

**THE USE OF ART AND CRAFT IN ENHANCING YOUNG
LEARNERS' LISTENING ABILITY**

A SARJANA PENDIDIKAN FINAL PAPER

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



By

Akta Dwiratna Atmajani

Student Number: 101214090

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
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November 18, 2015

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Defended before the Board of Examiners
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and Declared Acceptable

Board of Examiners

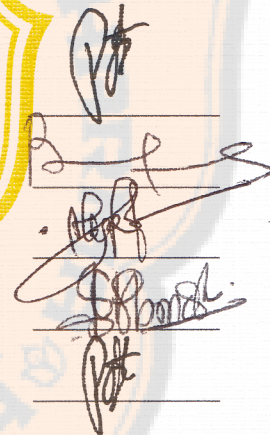
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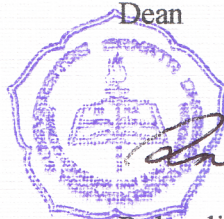
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Yogyakarta, December 11th, 2015
Faculty of Teachers Training and Education
Sanata Dharma University
Dean



Rohandi, Ph.D.

This paper is dedicated to

Allah SWT

My beloved late Father

My Mother and My Brother

All Teachers and Friends

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this final paper, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, December 11th, 2015

The Writer



Akta Dwiratna Atmajani
101214090

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Pada tanggal: 11 Desember 2015

Yang menyatakan



Akta Dwiratna Atmajani

ABSTRACT

Atmajani, Akta Dwiratna. 2015. **The Use of Art and Craft in Enhancing Young Learners' Listening Ability**. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

English is a foreign language in Indonesia. It is important to introduce English language learning since early age. It aims to prepare children's readiness for receiving English learning in secondary school. However, there are some problems that happen to primary students. According to Alwasilah (2008), the problems of Indonesian young learners are lack of motivation in learning English due to short attention spans and linguistic input confusion due to three languages learning.

This paper is aimed to explore the use of art and craft in enhancing young learners' listening ability. Patching activity is the art and craft activity which the writer used to enhance young learners' listening ability. This paper will focus on the use of arts and crafts in enhancing students' listening skill especially in English vocabulary and simple sentences.

The patching activity helps young learners who have short attention spans to enhance young learners' listening ability because it can physically settle the young learners. The young learners listened to listening input and patched the picture one by one. The level of difficulties of patching activity was easy.

Based on the arguments, art and craft can be used in enhancing young learners' listening ability. Art and craft activity fulfilled all listening principles and purposes. In addition, this activity is suitable for young learners at 4th grade to 6th grade and the age range of the students is 9 to 11 years old. The children in this age will be easier to learn English because the activity helped them deliver the abstract things into the real one.

Keywords: listening, young learner, art and craft

ABSTRAK

Atmajani, Akta Dwiratna. 2015. **The Use of Art and Craft in Enhancing Young Learners' Listening Ability**. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Bahasa Inggris merupakan bahasa asing di Indonesia. Bahasa Inggris penting diperkenalkan sejak dini. Tujuannya adalah menyiapkan anak dalam menerima pelajaran bahasa Inggris di sekolah menengah. Tetapi terdapat beberapa masalah yang terjadi pada murid-murid sekolah dasar tersebut. Menurut Alwasilah (2008), masalah-masalah tersebut diantaranya kurangnya motivasi dikarenakan kurangnya jangka waktu memperhatikan pelajaran dan kebingungan tata bahasa dikarenakan tiga bahasa yang harus mereka pelajari.

Makalah ini bertujuan untuk menyelidiki penggunaan seni dan kerajinan untuk meningkatkan kemampuan mendengarkan anak. Kegiatan menempel merupakan kegiatan seni dan kerajinan yang digunakan oleh penulis untuk meningkatkan kemampuan mendengarkan anak. Makalah ini akan membahas penggunaan seni dan keterampilan untuk meningkatkan kemampuan mendengarkan anak khususnya pada kosa kata bahasa Inggris dan kalimat-kalimat sederhana.

Kegiatan menempel dapat membantu meningkatkan kemampuan mendengarkan anak-anak yang mempunyai jangka waktu rendah dalam memperhatikan pelajaran karena kegiatan ini menenangkan anak-anak. Anak akan mendengarkan kemudian menempelkan gambar. Tingkat kesulitan kegiatan menempel ini tingkat mudah.

Berdasarkan pendapat-pendapat tersebut, seni dan keterampilan dapat digunakan untuk meningkatkan kemampuan mendengarkan anak karena seni dan keterampilan memenuhi semua prinsip dan tujuan kemampuan mendengarkan. Selain itu, kegiatan ini sangat cocok untuk anak kelas 4 sampai kelas 9 yang memiliki rentang usia antara 9-11 tahun. Anak-anak di usia ini akan lebih mudah belajar bahasa Inggris karena kegiatan ini membantu menuangkan sesuatu yang abstrak menjadi nyata.

Kata kunci : listening, young learner, art and craft

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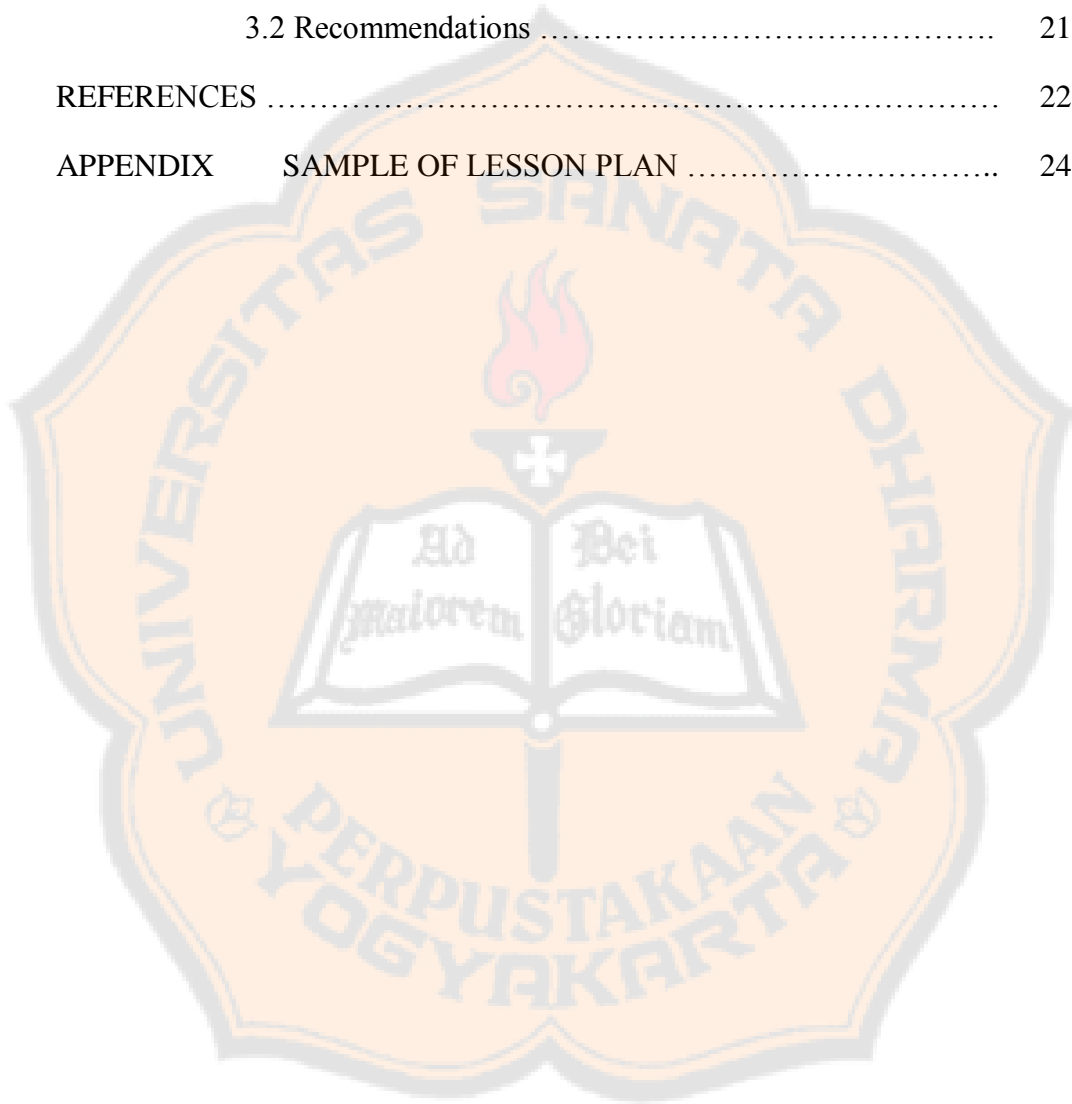
Last but not least, my special gratitude is addressed for **all PBI 2010 students**, for wonderful moments during the study in Sanata Dharma University, and all people whose names cannot be mentioned one by one. May God bless us every time. May all be happy.

Akta Dwiratna Atmajani

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CHAPTER 1

INTRODUCTION

Globalization era eliminates communication boundaries among countries due to the existence of English as an international language. People in different countries can communicate easily by using English, either for business or personal purposes. English as personal purposes can be used to make friends, shop online, or find a job. In contrast, English is used in business purposes in terms of bilateral relationship, export-import or stock trading. As Brewster, Ellis, and Girard (2004) write in their book, “First, if English truly has the role of global language, governments are keen to encourage their citizen to have English language competence for their country’s economic benefit” (p. 1). It is clear that English can be used for business purposes especially for country’s economic benefit. In addition, according to Kurniasih (2011), “Cooke (as cited in Pennycook, 2001), affirms that English serves as the main gate to get a better job, especially in multinational companies” (p. 71). In Indonesia, many companies need people with fluent English as the requirement in job vacancy. That is the reason why people should learn English.

English is a foreign language in Indonesia. It is important to introduce English language learning since early age. It aims to prepare children’s readiness for receiving English learning in the secondary school. Therefore, many parents send their children to bilingual or trilingual schools. Children will learn four skills

of English in those schools. The skills are listening and reading for receptive skills and speaking and writing for productive skills. In listening and reading, learner does not need to produce a language; they receive and understand it. It is because listening and reading are receptive skill. However, in speaking and writing, learner should produce some outputs based on the goal of learning such as answering some questions, writing a letter or conversing in pairs. It is because speaking and writing are productive skill.

In order to understand English, children should listen to a lot of English input. Here, listening skill is a base of skill that should be mastered by children. It is because they will not be able to speak English without listening to it first. Since listening to a foreign language is a hard work especially for young learners, the teachers should be able to support the learning activities. English teachers should ensure whether the students understand the meaning of what they have listened to and respond to it. Here, the teachers are responsible for introducing English listening input to the students. As a result, the student will be familiarized with English language. According to Brewster, Ellis, and Girard (2004), the teachers should be able to “decide how much of the general ‘classroom language’ such as instructions, questions or praise will be in the students’ L1 and how much in English” (p. 98).

KTSP curriculum has determined the basic competence that should be fulfilled by primary students. In order to fulfill the basic competence in listening skill, the students of 4-6 graders are expected to be able to give response to simple instruction by doing actions and giving replies verbally. Also, they are expected to

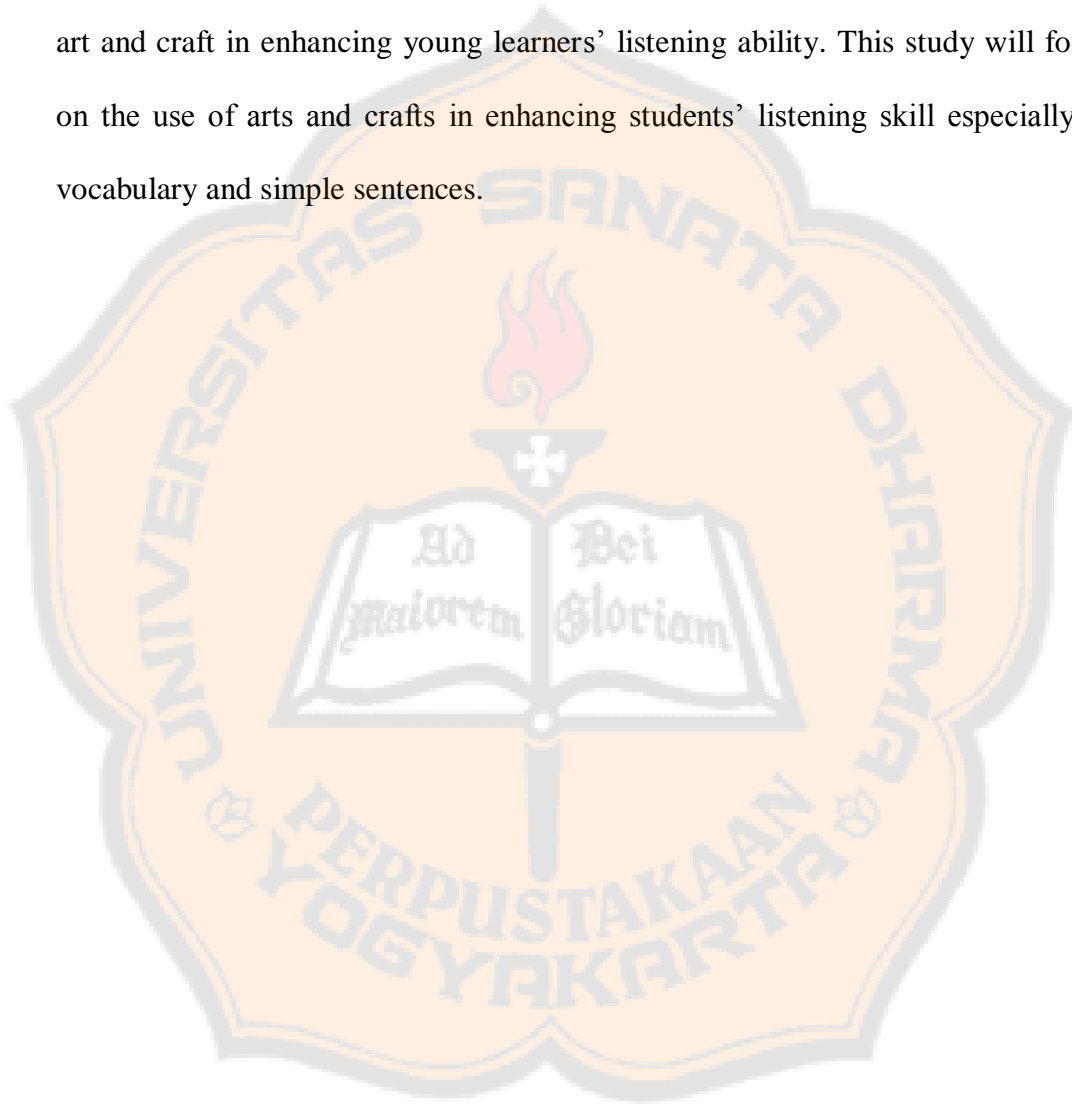
understand oral-story with pictures-aid. The achievement of these basic competences depends on the English language input given to the students. It means that the English teachers should consider the challenges of teaching young learners. It is because Indonesian young learners deal with lack of motivation in learning English due to linguistic confusion. According to Basir (1994), "From that small research, they found that the majority of the students studied English only because they have to study it. The students were not interested in studying English because they felt it was difficult and there were too many aspects to memorize" (p. 45). Furthermore, their attention spans are short. According to Alwasilah (2008), Indonesian children have learned two languages, local language as their mother tongue and Indonesian as their second language. Therefore, English becomes their third language. When three languages are learned, the children will be confused by a barrage of linguistic input. That is why English teachers should make creative activities to encourage students' motivation in learning English. They should also give specific instruction to avoid language confusion. Since the students' attention spans are short, the teachers should invite the students to act. Thus, a meaningful learning can be achieved.

According to Moon (2005), "Children will receive plenty of meaningful language input through experience of English not as a subject to be learned, but as a means of communication, where the focus is on the meaning not the form of the language" (p. 2). There are many media to make students receive much meaningful English language in teaching English such as chants, pictures, songs, or toys. The media can be used to make meaningful activity for children. Art and

craft is one of the activities which English teacher can use in teaching and learning. Wright (2001) explains, “Art and craft activities serve these twin aims in an ideal fashion. While making things, the children also make meaning” (p. 4). Moreover, “By integrating the arts and art-making into English language teaching and learning, students will develop and deepen their understanding of their own and others’ human experience” (The University of the State of New York, 2010, p. 2). It is clear that children can take meaning of learning English by using arts and crafts.

According to Dodge and Colker (2000), there are many reasons why art is important. The first reason is art offers children to experiment with color, shape, design, and texture. The second reason is children express their individual ideas and feelings using art. Next, children express how they feel, think, and view the world. Then, art also offers opportunities for physical development, and art is enjoyable and satisfying for young children (p. 161). According to Brewster, Ellis and Girard (2004), there are different kinds of listening purposes. They are to physically settle students, to stir students, to improve the general listening attitude, to develop aspects of language, to reinforce conceptual development, to interact with others and to provide support for literacy (p. 99). Referring to the importance of art and the different kinds of listening purposes to young learner which has been mentioned before, art can be used as an activity in teaching young learners. Patching activity is one of art activities which can be an enjoyable listening activity and it can physically settle and stir students. The writer chooses patching activity to enhance young learners’ because the activity is suitable for listening

skill as receptive skill; the activity does not need the students producing a language. Considering the problems in teaching English listening to young learners that has been mentioned before, the writer is going to explore the use of art and craft in enhancing young learners' listening ability. This study will focus on the use of arts and crafts in enhancing students' listening skill especially in vocabulary and simple sentences.



CHAPTER 2

DISCUSSION

This chapter consists of theories related to the discussion and the discussion of the use of art and craft in enhancing young learners' listening ability. The writer presents listening skill, listening principles, listening purposes for young learner, and art and craft benefits. Moreover, there is the patching activity for enhancing young learners' listening ability.

2.1 Listening Skill

There are four skills which primary school students should learn in English learning. Reading and writing skills are the highest priority in the curriculum. However, it is important for students to learn listening skill because listening is the basic of learning. Students learn to talk by listening. As Nunan (2003) has written, "Although listening is receptive, it very often happens in the midst of conversation-sometimes which requires productive, spoken responses" (p. 24). Moreover, Harmer (2007) writes, "The way people speak is often significantly different from the way they write" (p. 133). It is clear that listening should be learned by students because listening skill supports the other skills. Students can understand and respond to someone's speech by listening to them. Moreover, the spelling and pronunciation in English words are sometimes different so students need to listen to how it spoken and they can speak it out.

2.1.1 Listening Principles

As an important skill which students should learn, the principles of listening skill should be paid attention to. These principles can help students have a successful English listening input and output. According to Harmer (2007: 135), there are six principles in teaching listening. The first principle is encouraging students to listen as often and as much as possible: the more students listen, the better they get at listening – and the better they get at understanding pronunciation and at using it appropriately themselves. The second principle is helping students prepare to listen: the teachers need to prepare the students to get ready in listening. The third principle is once may not be enough: students can use the first listening to give them idea of what the speakers sound like and what the general topic is so that the subsequent listening is easier for them. The fourth principle is encouraging students to respond to the content of a listening, not just to the language. The fifth principle is different listening stages demand different listening tasks: for the first listening, the task(s) may need to be fairly straightforward and general and later listening may focus on detailed information, language use or pronunciation, or others. The sixth principle is good teachers exploit listening texts to the full.

2.1.2 Listening Purposes

The listening principles above are the common listening principles which English teacher should pay attention to. In teaching listening English to primary school students, the English teachers should also pay attention to the listening

purpose. It is because the listening activities for young learners should be able to build up the learner's confidence and reduce anxiety. Brewster (2004:99) describes the different kinds of listening purposes: the first listening purpose is to physically settle students: to calm them and for mental engagement. The second is to stir students: to stimulate or allow them to physically "let off steam" if they seem bored or tired. The third is to improve the general listening attitude: listen for enjoyment, improve concentration span or develop the memory. The fourth is to develop aspects of language. The fifth is to reinforce conceptual development. The sixth is to interact with others. The seventh is to support for literacy: the spoken English has connection with the written English so that the children make connection between them.

2.1.3 Steps of Teaching Listening

According to Kurniasih (2011: 74-75), to achieve the aims related to listening, the teacher plays an important role that is defined in the following steps. The first step is teacher should make sure the physical conditions are properly set up. The teacher should make sure that the students can concentrate on the teaching and learning activities without any distractions. All the distractions—unrelated materials, noise and movement—should be removed.

The second is the teacher should help the students to prepare for the listening task well before they hear the text itself. First of all, the teacher must ensure that the students understand the language they need to complete the task and are fully aware of what is expected. The students should know what they will learn and why it should be learned.

The third is the teacher should select, explain, and demonstrate the use of the phonological features (ellipsis, assimilation, prominence, and many others) used in the text which is important for the students to notice in order to decode the text they are going to listen. In addition, the teachers should also use materials based on a wide range of authentic texts, including both monologues and dialogues.

The next step is the teacher should speak in an animated and interesting manner, so that the students have a deep interest in the activity. Moreover, the teacher should also be sure that his/her speaking speed does not exceed the students' listening speed. The students will understand the listening input.

The next important step the teacher should do is to encourage the students to anticipate what they are going to hear. The teacher can help the students by presenting the listening activity within the context of the topic of a teaching unit. In relation to this, using videos in listening classes is also advantageous. This will help the students predict what the answers might be. The teacher can also help them further by asking questions and using the illustrations to encourage students to guess the answers even before they hear the text.

The next step is during the listening activity, the students should be able to focus on understanding the message. So, it is imperative to make certain they are not trying to read or write at the same time. It is also necessary to give a second chance for the students to listen to the text to provide a new opportunity to those who were not able to do the task. The students should be given opportunities to

progressively structure their listening by listening to a text several times and by working through increasingly challenging listening tasks.

The next step is when the students have completed the activity, encourage the whole class to answer. The teacher should not put individual students under unnecessary pressure. Rather than validating whether an answer is correct or not, the teacher should replay the cassette or video and let the students listen again for confirmation. Then, if the students give various answers, the teacher should list them all on the board and replay the cassette or video, so that the students can listen and choose the correct one. Even if the students have completed the task successfully, the teacher should always motivate them to listen to the text once more and check their answers for themselves.

The last is the teacher needs to stimulate the students to appreciate good listening by praising their achievement. For instance, when someone could answer her questions, it is important for the teacher to say, —*Very good. You did such a good job! It proves that you listened very well!* The stimulation will help students to get motivation in learning English.

2.2 Teaching Media

Tuswadi (2008) has some suggestions to solve the problems which happen in teaching and learning English in Indonesian primary schools. One of his suggestions is the English teachers should be smart and creative in making or preparing the teaching aids material. Moreover, Shin (2006) presents ten helpful ideas for teaching English to young learners. Here, some ideas from Shin: (1)

Supplement activities with visuals, realia, and movement, (2) Involve students in making visuals and realia, (3) Move from activity to activity, (4) Teach in themes, and (5) Use L1 as a resource when necessary. Those suggestions refer to the importance of preparing various activities the teacher used in teaching.

Considering Tuswadi's (2008) suggestion, in order to be smart and creative in making or preparing the teaching aids material, teacher should know kind of teaching media and activity which can be used in teaching listening. The media can help students to practice good listening skill. According to Deiner (2010), "For children to practice good listening skills, they need something stimulating to listen to. Interest helps them focus on the listening process" (p. 96). Moreover, the teaching media can help teachers to motivate the children in learning English. As Celce-Murcia (2001) writes:

In short, media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help students process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities (p. 461).

There are many media which can be used by English teachers. They are worksheet, picture, chants, songs, or toys. The common listening media are tape recorder and worksheets. Even some English teachers use their voice and the worksheets. The common activity in English listening is the students do the worksheets based on the listening passage they have heard. The English teachers should try to use art and craft as listening activity.

2.2.1 Art and Craft

Art and craft activities can use many kinds of teaching media. The English teachers do not suppose to be worried to get the media for art and craft activities. Furthermore, art and craft are helpful for children. According to Wright (2001), “art, crafts, and design are particularly important at the lower levels because they make a child’s limited range of language part of something biggest – something which is strong, rich and has material presence” (p. 5). English input is an abstract thing which can be imagined after it is heard. Students can make art and craft to help them express abstract things based on what they have heard. They will understand better if they express it or make it real.

Art and craft activities can be used as teaching English listening activities. Here, patching activity is one of art and craft activities which can be used in teaching listening. In here, the students should patch one picture to another then color it based on listening input they have heard. Considering Shin’s (2006) suggestions about supplement activities with realia, the patching activity used picture as the media. Teacher’s voice and students’ voice were used as listening input in patching activity. The writer used the patching activity for 6th grade of KTSP curriculum. Besides, this patching activity fulfilled Shin’s (2006) idea about teach in themes. It is because the writer took clothing theme as the example of this art and craft activity. The patching activity steps can be shown in the lesson plan (see Appendix).

2.2.2 Art and Craft Benefits

Here, Dodge and Colker (2000: 161) write about why art is important to be used for young learners. By using art and craft, children can experiment with color, shape, design and texture. Next, children are able to apply the color, shape, design and texture in their paper or clay. As they engage in art activities, children develop awareness and appreciation of pleasant sensory experiences – which is the beginning of aesthetic development. Besides, children are able to express their individual idea and feeling. The result of their art work is not really important. The important thing is the process of making the artworks.

Furthermore, artworks have many benefits in all aspects of children's development. Children experiment with color, line, shape and size. They will know the cause and effect when they mix colors. Children can also make choices, try out ideas, plan and experiment. Next, children express how they feel, think and view the world. Artwork lets children convey what they may not be able to say with words. Art also offers opportunities for physical development. They refine small muscle movement by tearing paper for a collage or using scissors to cut. The fine motor control which children need for writing can be developed when they make lines and shape with markers and crayon. Then, art is enjoyable and satisfying for young children. It enables them to learn many skills, express themselves, appreciate beauty and have fun- all at the same time.

In addition, Wright (2001: 6) also writes the benefit of art, crafts, and design activities. Art, craft, and design activities can help children to appreciate

the world around them. Children are able to be more aware of the five senses and develop skill in using them. The children's skill in comparing, contrasting, classifying sequencing and organizing can be also developed. The art and craft activities can help children to acquire awareness of artistic form (shape, color, line, texture, length, weight, movement, or many others), materials and skill in handling them.

Furthermore, children will also be aware of the represent concepts and their value. Then, children can understand 'cause and effect' and develop a skill in discovering them. Developing a skill in problem-solving is also the benefit of art, crafts, and design activities for children. Children can have positive attitude to exploring, and to making sense of experience. Moreover, art and craft can help children to have positive attitude to themselves, and to others, and to working with others.

2.3 Patching Activity Steps in Teaching Listening

Based on the steps which Kurniasih (2011) has written, the first step is teacher should make sure the physical conditions are properly set up by greeting the students then praying together and checking students' attendance. The second step is to help students prepare for the listening task well before they hear the text itself, the teacher reviewed the materials in the previous meeting then explained the materials they are going to learn. Then, the main learning activities were explaining the material and doing the art and craft activity.

The main learning activities refer to the steps number 3 to 8 which Kurniasih (2011) has mentioned. The first learning activity was teacher explained what kinds of clothes which boys and girls are usually wearing. Then, teacher showed some pictures of clothes. After that, the teacher asked students whether students understand or not. Furthermore, the teacher explained the rule of activity they will do (see Appendix). Then, the teacher asked students to do the activity (see Appendix).

After the patching activities finished, the teacher reviewed the activities that the students have done. This activity refers to Kurniasih's (2011) steps number 9 to 11. The writer made another patching activity in order to help students understand the theme they learned. The activity is teacher asked students to do the activity in pair. After that, every group took a set of clothing and one clue card of clothes description. (see Appendix). After that, the teacher asked and reviewed what students have learned.

2.4 Listening Principles in Patching Activity

The patching activity above contains the listening principles which Harmer (2007) has mentioned. The patching activity fulfills the first and second principles because the English teacher helped the students prepare to listen and encourage the students to listen English as much as possible by discussing the topic first. Then, the English teacher gave English input related to the topic. The next is the English teacher showed some pictures that refer to the topic, gave clear instructions and asked students to do patching activity.

The third listening principle was also accomplished in this patching activity. The teacher discussed the topic and gave English input related to the topic. Then, he/she gave a clue twice in every patching activity. In addition, the teacher gave the patching activity twice to make sure the students understand the topic.

However, the fourth principle was also accomplished. It is because the teacher drew out the meaning of what is being said in listening by using the patching activity. The students listened to the listening passage at first then did the patching activity. In addition, the fifth principle was accomplished. The first patching activity helped students understand material they learned and the steps of the activity. The second patching activity aim was to measure the students' understanding of the material. The patching activities were also accomplished the sixth listening principle because the patching activity helped students see the real object by using realia.

2.5 Listening Purposes in Patching Activity

Patching activity above can be used to many listening purposes Brewster has written. This activity can be used to physically settle students because students can focus on the listening input in order to do the patching activity. Besides, patching activity can also be used to stir students. Students will not be bored of listening activity because they listen then do something. Moreover, as Dodge and Colker (2000: 161) have written, art is enjoyable and satisfying for young children. Patching activity can also be used to improve the general listening

attitude because they use the realia of the object they learn. They can deliver the abstract input in to the real output.

Furthermore, aspect of language can be developed by using patching activity because the vocabulary of the topic can be learned and the students know the form of the object. Patching activity can also be used to reinforce conceptual development and support for literacy. The real example of patching activity above showed that students will know how to patch something and color the object based on the listening input.

The next is the students' interaction will also increase because the activity needed other students to deliver the listening passage. In addition, As Wright (2001) has written about art and craft benefits, art and craft can help children to have a positive attitude to themselves, and to others, and to working with others. Patching activity above can also be used to provide support for literacy. Finding the right picture and color it based on the listening input shows that the activity provides support of literacy.

2.6 Learners' Characteristics

It is clear that patching activity fulfilled the listening principles and purposes. However, it is important to be known whom the patching activity is suitable for. The characteristics of the children can determine suitability of the media and the activity which the teachers use. Some activities can be used for all grades but some cannot. The art and craft can be used for all grades based on the teacher's creativity in designing the activity. Patching activity also can be used for

all grades. The teacher can change the level of difficulties based on the students' characteristic.

Piaget divided the cognitive development into four stages, they are the sensorimotor stage, the preoperational stage, the concrete operational stage, and the formal operational stage (as cited in Dimitriadis and Kamberelis, 2006: 171-173). First, the sensorimotor stage occurs between the birth and two years of age. During this stage, children explore things that can be seen, felt, and touched through their senses. It helps the children develop both gross and motor skills. Their knowledge during this stage is largely immediate, sensory, and concrete.

The next stage, the preoperational, occurs between the ages of two and seven years old. During this stage, children's thinking is more intuitive and concrete than logical and abstract. The children cannot imagine what an object looks like from what they heard from others. Despite this centrism, preoperational children become adept at symbolic thinking, or thinking with and through symbols.

The third stage, concrete operations, occurs roughly between the ages of seven and eleven years old. During this stage, children begin to understand numbers, space, and classification. However, they have difficulty in thinking abstractly. Children learn classification and seriation in this stage. "Classification" refers to the ability to sort objects by features such as color, shape, and so on, and to make judgments such as whether there are more black squares than white squares in an array of black and white squares. "Seriation" refers to the ability to

arrange objects in order and according to particular characteristics like size (from smallest to largest).

The final stage, formal operations, occurs roughly between the ages of eleven and fifteen years. During this stage, children develop the ability to view problems from multiple perspectives, to think abstractly, to generalize from the particular to the abstract, and to develop ideals. The children can have problem-solving activities in this stage.

In this case, the patching activity above is clearly suitable for young learners at 4th grade to 6th grade and the age range of the students is 9 to 11 years old. The children in this age will be easier to learn English because the activity helped them deliver the abstract things into the real one. The level of difficulties of patching activity was easy. The students just learned to patch the object and color it.

CHAPTER 3

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of this study and the recommendations for the future writers and current practice related to the use of art and craft in enhancing young learners' listening ability. This chapter is divided into two parts: conclusions and recommendations for future writers and current practice of art and craft as teaching activities to teach listening in young learners' classroom.

3.1 Conclusions

It is important to introduce English language learning since early age in Indonesia. It aims to prepare children's readiness for receiving English learning in secondary school. However, there are some problems which happen to primary school students in learning English. The problems are Indonesian young learners deal with lack of motivation in learning English due to linguistic confusion and their attention spans are short. There are some suggestions to solve the problems. The English teachers should be smart and creative in making or preparing the teaching aids material. Moreover, there are some ideas for teaching English to young learner; (1) Supplement activities with visuals, realia, and movement, (2) Involve students in making visuals and realia, (3) Move from activity to activity, (4) Teach in themes, and (5) Use L1 as a resource when necessary.

Considering the suggestions, the English teacher can use patching activity in teaching listening. The patching activities fulfilled all listening principles. The

In addition, the patching activity can be used as activity in many listening teaching purposes.

Moreover, this activity is suitable for young learners at 4th grade to 6th grade and the age range of the students is 9 to 11 years old. The children in this age will be easier to learn English because the activity helps them deliver the abstract things into the real one. The level of difficulties of patching activity is easy. The students just learn to patch the object and color it.

3.2 Recommendations

In this paper, the writer used patching activity to teach listening for young learners. There are so many art and craft activities which teacher can use in teaching English for all grades and skills. The English teachers can use patching activities for other skills and grades. In addition, The English teachers can also use patching activity for other topics such as things in classroom, things in bedroom, people description and many others.

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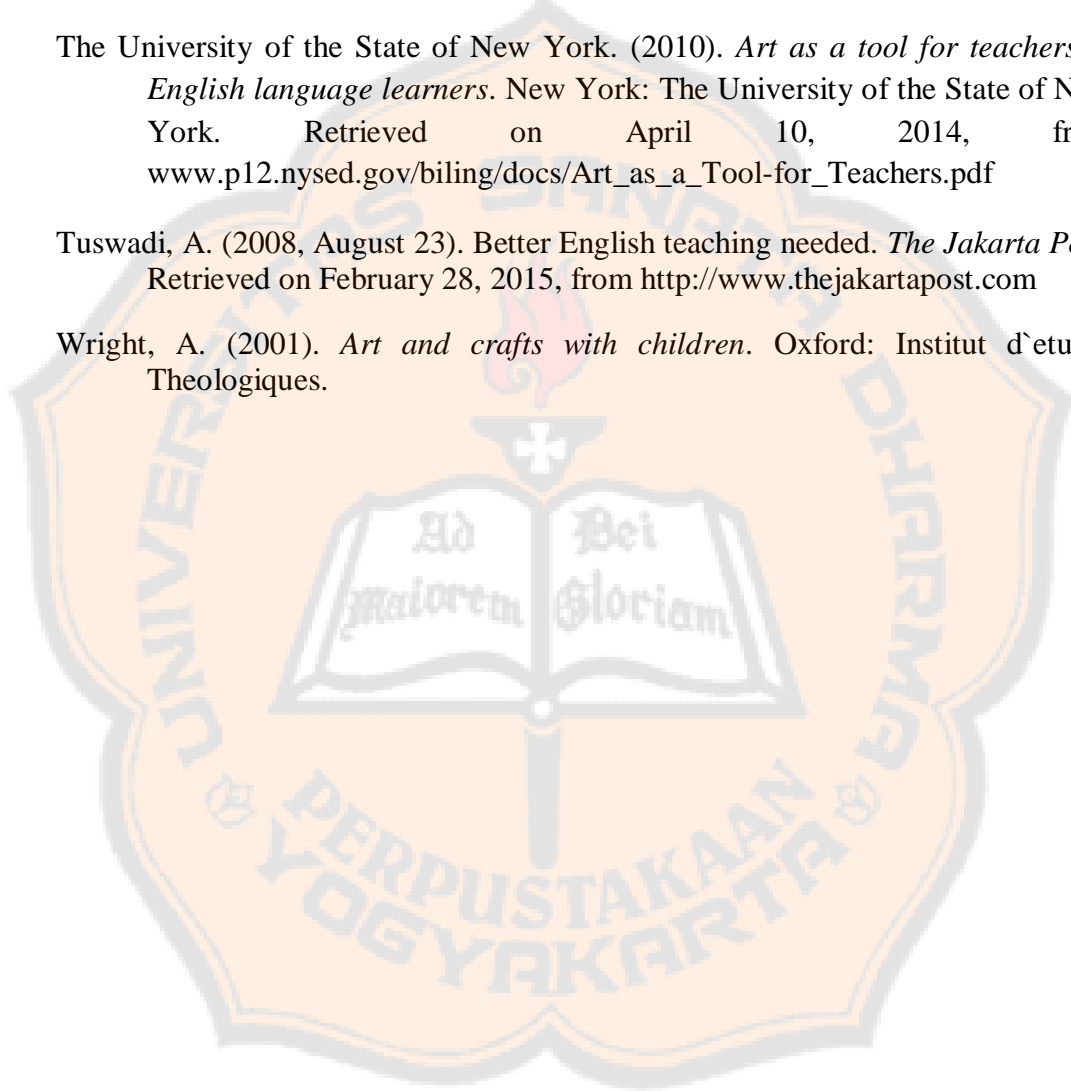
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APPENDIX

SAMPLE OF LESSON PLAN

Subject : English
Class/semester : VI/II
Time allocation : 2x35 minutes
Topic : Clothing
Curriculum : KTSP curriculum

A. Competence Standard

Listening

5. Comprehend simple instruction and information by doing action and giving replies verbally in games

B. Basic competence

Listening

5.2 Giving response to simple instruction by doing actions and giving replies verbally

C. Indicator

1. Cognitive

- The students are able to differentiate kind of clothes
- The students are able to identify the information based on the listening passage they have heard

2. Affective

- The students are able to assist other students to complete the activity

3. Psychometric

- The students are able to correctly choose the shape of clothes based on the listening passage they have heard
- The students are able to correctly color the shape of clothes based on the listening passage they have heard

D. Learning goal

In the end of teaching and learning activities, students are able to:

- Correctly choose the shape of clothes based on the listening passage they have heard
- Correctly color the shape of clothes based on the listening passage they have heard

E. Material

Listening passage

F. Method

Communicative Language Learning (CLL)

G. Steps

Learning assumption: the students have learned about colors

Pre activity

1. The teacher greets the students, checks students attendance, and asks students what they have learned in the previous meeting

Main activity

1. The teacher reviews what students have learned in the previous meeting.
2. The teacher explains what the students will learn; learn about kinds of clothes, listen about someone's clothes and guess the shape, and do patching activity about clothes.
3. The teacher explains what kinds of clothes which boy and girl are usually wearing.
4. The teacher shows some pictures of clothes.
5. The teacher asks students whether students understand or not.
6. The teacher gives instructions of the activity they will do; teacher gives a clue which to be found twice and students find the picture based on the clue, patch the pictures and color it.
7. The teacher asks students to do the activity; teacher gives a clue about someone clothes such as "Anissa is wearing a purple T-shirt and a black skirt." Then students find picture of the girl, the T-shirt and the skirt. After that, students patch the T-shirt and skirt to the picture of girl and then color it.

8. Students do what the teacher asks.
9. The teacher reviews the activities which students have done; teacher asks the result of patching activity and students' difficulties in doing patching activity.
10. The teacher asks students to do the second activity; teacher asks students to do the activity in pair. After that, every group takes a set of clothing and one clue card of clothes description. After that, teacher asks students to find another group to be asked the clothes which they have. Every group should patch the clothes in girl/boy picture and color it. Then they should give the picture's name.

Post activity

1. The teacher reviews what students have learned.

H. Sources/materials/equipment

Pictures

Sources:

Picture 1:

<http://www.stockami.com/tz/6404/80672/stock-illustration-coloring-book-clothes-theme-2.jpg>

Picture 2 & 7:

Ioannou-Georgiou, S., & Pavlou, P. (2003). *Assessing young learners*. Oxford: Institut d'études Theologiques.

Picture 3, 4, 8, & 9:

Phillips, D., Burwood, S., & Dunford, H. (2005). *Projects with young learners*. Oxford: Institut d'études Theologiques.

Picture 5:

<https://s-media-cache-ak0.pinimg.com/236x/7c/1a/d0/7c1ad044ac8ec5d1594bbb701d7c6c82.jpg>

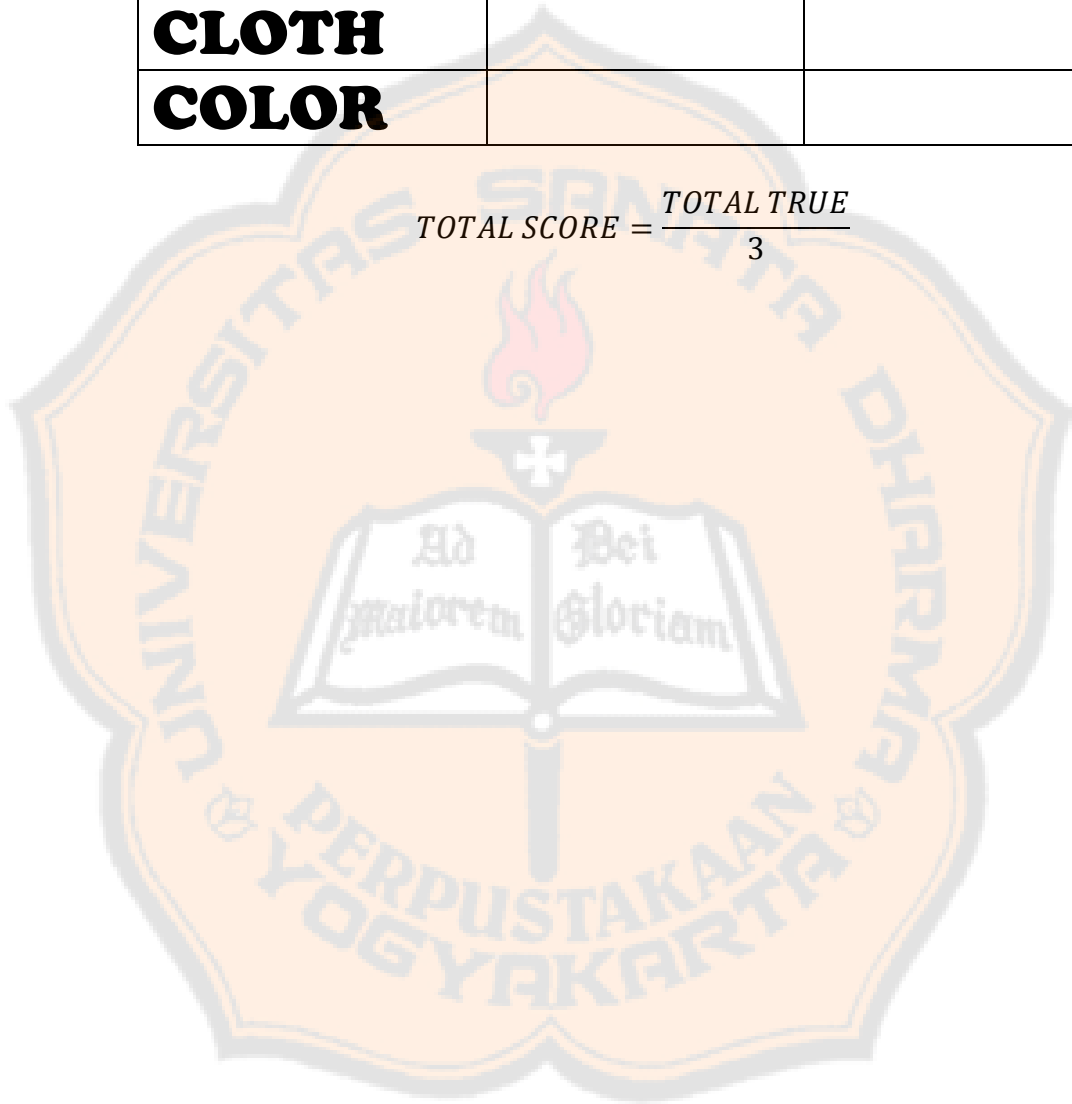
Picture 6:

https://commons.m.wikimedi.org/wiki/File:Polo_Shirt_Basic_Pattern.png

I. Assessment

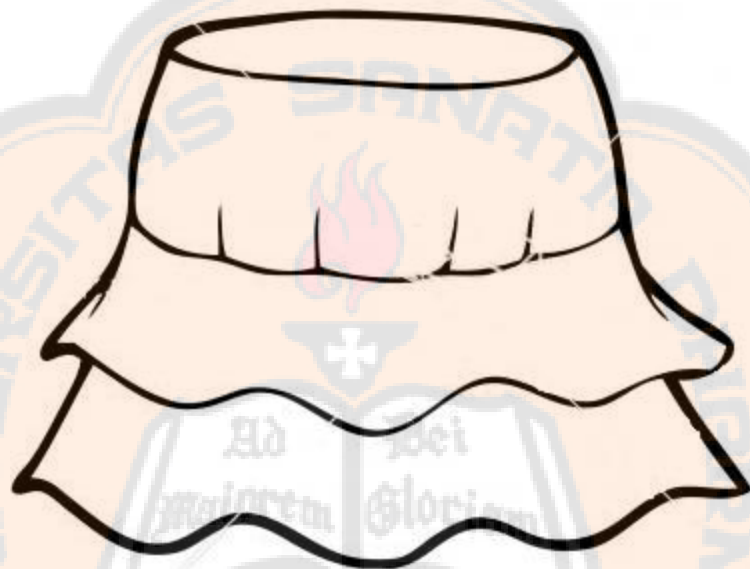
| | TRUE | FALSE |
|---------------|-------------|--------------|
| GENDER | | |
| CLOTH | | |
| COLOR | | |

$$TOTAL SCORE = \frac{TOTAL TRUE}{3}$$

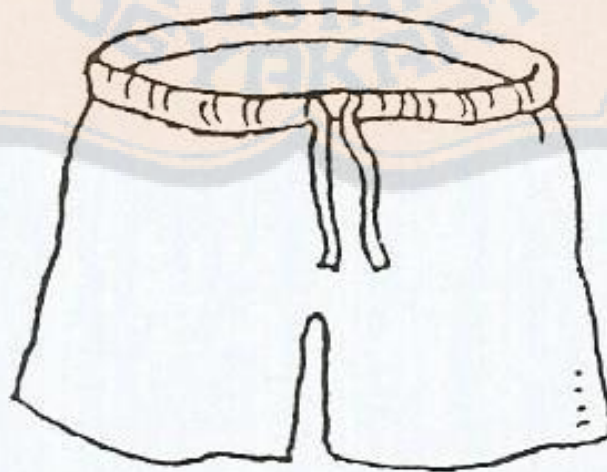


PICTURES FOR PATCHING ACTIVITIES

(CUT THE PICTURE AND PUT A DOUBLETAPE BEHIND PICTURE)



Picture 1



Picture 2



Picture 3



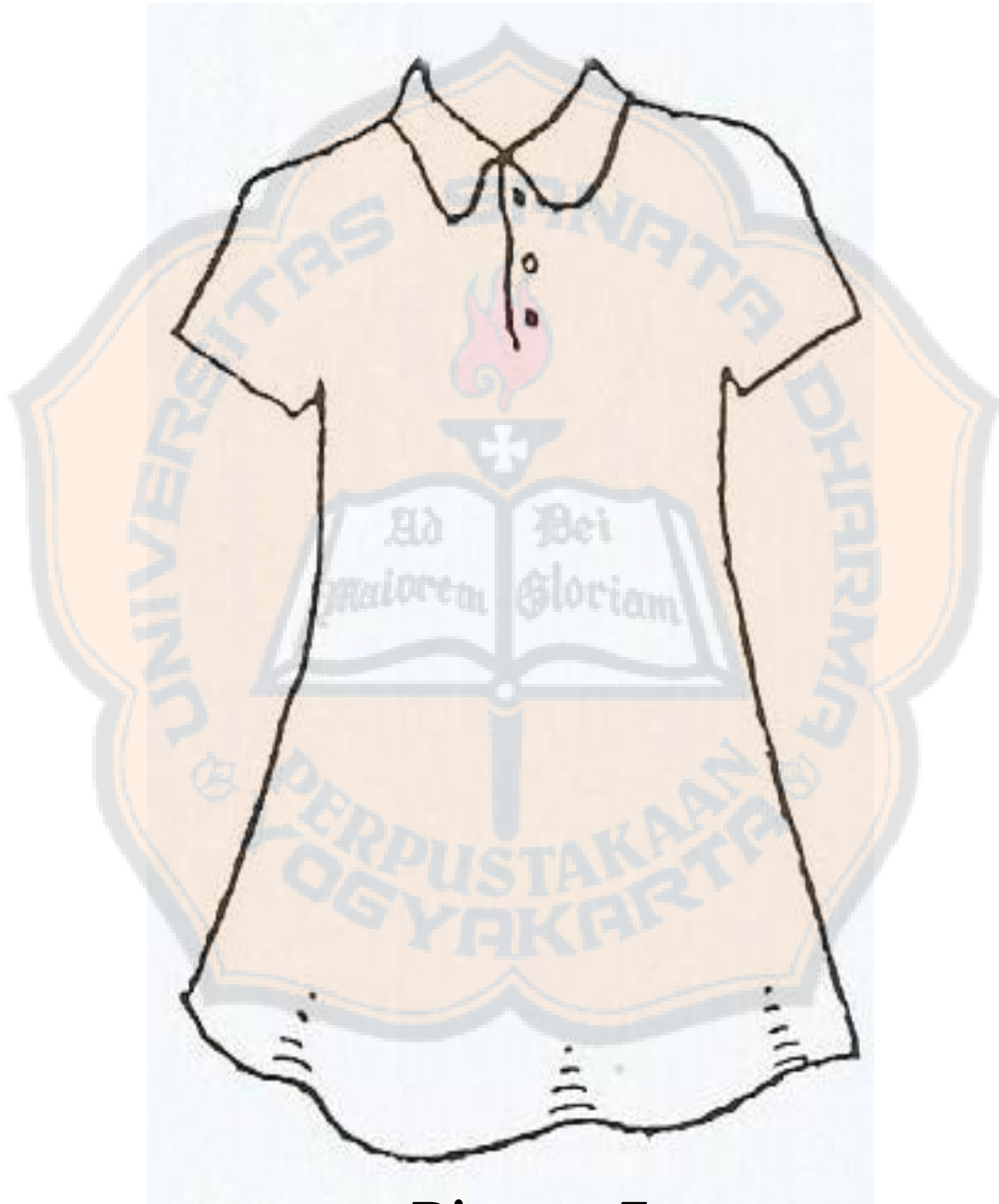
Picture 4



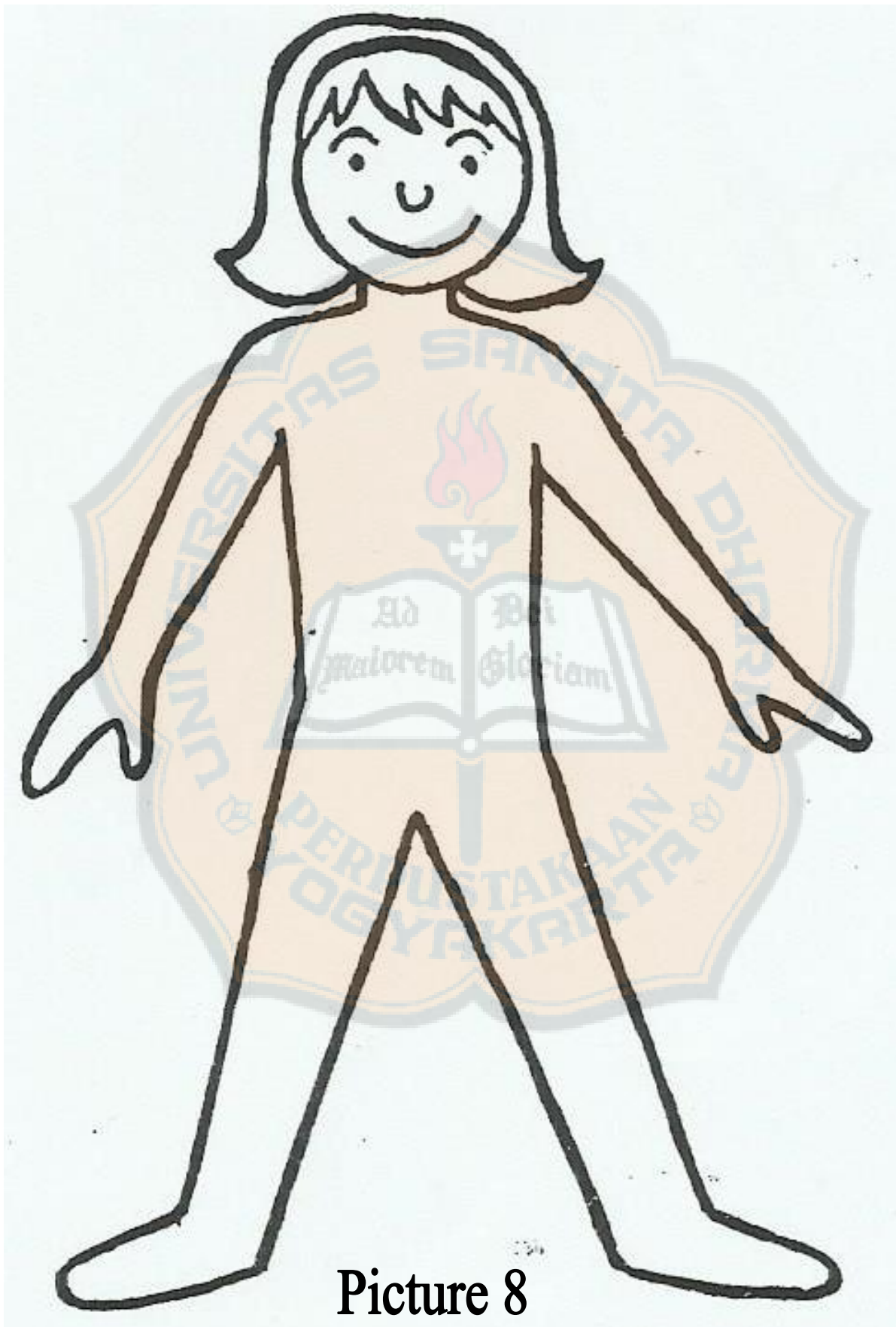
Picture 5



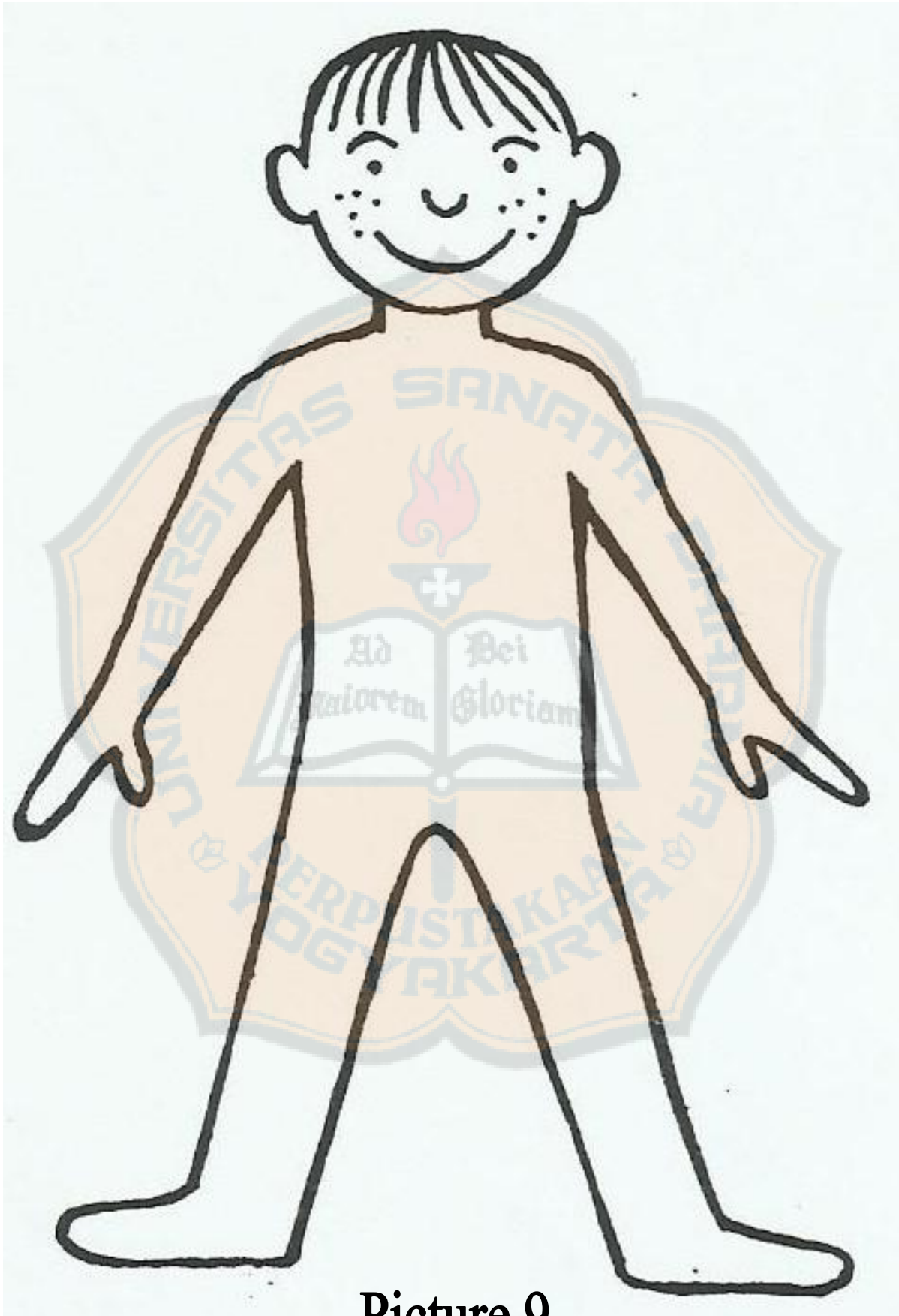
Picture 6



Picture 7



Picture 8



Picture 9

CLUE CARDS

(CUT THE CLUE CARDS)

**Rita is wearing a pink T-shirt
and a red skirt.**

Nana is wearing a blue dress.

**Ali is wearing a black T-shirt
and a pair of blue shorts.**

Rania is wearing a pink dress.

**Dony is wearing a blue T-shirt
and a pair of black shorts.**

**Mikaela is wearing a brown T-
shirt and a green skirt.**

**Junet is wearing a white sleeves
and a pair of green trousers.**

Sisi is wearing a pink dress.

**Mike is wearing a green sleeves
and a pair of black trousers.**

**Hiro is wearing a yellow shirt
and a pair of green trousers.**

**Jun is wearing a green sleeves
and a pair of yellow trousers.**

Lia is wearing a purple dress.

Nadia is wearing an orange dress.

Rika is wearing a red dress.

Sonia is wearing an orange T-shirt and a pair of black trousers.

Joko is wearing purple sleeves and a pair of brown trousers.

**Susilo is wearing a brown sleeves
and a pair of purple shorts.**

Widia is wearing a black dress.

**Digo is wearing a purple shirt
and a pair of green trousers.**

**Jono is wearing a yellow shirt
and a pair of green shorts.**

**Lili is wearing a blue T-shirt
and a pair of purple trousers.**

**Rita is wearing a pink T-shirt
and a red skirt.**

Retno is wearing a blue dress.

**Ali is wearing a black T-shirt
and a pair blue of shorts.**

**Dony is wearing a white T-shirt
and a pair of black shorts.**

**Mikaela is wearing a brown
T-shirt and a green skirt.**

Rania is wearing a pink dress.

**Junet is wearing a white sleeves
and a pair of green trousers.**

**Dito is wearing a green sleeves
and black trousers.**

**Hiro is wearing a yellow shirt
and green trousers.**

Tika is wearing a yellow dress.