

ABSTRACT

Wihani, Parahita J.. 2014. Facilitating the First Grade Students' Understanding of the Classroom Language by Using Gestures: A Study at SD Taranita Magelang. Yogyakarta: English Language Education Study Program. Department of Language and Arts Education Sanata Dharma University.

Teaching young learners is different from teaching adults. It needs strategy to help young learners understand the classroom language. This classroom language includes words, phrases, and sentences. Young learners have their own characteristics in learning a foreign language. One of the characteristics is going for meaning. Going for meaning helps young learner understand the classroom language. To help young learners go for meaning teacher could use gestures. This research, thus, aimed to investigate the reason of using gestures to facilitate students understand the classroom language.

Based on those considerations, the researcher was interested in observing gestures as a technique in helping young learners understand the classroom language. The writer chose the teacher of first grader in SD Taranita Magelang to be the participant. The researcher tried to find out the reason for using certain gestures in teaching young learners to help students understand the classroom language.

The method of this qualitative research was case study. To answer the problem, the writer collected the data from video taping, and observation sheet. Further, the writer analyzed them based on the kind of gestures and categorized them into some classroom language categories. The writer also used the result of teacher's interview to complete the data.

After analyzing the data, the writer found that gestures help students understand the classroom language. The teacher combined gestures with another class activity. Gestures help the teacher in delivering idea to reach the goal of the lesson. The students could give response to the teacher's instructions and they became more proactive during the learning process.

Keywords: young learners, gestures, going for meaning, classroom language

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Mengajar anak-anak berbeda dengan mengajar orang dewasa. Mengajar anak-anak membutuhkan strategi untuk membantu anak-anak memahami classroom language. Classroom language tersebut termasuk kata, frasa, dan kalimat. Anak-anak mempunyai karakteristik dalam mempelajari bahasa asing. Salah satu karakteristik tersebut adalah going for meaning. Going for meaning membantu anak-anak memahami classroom language. Untuk membantu anak-anak go for meaning guru dapat menggunakan gerakan tubuh. Oleh karena itu, penelitian ini bertujuan untuk meneliti bagaimana guru menggunakan gerak tubuh untuk membantu siswa memahami classroom language.

Berdasarkan pertimbangan di atas, penulis tertarik untuk meneliti gerak tubuh sebagai cara untuk membantu anak-anak memahami classroom language. Penulis memilih guru kelas satu SD Tarakanita Magelang sebagai subyek penelitian. Penulis mencoba untuk menemukan alasan penggunaan gerak tubuh dalam mengajar anak-anak untuk membantu anak-anak memahami classroom language.

Metode yang digunakan dalam penelitian kualitatif ini adalah studi kasus. Untuk menjawab pertanyaan tersebut, penulis mengumpulkan data dari rekaman video and lembar observasi. Setelah itu, penulis menganalisa data tersebut berdasarkan jenis gerak tubuh dan mengkategorikan gerak tubuh tersebut ke dalam kategori classroom language. Penulis juga menggunakan data hasil wawancara guru tersebut untuk melengkapi data.

Setelah menganalisa data, penulis menemukan bahwa gerak tubuh membantu anak-anak untuk memahami classroom language. Guru mengkombinasikan gerak tubuh dengan aktivitas kelas lainnya dengan tujuan untuk membuat siswa tertarik dengan aktivitas kelas. Gerak tubuh membantu guru dalam menyampaikan gagasan untuk mencapai tujuan pembelajaran. Siswa dapat memberi respon terhadap instruksi guru dan menjadi lebih proaktif selama proses pembelajaran.

Kata kunci: young learner, gesture, going for meaning, classroom language