

AN ANALYSIS TEACHER'S MISTAKES IN TEACHING ENGLISH AT KINDERGARTEN AR-ROIHAN LAWANG

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Abstract

In Indonesia, English is taught even in the most basic educational institutions, that is Kindergarten. Based on informal interview with the teacher most of them do not graduate from English department, so the English they teach often contain the mistake. This study aimed to identify the mistakes that was made by the teacher during teaching and learning English. The design of this study is descriptive-qualitative research. The data of this study was collected from the sentences containing mistakes spoken by the teacher in teaching and learning activity at Kindergarten Ar-Roihan Lawang. The result of this study showed that the teacher did some mistakes when she taught English in the class. The researcher found 32 mistakes made by the teacher. The most mistakes made by the teacher is structure of the sentences with 18 mistakes, the second is the plural of nouns with 8 mistakes, and the last is tenses with 6 mistakes.

Keywords: Teacher, Mistake, Teaching, English.

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Introduction

Early Childhood Education is education for children between 0-6 years old. It is part of Indonesia's education system and becomes important for laying the foundation of children education. In the age of 0-6 years, a child experiences what is called the Golden Age. Why is it called the Golden Age? Because this period only occurs once in human life, cannot be repeated or delayed. The golden age is a period where the child's brain experiences the fastest development in the history of his life. During this time the growth and development of a child's brain reaches 80%. It means, over the age of 6 years, brain development is only 20% (Suyadi, 2010, p.24). This period is where the children begin to develop so that they begin to be sensitive to receiving various stimuli. Golden Age is a period where all aspects of development can be easily stimulated (Implementation of Curriculum 2013, 2015: 5). Maria Montessori in Suyadi (2010: 24) argues that at the golden

age, a child experiences what is called absorbent mind. According to her, the child's brain power in absorbing everything is like a sponge that is ready to absorb whatever it touches. When a teacher gives a new concept for early childhood, they will easily understand it. So, the teachers for early childhood are expected not to be wrong in giving new knowledge in teaching and learning activities. Nevertheless, a lot of teachers who actually do not have the expertise in English, try to teach English to their students. Which is, of course, because they do not have competent competencies in English, English that they were taught becomes wrong in its structure and pronunciation.

A professional teacher is required to have a certificate to teach a particular scope of study, because a certificate usually indicates in a specific level and subject matter that someone can teach (Parkay and Standford, 2010: 29). In other words, professionals mean having special high-level theoretical knowledge, as well as methods and techniques for

applying this knowledge to their daily work (Abrahamsson at Parkay and Stanford, 2010: 57). A kindergarten teacher of course has a professional certificate as an Early Childhood education teacher. However, a kindergarten teacher does not necessarily have a specific certificate to teach English to their students. So that, the English they taught does not appropriate as the correct structure. Meanwhile, a student only follows and remembers what is taught by his teacher, without thinking that their teachers taught right or wrong, because in addition to parents, adults who have the most influence on children are their teachers.

Based on the explanation above the researcher considers that it is necessary to analyze the teacher's mistake in Kindergarten Ar-Roihan Lawang. There are 4 teachers there, and no one of them graduated from English department or took an English course before. This study only focus on a teacher who made the most mistake in teaching English.

Research Method

This research applies descriptive-qualitative approach that has aims to identify and describe the mistakes which are made by the teacher when they teach English at Kindergarten Ar-Roihan Lawang. That school was chosen by the reseacher because it is the oldest kindergarten school in Lawang. The result of this research in the form of words on description. The type of this research is observation. The researcher observed the English extracurricular class at Kindergarten Ar-Roihan Lawang. Then analyzed the wrong sentences taught by the teacher in the class.

English is one of the extracurricular in Kindergarten Ar-Roihan Lawang. But it was not taught in a special class and time, it was inserted

between another lessons. Usually, the teacher taught English for 5-10 minutes every Monday to Thursday. The data of this study was taken from sentences containing mistakes spoken by the teacher. There are 4 classes in Kindergarten Ar-Roihan Lawang. Class A1 and A2 is the basic class in Kindergarten Ar-Roihan Lawang, whereas B1 and B2 are the highest level. The three of the teachers graduated from Early Childhood Education department, only a teacher graduated from Psychology department, and no one of them graduated from English department or took an English course before. In this research, the researcher only observed a teacher of B1 Class. B1 class chosen because the B class is higher class than A class, so the English sentences taught are longer than in A class. While the teacher of B1 Class was chosen because the english teacher graduated from Psychology department of Wisnuwardhana University in 2011. And she has been a kindergarten teacher for almost 14 years.

The researcher was the main instrument. The second instrument was the checklist table for analyzing and classifying the types of mistakes made by the teacher in teaching English at Kindergarten Ar-Roihan Lawang. In this case the researcher used checklist to categorize the mistakes.

The steps in data collections of this research were as follows:

1. Listening and recording the sounds of the teacher during teaching English in the class.
2. Transcribing the sentences that taught by teacher during English teaching and learning process.
3. Marking and underlining the data with the problem that will be analyzed

In the data analysis, there were several steps. First, the researcher listing the sentences containing mistakes which

got by observe the English teaching and learning process in the class. Then, the researcher putting and classifying the sentences containing mistakes into a checklist table using the grammar theory of Azar (1992). And then, the researcher describe the mistakes by comparing them with the correct forms of the sentences. And finally, the researcher drawing a conclusion from the data analysis.

Result and Discussion

Ar-Roihan Kindergarten is one of the Kindergartens in Lawang that teach English even though only become an extracurricular activity. The English teachers of Kindergarten Ar-Roihan Lawang never get special education in English or take an English course before. even though the teachers only taught the basic English, they still did a lot of mistakes. It can be seen in observation sheet which done by the researcher. The teacher did mistakes especially in the structure of the sentences she made.

During the observation, the researcher found 32 mistakes that made by the teacher in almost all of her English teaching and learning process. The researcher used theory of Azar (1992) which stated about structure in English sentence, plural form of nouns, and tenses. In term of structure in English sentence, the researcher found 18 mistakes that the teacher made. These mistakes occurred when the teacher did not understand about the position of the part of speech. The most mistakes that she did is put the adjective behind the noun. While she should put the adjective first, then the noun. For example the sentence from B1 teacher is “I have two new cloth white and green color. It becomes wrong. According to Yule (2010), adjectives are words used, typically with nouns, to provide more information about the things referred to. The words *white* and *green* are used to

provide more information about the *clothes*. The correct sentence is “I have two new white and green clothes.” The researcher concluded that the teacher did not understand about the structure, especially the part of speech. It occurred because between Indonesian and English has difference rules in structure. In Indonesian adjectives are placed after nouns, while in English is opposite.

Another mistakes of structure occurred because the sentences that the teacher taught has no clear meaning. In the sentence “I use Idul Fitri,” actually it is confusing, because it has no clear meaning. But, when the researcher did the observations, the teacher also provided the Indonesian meaning after taught in English to the students. In Indonesian, she said “*Aku akan memakai -baju baruku- pada Idul Fitri nanti.*” It also mistaken when the teacher chose the word *use* instead of *wear*. Whereas *use* is to use a tool or object to do something, such as use mixer, blender, hammer, etc. While *wear* is to use an object by wearing it, such as wear shirt, shoes, trousers, cap, etc. So, the correct sentence of the sentence is “I will wear it -my new clothes- in the upcoming Idul Fitri.” The mistake also occurred when the teacher did not provide *to be* or verb in a sentence, but in another sentence even provide *to be* and verb at once. For example is in this sentence “Transformer picture in cloth,” in Indonesian it means “*Gambar transformer di baju.*” It becomes a mistake because we understand about the structure in English, that is Subject + To be/ Verb + Complements. While in that sentence has no verb. The correct sentence of this sentence is “Transformer picture is in his clothes” or “There is transformer picture in his clothes.” In another sentence the teacher taught “I am go to grandmother’s house with father and mother tomorrow.” There is *to be* “am” and also a verb “go.” And it becomes a mistake.

The researcher assumed, it occurred because the teacher translate the sentence from Indonesian to English with one by one word.

Furthermore, the second position is plural of nouns. It is really simple, but a lot of Indonesian people often forget to use it, including the teacher of Ar-Roihan Lawang, because in Indonesian there is no special form to indicate the plural of nouns. The plural of nouns itself is used to indicate that a thing is amount more than one. For example is in sentence “I have two pencil.” It becomes a mistake because the amount of the pencil is more than one, so it indicates the plural of nouns. According to Azar (1992), to make the most nouns plural, add *-s*. So, the correct sentence is “I have two pencils.” But, there are some words which even though the amount of this thing is only one, it is always used a plural form, those are words *clothes*, *glasses*, *trousers*, etc. In the sentence “I have 2 new cloth,” it becomes mistake, because the amounts of the clothes are two, so it should be *clothes*. But, in this sentence “Emir have new cloth” also mistaken. Because even though the clothes that Emir has is only one, the form of *clothes* is still *clothes*, it can't be change to *cloth*. If the teacher wants to mention only one, she is better mention the type of clothes than using word *clothes* itself. She can use *shirt*, *t-shirt*, *blouse*, etc. So the correct sentence is “Emir has a new clothes” or “Emir has a new shirt.”

The last position is tenses. The researcher found 6 mistakes in English teaching and learning. Tenses are the least mistakes made by the teacher. The researcher concluded that it occurred because in kindergarten the teacher used the Simple Present Tense more often than another tenses. Another tenses which used by the teacher are the Simple Past tense and the Future tense. According to Azar (1992), the Simple

Past tense is used to talk about activities or situations that began and ended in the past. The keywords in this tenses are *yesterday*, *last night*, *two days ago*, *in 1990*, etc. In the Simple Past Tense, we change the verb 1 into verb 2. The most simple past verbs are formed by adding *-ed* to a verb such as *walk-walked*, *talk-talked*, *arrive-arrived*, etc. But some verbs have irregular past forms, such as *eat-ate*, *take-took*, *buy-bought*, etc. The sentence “I buy new cloth with father and mother yesterday” is one of the example of the Simple Past Tense, it indicates the Simple Past tense because there is word *yesterday*, so the verb *buy* has to change become verb 2, which become *bought*. So the correct sentence is “I bought the new clothes with father and mother yesterday.” The researcher concluded that the mistakes occurred because in Indonesian there is no verb 2 for express activities in the past. If we want to express about the time in Indonesian, we can look at the adverb clause of time without change the verbs.

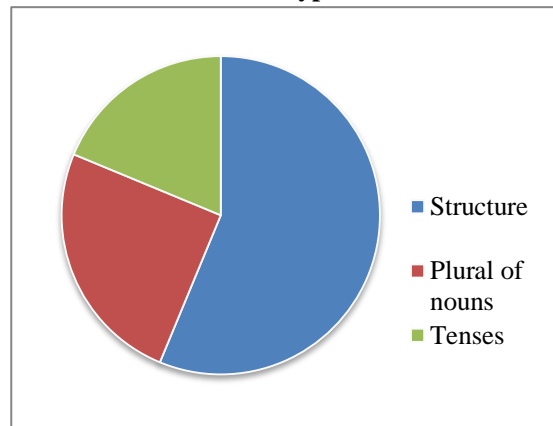
The mistakes of the sentence is because the teacher did not use the Future tense. According to Azar (1992), the Future tense is used to express future time. The keywords of this tense are *tomorrow*, *tonight*, *next week*, *the day after tomorrow*, etc. In this tense, the speaker has to use *will* or *be going to* to express the future time. The sentence “I wear it -new clothes- for Idul Fitri” is one of the mistake made by the teacher in using the Future tense. The researcher did the observation in Ramadhan, so it means that Idul Fitri in the sentence happens in the future. This sentence is correct if it translates into Indonesian, but when the teacher uses the Simple Present tense to express it, it means that someone in the sentence always wears the clothes in Idul Fitri every year, in Idul Fitri last year, this year, and next year. And it also means that the clothes someone worn in this sentence is not

new, because he/she worn every year. But, because the teacher stated *new clothes* and it will wear for Idul Fitri this year, so the correct sentence of it is “I will wear it for Idul Fitri.”

Finally, the total number of mistakes are 32. The mistakes that the researcher found in English teaching and

learning activities in Kindergarten Ar-Roihan Lawang are structure with 18 mistakes, followed by plural of nouns with 8 mistakes, and the last part is tenses with 6 mistakes. Those are summarized in the chart below:

Chart 5.1. Types of Mistakes



Conclusion

The researcher using Azar (1992) theory to analyzed the structure of the sentences, the plural of nouns, and the tenses used in the sentences which taught by the teacher in English class. The observation took for 4 days, the researcher found 32 mistakes. The most mistakes made by the teacher of B1 class is structure with 18 mistakes, while the plural of nouns occupied in the second place with 8 mistakes, and the last is tenses with 6 mistakes.

The reseacher found that the teacher of Kindergarten Ar-Roihan Lawang, still can’t speak English well even though they only teach the basic English for their students. The effect of it is the students learn, understand, and practice something wrong. Children in making mistakes may be part of the process of working out grammar rules of English or they may be a fault in pronunciation. So, teacher should repat back with the correct grammar and pronunciation. As in learning their first

language, if children hear the teacher repeat the language correctly, they will can do self correct and it will give good impact for the children English language.

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