
The Implementation of Teacher's Teaching Preparation in Teaching English at Anak Saleh Kindergarten Malang

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Abstract: This paper focuses on the implementation of teacher's teaching preparation in teaching English at Anak Saleh Kindergarten Malang. The observation revealed that the teacher has performed interactive classroom activities in accordance with a well ordered lesson plan although there were some minor problems faced by the teacher in the implementation process.

Keywords: *Code switching, native speaker video, peer support, Immersive learning, English oral production skills, Students' achievements*

1 INTRODUCTION

Teaching English in the early age is very important to develop the children's language competence especially in learning a foreign language. When foreign language is taught to young learner, it will be absorbed effectively because they have a lot of opportunities to build-up their personal ability. They have high motivation to communicate with others. Teaching foreign language in the early age will show the better result. Teaching English to young learner is absolutely different from teaching other level. Young learners have their own way of learning. Moreover, teaching young learners do not emphasize on teaching grammatical rules or determining the sentences pattern. It purposes to introduce them with the vocabulary, or teaching them how to spell, pronounce in shaping the children with the word that they learn as the future users of English in the world which requires a high level of spoken and written communication (Smith, 1999).

In teaching-learning activity, the teacher becomes the most influential person in the classroom because she/he has to create a conducive classroom atmosphere, plan a variety of teaching-learning activities and apply the material effectively. In the teacher hand, the teaching-learning activity will be successful or not. Although it needs hard work to do, kindergarten teachers must be really skillful, excited in exploring, enthusiastic and

joyful in teaching. Furthermore, the teacher should use activities creatively to cover material in various techniques, keeps the class lively to stimulate them to be talk-active. To create a productive teaching, they must be smoothly running, distraction-free, efficient operation in which students can learn effectively (Clark & Starr, 1986:52).

To make a successful teaching and learning process, the teacher needs a preparation before teaching in class. It means that teaching preparation has the important role in teaching and learning process. A teaching preparation describes the elements that will be used in teaching a language course and provides the basis for instructional focus and content. This research intended to investigate the implementation of teacher's teaching preparation in teaching English at Anak Saleh Kindergarten Malang. More specifically, this research is focused on the implementation of teacher's teaching preparation and the problems faced by the teaching in implementing it.

2 DISCUSSION

2.1 The Implementation of Teachers' Teaching Preparation in Teaching English at Anak Saleh Kindergarten Malang

The data on the implementation of teacher's teaching preparation were collected from both document (teacher's teaching preparation) and

the result of field note observation. The teacher's teaching preparation was gathered from the teachers who teach English. In this part, the researcher got three documents of teacher's teaching preparations that can be seen whether the teacher implement it or not. Meanwhile, the implementation of the teacher's teaching preparation itself conducted by the teacher when she is teaching.

The implementation of teacher's document was elaborated into three teaching phases, they were pre teaching, whilst teaching, and post teaching activities.

In the first observation, the implementing of teachers' teaching preparation was follow:

- a. In pre teaching, the teacher only did the routine class activity; they were praying to God and also checking the students' attendance.
- b. In whilst teaching, there were two parts of teacher's document that were implemented by the teacher. They were topic presentation and material development. The topic presentation was transferred completely by the teacher and the students could understand the teacher's explanation well. The first topic was about mountain. Therefore, to introduce vocabulary and spelling word the teacher had given all vocabularies targeted to be taught to the students. For example, the vocabulary related to the topic such as *mountain, sun, tree, butterfly, and road*. However, in implementing the document the teacher also gave other vocabularies like *tent, drink, had, and bus*. Besides, the teacher also gave all of target of spelling words as seen on the teacher's document to the vocabularies learnt as written before. The teacher's document was elaborated very well in whilst teaching activity.
- c. In post teaching, the teacher conducted the activities like doing art work, work sheet, game, and song to the students. There were two kinds of assessment given by the teacher, first was the art work and second was work sheet. Those two activities were categorized into the assessment because while the students did the activities the teacher used English for the instruction and to review the vocabularies learnt. After the

teacher finished the teaching activities, she sang a song together with the students. In this phase, the teacher's language focused as written in the document also had been conducted well. In this 1st observation, the researcher concludes that the teacher's document was completely implemented by the teacher in teaching activities. The data collected both from the teachers' document and the observation sheet.

In the 2nd observation, the English teaching conducted by the teacher in Anak Saleh Kindergarten was considered complete. It proved that all aspects in teacher's document were implemented by the teacher. The implementation of the teacher's document were also elaborated into three parts, they were pre teaching, whilst teaching, and post teaching activity.

- a. In pre teaching, the teacher did the same activities like in the first observation. They were praying to God and also checking the students' attendance.
- b. In whilst teaching, the topic presentation and material development were the two parts of teacher's document that were implemented by the teacher. The topic presentation was transferred completely by the teacher and the students could understand the teacher's explanation well. In the 2nd observation the topic was about country. In this activity the teacher introduce the vocabulary targeted to the students about the name of big five islands in and the symbol of Indonesia, they were *Java, Sumatra, Kalimantan, Sulawesi, Papua, Garuda Pancasila, and Flag*. In this part, the teacher did not do the vocabulary spelling because the vocabularies were written in Indonesian words.
- c. In post teaching, the activities were similar to the result of the observation before. The teacher conducted activities like art work, work sheet, game, and song to the students. The teacher gave the same kinds of activities like what had been done in the previous teacher's document. First was the art work and second was work sheet. In this phase, the teacher's language focused as written in the document also had been

conducted well. In this 2nd observation the researcher concludes that the teacher's document was completely implemented by the teacher in teaching activities.

In the 3rd observation, the English teaching conducted by the teacher in Anak Saleh Kindergarten was not considered complete. It proved that all aspects in teacher's document were not implemented by the teacher in class.

- a. In pre teaching, the teacher only did the same routine class activity like in the two previous meeting. They were praying to God and also checking the students' attendance.
- b. In whilst teaching, the teacher still divided the teaching activity into two parts. They were topic presentation and material development. The third topic was about city. In introducing the new vocabulary the teacher had given all of the target to the students. They were, the vocabulary related to the topic, such as *Surabaya, Jakarta, Bandung, and Jogjakarta*. However, in implementing the document the teacher also gave other vocabularies like *Semarang and Solo*. In this session, the teacher did not need to give more explanation about the vocabulary because the students had already known about those vocabularies.

In post teaching, the teacher did not give the teaching activities like art work, work sheet, game, and song to the students because the condition of the students were very crowded and it was took much time to handle it. In this 3rd observation, the researcher concludes that the teacher's document was not completely implemented by the teacher in teaching activities.

2.2 Problem Faced by the Teacher in Implementing Teaching Preparation in Teaching English at Anak Saleh Kindergarten Malang

In teaching learning activities, problem can be divided into two categories, linguistics and non-linguistics problems. Linguistics problem includes all the difficulties found in the target language itself. Non-linguistics problem can be classified into several categories according to the factors that causes them, they are

learners factor, instructional factor, evaluation, and social-cultural factor (Sadtono, 1995:23)

Based on the result of the observation and the interview conducted, the researcher did not find any problem in linguistics aspect, yet there were some non-linguistics aspects discovered, namely:

1. Learners' factor

Learners' factor is the factor of the students who have low attitude in language learning.

a. Students' condition

Based on the observation, there were unpredictable situation happened when the class was run. For examples, there was a student who was crying, some students did not know how to cut the picture. From the third observation, the researcher did not find the assessment given for students because the time was not enough and the situation was very crowded.

b. Vocabulary related to the topic

Based on the interview conducted to the teacher, the problem of vocabulary was about students' are lack of understanding and memorizing the vocabularies. The students did not know the name of the big five Islands in Indonesia, they were the vocabulary about country, like Java Island, Kalimantan, Sumatra, Sulawesi, and Papua Island. In this case, the teacher had to remind the vocabulary taught many times to the students because some of them did not know the new vocabulary they learnt.

c. Spelling

From the result of the interview, the teacher told that the students still face the difficulties in spelling letter such as "R", "H", and "Q". That is why, in English mobile (the term used for English program in Anak Saleh Kindergarten) the teacher used English in every conversation and then translated it into Indonesian.

2. Instructional factor

The instructional factor is the condition of instruction that fully under the control of the teacher.

a. Time allocation

Based on the observation's result, the time allocation problem was encountered. In fact, teaching English for young learners

need extra time because the language they learnt that was not their own mother tongue so the teacher needs to explain more. As a result, the limited time that given by the school was not enough for the teacher and she could not teach maximally.

3 CONCLUSION

The study confirmed that teacher's teaching preparation is important in order to create effective classroom activities. It is proven by teacher of Anak Saleh Kindergarten Malang who had arranged the teaching preparation before teaching. The implementation of teachers' teaching preparation in Anak Saleh Kindergarten Malang was good. There was appropriateness between teaching preparation and teaching implementation. It means that between the teacher's document and the class activities were the same. However, there were some points that still do not implemented by the teacher in teaching activities, they are no vocabulary spelling in the second observation because the vocabularies were written in Indonesian words and in the third observation the teacher did not give teaching activities like art work, work sheet, game, and song to the students because the condition of the students were very crowded.

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