretical and practical are as follows.

1. Theoretically, the result of the research might be useful for English teacher when he/she teaches English in kindergarten. For the other researchers it will give reference for the further research.
2. Practically, this research will help the teacher applying the materials and methods which are appropriate to the learner, so that the goal can be achieved.

F. Research Paper Organization

The writer organizes this research paper in order to make easier to understand. This research paper is divided into five chapters.

Chapter I is introduction which is consists of background of the study, previous study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature that presents previous study, the notion of instructional materials design model, instructional material for children, teaching English to young learner, and characteristic of Young Learner.

Chapter III is research method that consists of type of research, developmental procedure, try out, and technique for analyzing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.