CHILDREN LEARN ENGLISH AS A FOREIGN LANGUAGE THROUGH CONVERSATION AT *MI PUI MAJASARI MAJALENGKA* (A QUALITATIVE RESEARCH)

A THESIS

Submitted to English Education Department of Syekh Nurjati State Institute for Islamic Studies In Partial Fulfillment of the Requirements for Islamic Scholar Degree In English Education (S. Pd. I)

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ABSTRACT

EUIS SUMIARTI : "CHILDREN LEARN ENGLISH AS A FOREIGN LANGUAGE THROUGH CONVERSATION AT *MI PUI MAJASARI MAJALENGKA* (A QUALITATIVE RESEARCH)"

In real life, English not only learned in Junior high school and Senior high school but also in elementary school. It is because many parents hoped their children to mastering English as a foreign language. They has opinion that more early age the children learning English is more easy to mastering English in the future.

The theory that used in this Vygotsky theory about children learn a foreign language and Gebhard about steps of conversation. Vygotsky said that an adult will be able to help the children more easy to learn and use the language, especially English. Through interaction, like conversation. There are steps of conversation that learned by the children, are small conversation, yes/no questions, wh-questions, and the simple to difficult questions.

The aims of the research which are done by the writer are to describe the teacher teaches English for children through conversation, to describe the children learn English through conversation, and to describe the obstacle of teaching English for children. The techniques that are used by the writer in the research are observation and interview. The writer uses the qualitative approach and descriptive method. It means that the data which have been collected are analyzed by description of the data.

The teacher taught English conversation like repetation, imitation, guided of conversation to the children, memorizing, and practice it in front of the class without text. The children practice the conversation in front of the class in couple fluently and correctly without text.

The conclusion of this thesis is that the result of the observation and interview are that the teacher taught English by conversation like guided, repetition, imitation, explanation, and asked to memorize the conversation to the students. Based on practicing coversation without text, all of the students easier, spoke fluently and correctly. They enjoyable to learn English through conversation.

RATIFICATION

This thesis entitled **CHILDREN LEARN ENGLISH AS A FOREIGN LANGUAGE THROUGH CONVERSATION AT *MI PUI MAJASARI MAJALENGKA* (A QUALITATIVE RESEARCH)** is written by Euis Sumiarti, Registered Number 59430536 has been examined on August 19, 2013. It has been recognized as one of the requirements for the Islamic Degree of English Education.

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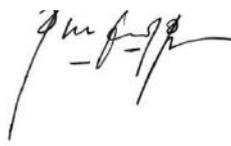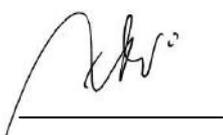
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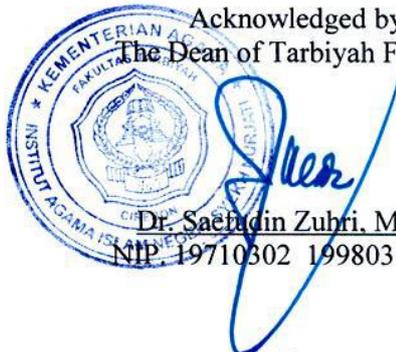
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PREFACE

Alhamdulillahirrobil'alamin is the writer's first word to say, the deepest gratitude to Allah SWT for all his blessings and mercies, so the writer can finally finish this thesis and only for him she gives all the hopes and wishes. Shalawat and Salam are always blessed upon our prophet Muhammad SAW who has guided us to the right way of life.

This thesis entitled **CHILDREN LEARN ENGLISH AS A FOREIGN LANGUAGE THROUGH CONVERSATION AT *MI PUI MAJASARI MAJALENGKA* (A QUALITATIVE RESEARCH)** which is presented to the English Education Department of Tarbiyah Faculty in partial fulfillment of the requirements for the Islamic Scholar in English Education (S. Pd. I).

Finishing this thesis is not easy, simple and the writer has spent much time. It, however, has given invaluable experiences. This thesis actually would never finish without supports, motivations, and contributions from many people. Her sincere gratitude then goes to:

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Finally the writer realizes that this thesis is still far from being perfect. So, every constructive suggestion and criticism coming from the reader to make it more perfect will be gladly welcome.

Cirebon,   July 2013

The writer,

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language is an effective means to establish communication. Without language, communication can not be done well, social interaction will never happen, and who ever does not will be able to express themselves to convey something to others. As said by Crow and Crow (1987: 125) cited by Djamarah Syaiful Bahri (2008: 10) says that language is a tool for human expression. Through human language can organize their expression forms of social life in the community. This statement also supported by Lindsay and Knight (2006: 27) says that language is a tool we use to communicate with other people. So, language is important to learn because through it we can interact and communicate with the other person.

On the back of this years, many a foreign language course, especially English. English is an international language in the world. English learning not only for adult but also for children. Now, teaching English not only taught in Junior high school and Senior high school, but also for the students in elementary school or *Sekolah Dasar (SD)* in Indonesia, here and then call *SD*.

That phenomenon because of the parents obsession that want their children to have a mastery and speak of the foreign language quickly, especially English. They has opinion that more ealy age the children learning

a foreign language, so they have a mastery of it easier. It is supported by Vygotsky (1962) says that:

> "Child is part of the social, although he does not underestimate of the indivudual cognitive development. According to him, the centre of the development and learning occure in the social context, in the world is full with the other person, that is relation with the child since born. They have the important role to help the child of learning like playing, reading, speaking, look something, and the other. In this case, adult is the mediator of world to the children". (Cameron, 1991: 5)

Besides that, Busthomi Yazid (2012: 16) says that"50% of children's intelligence development occurs by the age of 0 - 4 years, 30% go on 8 years of age and the age after that,so that progress to be got in this period is very influent on the development of children, especially on the development of the next period to adult".

This is also supported the opinion by Chomsky and Woolflok in Sujanto(1996: 24) in Djamarah's book (2008: 48) says that "children are born into the world has had a speaking capacity. Although children have the potential to speak, but that potential will not be able to grow up and develop if not supported by the environment". Djamarah Syaiful B (2008: 47) also says that "every child has the potential to speak. Linguistic potential that will grow up and develop if the function of the environment properly to help them. If not, so the potential will be hidden forever".

So, from the opinions above, the writer conclude that language lesson especially English is very important to taught for children so that their ability is grow up and develop and will be not hidden. Give English lesson since *SD*

is for the basic of the children before continuou to higher level like Senior high school or islamic senior high school. Besides that, to help learn it, the child needs adult like a teacher in the school, parents in the house, and the other and also supported by the environment role.

English lesson in *SD* as an introduction and give the basic ability of English that round up aspect of listening, reading, writing, and speaking skills is happy and intersesting. So, the tacher must be giving a better in teaching and learning English for children correctly and appropriately so the children has a basic to mastery of English lesson very well for the future.

Besides that, the writer asks an English teacher about the condition of the students in teaching and learning English. The teacher says that teaching and learning English is not easy, sometimes, the students are feel difficult, bored, noisy in learning English. It is because some factors, especially from the students themselves like self confidence is still less, many playing and joking during learning English. In other hand the teacher just using the book for teaching English, not use the other method and media so that make the students is not interest to learn English and also many teacher in SD not graduate of English education department but other graduate, so confusing how to teach English correctly and effectively.

So, English to young learner is not easy. Sometimes as a teacher must be using many method to make interest of the students. So that the students is not feel bored and always spirit to learn English.

Now, there is conversation material of English for elementary school, the students not speak English directly, but they are helped by the teacher through give some vocabulary, then thaught how to using it. But, now the students joins to conversation directly in the conversation material of English for elementary school, then the students are understanding of the purpose and meaning of the conversation between them. Through practice directly in simple conversation will be helped the students to understanding of the purpose, meaning and develop of their vocabulary quickly.

Children are one important phase in the development of human beings because at that time they can learn with a high level of understanding. The purposeof learningEnglish is that a child is able to communicate in English one of which isto communicate orrally. Besides mastery of English that good but also the teacher must be mastering of the techniques of the teaching English for children, so that they are not boring during English learning. Be sides mastery of vocabulary but also the children used to speak of words or sentence, so that they will be used to speak in English. To train it, the teacher can be using the conversation method.

Through conversation, children can develop of their speaking skill in study English as a foreign language. It make easier to children learning a foreign language, because they can practice, speak, hear and memorized of the words or sentence and they will be able to speak in English although just some of words or sentences. It will be able to helping their speaking skill in English and pronunciation in the future.

As said by Abdul Jamil (2005: 30) in his research that is the result of the comparison between the students' achievement in learning English especially about the present continuous tense through conversation and without conversation activities in the ration of 7,9 to 7,3. It means that the teaching of the present continuous tense through conversation activities is better that without conversation activities.

So, include from the background of the problem above, the writer can conclude that the students can receive the material of English through conversation activities easily. The writer believe that through conversation, the children can learning English to introduce some words or sentences easily.

Based on thebackground ofthe problem above, in this research the writer has title "Children Learn English As a Foreign Language Through Conversation At *Mi Pui Majasari Majalengka* (A Qualitative Research)".

B. The Identification of The Problem

The identification of the problem is required to give clarification about the study will be investigated. Then, the writer arranges the identification of the problem refered to the background of the problem above, are:

1. The Field of The Research

   The field of study of the research is English for Young Learner.

2. The Kinds of The Problem

The title of this research is "CHILDREN LEARN ENGLISH AS A FOREIGN LANGUAGE THROUGH CONVERSATION AT *MI PUI MAJASARI MAJALENGKA* (A QUALITATIVE RESEARCH)". This research focuses on children learning English as a foreign language through conversation, the field of the study is English for Young Children.

From the title of this research and background of the problem in which have explained, the writer finds out several problem to be identified in this research, are :

1. How does the teacher teach English for children through conversation?

2. How do the children learn English through conversation?

3. What is the problem of teaching English for children?

3. The Main Problem

The main problem in this research will be investigated the way and the problem of the teacher in teacing English and the conversation practice between students and students in teaching and learning English as a foreign language.

C. The Limitation of The Problem

The writer focuses on the observation and analysis of the way and technique of the teacher teaching English through conversation, conversation practice between   students and students in learning English as a foreign language in the classroom, and the problem in teaching and learning of

English. The sources data of this research are the process of teaching English through conversation and conversation practice between the students and the students in learningEnglish as a foreign language in the class at fivth grade in *MI PUI Majasari Majalengka*.

D. The Questions of The Research

Based on the background of the problem that have described, therefore the questions of the research are as follow:

1. How does the teacher teach English for children through conversation?

2. How do the children learn English through conversation?

3. What is the problem of teaching English for children?

E. The Aims of The Research

The writer has some the aims of this research are as follow:

1. To know the teacher teaches English for children through conversation.

2. To know the children learn English through conversation.

3. To know the problem of teaching English for children.

F. The Use of The Research

The use of this research theoritically that is explain abaout the importance of teaching and learning English as a foreign language for children so that they will be easily to receive the materials about English through conversation.

Practically, the use of this research that is expose about how practicing the teacher teaching English as a foreign language for children effectively.

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