

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the narrative and the discussion of this study. Since this study belongs to qualitative research, the data is presented in the form of sentences or narratives. As the data are my autobiography, they come from my personal experience teaching in a course. I am given a reflection on my experience in teaching children, which is explained in this chapter. I provided the discussion in every sequence of my experience in teaching so that it can be understood easier.

A. Findings

a. Teaching Reading, Writing and Numeric (*Calistung*)¹ and Vocabulary: An insider perspective

In this section, I describe my background and my experience of teaching *calistung* and vocabulary in a course for children. These experience awakened my interest in researching my experience in teaching in a course phenomenon, and I reflect on the experience of research in the last part of this section.

1. Teaching Reading, Writing, and Numeric (*Calistung*)

I joined at this library in 2020, the location of this library building was still in the old building that in the owner's house. And now there is a new building separated from the house, which is located in front of the owner's house. At the time I joined, there was no reading and writing program for children in this library, but only served to book and accompany the visits from schools. So, I only served the visitors who came to the library to look for books.

The purpose of the reading and writing program at the library, which starts in 2021 is to help children be able to read and write outside of their study activities at school. To start this program, I and my friend informed the local society that there were reading and writing courses for children, especially for kindergarten students. This program is open to the public as long as they cannot read or write and are of the appropriate age. In this program, there are two teachers, me and my friend.

We informed other people through written announcements in a paper or through the mass media. For written announcements on paper, we put the information on

¹ In Indonesia *calistung* is a short for *membaca, menulis, and menghitung*, is a learning method for children.

the information boards in the library. Whereas for mass media, we used social media such as *Instagram*, *Facebook*, and *WhatsApp*² to provide the information. Besides, we also contacted the kindergarten teachers around Banjaran village and informed them that there was reading and writing programs in a course for children at the *PBP*³ Library. After sharing the information, many children started registering to take part in this program. In the beginning, there were a lot of children who take a part in this program, and around 50 children were registered.

With the enthusiasm of many children to take part in this program, I and my friend were divided into two classes, so that the learning process could be conducive. We asked the children to attend all three meetings at the start of the program. Our purposed is to classify classes based on the abilities of children. We differentiated classes of children based on their ability in reading and writing. Later, children who cannot read or write at all are made into one class, and children who can read and write but have a low level of ability are made into one class other. In this way, we hoped that there are no children left behind when the learning material comes out later.

We differentiated between two classes, namely class A and class B. Class A is for children who can read and write but whose abilities are still low, and class B is for children who cannot read or write. Class A has approximately 27 children and class B has approximately 23 children after being divided into two classes. I was assigned to teach class B, while my friend was assigned to teach class A.

The schedule for this program is carried out four days a week: Saturday, Monday, Tuesday, and Thursday. The schedule for class A is Saturday and Monday, whereas that for class B is Tuesday and Thursday. While the learning process lasts an hour, starting at 10.15 a.m. and ending at 11.15 a.m. This program is held on the second floor of the library.

On my first day of teaching children, I felt awkward and confused because the children were still being waited on

² A Social Media Application

³ See page, 26.

by their parents in the class. However, after several weeks, the children begin to live independently with their parents, and they were no longer waiting in a class. Teaching children is difficult, especially given the age of the children who still have a soul. When I taught, it is still difficult for me in creating an environment conducive to learning.

During the teaching and learning process, some children focus on learning but play and run around for fun, so there is noise, which causes the children's concentration to be disturbed. That is a challenge, and until now, has been difficult for me to control all of them. Even so, I felt happy when teaching them, because they brought joy to themselves; they brought the happiness that comes from being cheerful and made me enjoy teaching.

In the first year of this program, I only teach the children reading and writing, I have not yet begun teaching English for them. For those teaching English, I started in the second year of this program. Before teaching, I created a learning concept that included the steps that I used when teaching the children during the learning process. Because there is no guide in teaching, if I do not have a concept like that, I am confused when teaching. Besides, the purpose of this teaching concept is so that provided learning, can be more directed.

In the learning process at the first meeting, I am not given the material directly but got to know the children better, such as their character, attitudes, identities, where their house is located, and so on. As a result, more time is spent going to tell a story. Because teaching writing and reading is the same here, I made a schedule for teaching reading and writing. But sometimes I combined the materials. I also gave numerical material to children on occasion, this is known as "*calistung*."⁴

After the first meeting, I filled it with stories and introductions to the children, and next, I started to provide learning materials. The steps in teaching are as follows:

1. Greetings with say "*Assalamualaikum wr wb*"
2. Asked about the children's daily activities, school activities, and anything else they are willing to share.
3. Pray together

⁴ See page, 30.

4. Student attendance
5. Evaluated the lessons learned from the last meeting
6. Given material for the students
7. Discussion, such as reading the material together, and writing on the whiteboard.
8. Playing and singing together
9. Evaluated the material provided
10. Quiz-guessing with children
11. Closed the class with praying together
12. Say “*Assalamualaikum wr wb*” at the end of class.

This step is carried out in each teaching and learning activity so that the learning process is more focused. So that I am not confused with the teaching flow and the children can also be focused on learning.

2. Teaching Reading, Writing, and Numeric (*Calistung*) and Vocabulary

The following narrative is about my experience teaching *Calistung*⁵ and English in *PBP*⁶ *Library*. Basically, this is the same as my previous experience, which I had explained above, but the difference is that before, I only taught reading, writing, and numeracy, now I also taught English. The English that I taught is still easy, that is by getting to know the vocabulary that is around.

In the second year from the start of the implementation of the reading and writing course in the library, I took the initiative to add English materials for the children. I want children to understand that English can be enjoyable. Besides, I taught English as a diversion for children to keep them interested in reading and writing. I also taught English, which is still relatively simple with everyday vocabulary. Such as the names of fruits, animals, and colors.

The steps for teaching are still the same as when I taught reading and writing, for class categories, timing, and the children, they are still the same as for reading and writing class. It is just that when I taught English, I used a media called a flashcard. I used media because it is simple to use and easy to obtain and created. I only need a few small pictures and colored carving paper to use for teaching

⁵ See page, 30.

⁶ See page, 26.

children. I also made it myself and then printed it. So in my opinion, flashcards are media that are easy to get and easy to apply when teaching.

I am given an example of a step when I taught English by using flashcards. I started teaching by greeting the children by saying "*Assalamualaikum, wr.wb.*" After that, I asked the children to pray together before the study. Next, I made an attendance list by calling the children one by one and also asking how they were doing. After taken the attendance list, I reflected by asked what activities have been carried out today, especially those that were carried out at school, such as what lessons were learned at school, and so on. In this step, many children tell their experiences at school. I do this so that children felt fresh again after studied at school. Besides, I also asked the children to sing a song together. I asked the children to prepare for study again after they felt sufficient to restore the children's mood and readiness to return the learning.

In this example, I taught English with the theme of coloring. I showed some colored paper shapes to the children in sequence and gave them explanations over and over again. After that, I randomized the colors, and I am given questions to the children, asked them to answer what color I showed them and mention the name of the color in English. After the children guessed the color and the name of the color in English, I asked the children to sing a song about colors. So that the children remembered and understood the types of colors and their own language also. To increase the children's concentration and memory, I gave them a picture that already had a clue color in it, and I asked them to color the picture according to the clue. When the children colored the pictures, I still accompanied and supervised them if they were confused about which color to put in each picture. After the children had finished coloring, it is time for me to evaluate the results.

Before the study time ended, I asked the children to sing a song about colors again as a reflection at the end of the lesson. After singing about 3 times, I ended the lesson that was taken in a place and asked the children to tidy up and get ready to go home. After everything was neat, I asked the children to pray together, and I greeted them by saying *Assalamualaikum, wr. wb.*

That is how I taught English using flashcard media, and there are still differences every time based on the material that I taught. Sometimes I gave them quizzes about the English vocabulary. When I taught by using flashcard media, children are more interested and enthusiastic about learning. This can be seen in their expressions and gestures when learning.

b. Teaching Reading, Writing and Numeric (*Calistung*)⁷ and Vocabulary: An outsiders perspective

In this section, I describe the perspective of third person of this research. They have a same method and also same experience in teaching vocabulary for children by using flashcard. There are three teachers as the third persons of this research. Before I narrate the perspective of third persons of this research, I describe the questions I have given for the teachers, the questions are:

1. When experience in teaching?
2. What are the reasons for using flashcard in teaching?
3. How the children's respond the learning by using flashcard?
4. Is the media suitable for children?
5. What are the results and evaluations related to these media on children?

The third persons are SVA 23 years old, RNA 28 years, and NHF 22 years old, all of them are teachers in kindergarten that used flashcards in teaching vocabulary for children as the media in teaching.

a. SVA's Story

She has been teaching since 2022 after graduated from college. She has reasons why she used flashcards as the media in teaching.

"...Because I taught in kindergarten, children they cannot read yet so it will be more effective if teaching used media that is real and can be seen directly by children (visual), one of which is pictures. I used flashcards, I showed the pictures that are on the flashcard, and automatically children immediately knew

⁷ In Indonesia *calistung* is a short for *membaca, menulis, and menghitung*, is a learning method for children.

and identified the picture even though they cannot read yet.”⁸

Based on the answer by SVA above, she has a relevant reason for using flashcards as a media for teaching vocabulary to children. Because vocabulary is a visual media, it can persuade the students to look at directly learning materials. In addition, the participants revealed that using flashcards helped the students know and identify the pictures even though they cannot read yet.

In learning process, certainly students have respond appropriate with the material and media that was conveyed by the teacher. In teaching learning process, children’s respond was good, they quickly understood the visuals, in the sense that they saw directly the objects in the pictures shown by the teacher, so that they followed the lesson well. The children respond appears to be satisfactory. They followed the lessons well during the class.

Media flashcard is suitable for children. The third persons said that using flashcards to teach vocabulary for children was suitable. Because flashcard is fun and enjoyable in learning process. Besides, flashcard is easily media used in teaching learning process for children.

For the last question, is about the results and evaluations related for these media on children. SVA said that after she has given vocabulary by using flashcard, the children understood and memorized quickly that the vocabulary given by teacher children. The children understood and memorized quickly when they earned by using flashcards.

b. RNA’s Story

She has been teaching since 2017. She 28 years old, and she is a teacher in a private course. She has reasons why she used flashcards as the media in teaching.

“...Because it made it easier for children to understand the material with flashcards, visual pictures are easier for children to remember.”⁹

⁸ Sabila Vitri Aulia, The Interview from the Researcher, 21th January, 2023, Interview 1, transcript.

⁹ Rista Nur A, The interview from the Researcher, 24th January, 2023, interview 2, transcript.

She revealed that using flashcard as the media for teaching vocabulary is suitable for children. By using flashcard, children easily understood and remembered the pictures shown. In conveyed the material, she get well responded form children, and they are active in learning process. RNA's also conveyed that flashcards is the media that suitable for children. Besides, the results from RNA's story based on her experience in teaching that children give a good results.

“It is easier for children to remember English-Indonesian vocabulary when reviewed using flashcards without showing the meaning of English, they can easily answer them.”¹⁰

c. NHF's Story

She has been teaching since December 2020. She is 22 years old, and she is a teacher in a kindergarten school. She has reasons why she used flashcards as the media in teaching.

“Because flashcards made it easy for children to learn and recognize pictures, numbers, and letters.”¹¹

She has a reason that flashcards are helpful for teaching children. From the answers of the participants above, there is a positive answer. Their reasons are that the use of flashcards is one of the media that children like because visual media is easy to learn and has an interest in being seen them.

“...The enthusiasm of the children was very good, even though there were who did not listen and were not conducive in a class.”¹²

From the statements given by NHF's story above, it appears that the children have a good response to learning vocabulary by using these media. The students are very enthusiastic about learning and are very interested, fun, and

¹⁰ Rista Nur A, The Interview from the Researcher, 24th January, 2023, interview 2, transcript.

¹¹ Nurul Husni Fauziyah, The interview from the Researcher, 2th February, interview 3, transcript.

¹² Nurul Husni Fauziyah, The Interview from the Researcher, 2th February, 2023, interview 3, transcript.

active participants in the learning process. Even though some students are not conducive to learning in a class. So that when teaching, the teacher is also pleased to teach children who respond well. NHF also said that this media is suitable in teaching vocabulary for children. Besides, she has a result and evaluations related these media on children.

“...Children understood when given toys in the form of visuals/pictures. Children followed and respond even while walking and playing with their friends. Especially if it is pictures that know, they immediately respond well.”¹³

Based on their statement above, the flashcards have good results. It helps children in remembered and comprehended the vocabulary. Although the fact that children do not understand the writing and meaning of the picture shown. They are still able to identify the shape of the picture on the flashcard.

B. Discussions

*The PBP*¹⁴ library was established in 2017 and is located in Jepara. It is owned by individuals, not the government or organizations. The owner's purpose in building this library is none other than to make children like learning and reading and to empower a culture of literacy among children. This library provided a lot of books of various types, including religious books, general books, educational books, and some skill books.

This library is included in the type of *Taman Bacaan Masyarakat (TBM)*¹⁵, TBM is an institution or method of acculturation for those with a love of reading, offering services in the area of reading materials in the form of books, magazines, tabloids, newspapers, comics, and other multimedia materials, equipped with spaces for reading, discussing, reviewing books, writing, and other literacy activities, and supported by a manager who serves as a motivator.¹⁶ This library is an educational center that

¹³ Nurul Husni Fauziyah, The Interview from the Researcher, 2th February, 2023, interview 3, transcript.

¹⁴ See page, 26.

¹⁵ TBM (*Taman Bacaan Masyarakat*) is a small-scale library known as reading corners, reading houses, and smart houses.

¹⁶ Gani Nur Pramudyo, et all, “Inovasi Kegiatan Taman Bacaan Masyarakat (TBM),” *Lentera Pustaka* 4, (2018): 29.

provided knowledge and invited the community to read through the reading resources provided.

Books in the library are loaned out for free to the general public. Many people from various backgrounds, such as from school, society, and children of various ages visit the library. Not only books, this library also provided traditional games for children such as *Bakiak*, *Egrang*, *Dam-Daman*, *Holahop*, and so on.¹⁷ Over time, this library added more facilities, one of which was a free course for children. In addition to this free course, the facilities provided for this program are very supportive, because their desks, a whiteboard, a clean and comfortable room, stationery, and other learning media are provided used to learning.

The purpose of a reading and writing program for children is in addition to increasing their abilities in reading and writing improved their literacy culture. Besides, as an effort to enliven the library, providing facilities and infrastructure related to literacy culture can be of maximum benefit. Based on the purpose above, the manager of this library provided writing and reading program for children. This is also due to the phenomenon of private classes for early childhood, so this program was held.

The ability of children to learn writing, reading, and numeric is important. At the age of children, they learned to read and write very well and enthusiastically. In Indonesia language development for kindergarten children is based on the standard reference for early childhood education no.58 years 2009,¹⁸ developing three aspects namely receiving language, express language, and literacy.

1. First is the receiving language namely the ability to speak receptively, consisting of the development of listening to the word of others, understanding the story being read, and understanding some commands.
2. The second development is expressed of language; this ability is included in expressive language skills. The ability can appear in the form of the ability to speak and write. The achievement of development of this ability is to answer a more complex question, mention which group of images has the same sound, and compose simple sentences in the complete structure.

¹⁷ The traditional type of game.

¹⁸ Dwi Istiyani, "Model Pembelajaran Membaca menulis Menghitung (Calistung)," *Jurnal Penelitian*, 10, No.1 (2013): 5-6.

3. A third of development is literacy, the ability initially read and write. This ability includes naming the symbols of the letters that are known, and the ability to read and write the own self.

With this program, I hoped that children understood literacy and numeracy skills more quickly. I believed that if children learn to read, write, and do numeric at a young age, they controlled other knowledge more quickly. But also, I do not force children to quickly master this ability because, basically, the age of children is the time to play because the world of play is the world of children. As a result, when teaching, I taught slowly and incorporate both learning and play into each lesson. Through play, children can learn many things without realizing it and without feeling burdened.

There are many methods used in teaching children, including playing, telling stories, doing demonstrations, and so on. Learning in kindergarten within a course produced a variety of abilities in children. So that children felt happy and excited when learning, I taught them by playing and telling stories. Sometimes, I invited the children to sing a song together before and after learning. This is something I do as a form of reflection on my activities. So that children do not feel bored and saturated. The next day, the children were even more active in taking part in learning at this course.

According to the attendance list I created, the total number of children taking lessons in this first period becomes more unstable. This is influenced by several factors, including parents' lack of attention to their children. Because they are too busy working or doing something else, the parents here do not have enough time to take their children. So that the total number of children taking lessons is decreased.

When the second period of the reading and writing course in the library, I was interested in teaching English to my students. Apart from ensuring that children know English from childhood and serving as a distraction when I taught them reading and writing, I also return studied English and improved my skills in teaching, it is a way of expressing my gratitude to the community for teaching English to children.

Childhood is a time to learn and play and get to know new things, like another language other than their own. It is suitable if children know English from an early age. Learning English will be easier in childhood. Meanwhile, according to experts, learning languages is very well taught to children from an early age so that they easily accepted, understood, and applied the language they are

learning especially English.¹⁹ It can also be used as a basis for learning at the next level. That is my reason for introducing the teaching of English to children at an early age.

According to Read,²⁰ There are several benefits to starting language study early. Covered are the advantages of having more time, the possibility of better pronunciation and fluency, the possibility for improved intercultural and global understanding, and the advantages of bilingualism

.Now parents also supported their children to learn English, as evidenced by the many children who take English courses at various institutions. Parents who want their children to have strong linguistic development should teach them several languages, including English.

The ability of children was learned and mastered English demonstrated the importance of scientific progress such as knowledge and technology. The role of English as a second language in Indonesia works as a tool to aid competition and cooperation on a global level through education, trade, and the utilization of science and technology, as well as other human interaction activities. In this case, the role of parents is needed, in other words, parents are also required to know a little about English so the parents can buy a book about English and taught it to their children at home.

Learning English for children is only an introduction to the basics of the language. So, as a teacher, I taught them great things first, such as the letters of the English alphabet, vocabulary about numbers, fruits, animals, and colors, and little conversations such as "good morning," "how are you, ". Children will be happier, not bored, and more excited about what will be taught at the next meeting if simple basics English material is provided.

One of the easy and fun English materials is vocabulary. By introducing a simple vocabulary that is around us so that children understood better. Some of the media commonly used by teachers in the process of learning vocabulary are by using flashcards. Flashcards are learning media in the form of sized picture cards. Pictures are created using a photo or utilize the picture/photo there is

¹⁹ Desty Warniati and Upi Laila Hanum, "Sosialisasi Pentingnya Belajar Bahasa Inggris Sejak Dini di SD Inpres Workwana, Distrik Aso, Kabupaten Keerom," *Jurnal Pengabdian Kepada Masyarakat* 1, No.1 (2020): 79.

²⁰ Ayu Oktaviani and Asahi Fauzan, "Teachers' Perceptions about The Importance of English for Young Learners," *Linguistics English Education and Art (LEEA) Journal* 1, No.1 (2017): 2.

already affixed on sheets flashcards.²¹ On the flashcard, there is a picture that contains information about the images. The pictures on the flashcard are made as attractive as possible so that children are interested in learning the material that will be conveyed through the flashcard. In teaching vocabulary to children by using flashcards, of course, cheerfully and enjoyable. After that, introduced the pictures to the children slowly and step by step, so the children do not feel pressured during learning.



²¹ Ni Putu Lindawati, “Keefektifan Pengajaran Kosakata Bahasa Inggris pada Anak Sekolah Dasar dengan Menggunakan Flashcard,” *Jurnal Manajemen Pelayan Hotel Akademi Komunitas Manajemen Perhotelan Indonesia* 2, No.2 (2018): 61.