
PREPARING YOUR STUDENTS FOR MAIN ACTIVITY

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Abstract

Teaching students are known to be challenging. Among the challenges are that students have short attention span, love to spend most of their time playing, and often talk with their peers. Furthermore, in the context of learning English as a second language, simple distraction can be a good escape for them from studying. This will result in problems for the teacher. Therefore, teaching time should be meaningful for the students to be able to learn. In creating meaningful learning experience, teacher prepares the students to be ready for the lesson, makes students understand what and why they are learning it, and how they are going to learn it. It is the task of the teacher to ensure such process to happen. The presentation will describe my experience about how I ensure the above process to take place. Learning my lesson that my students were detached from the lesson I was giving, I changed the way I start the lesson in my class at a pre-school in Jakarta. I used some techniques to manage the class, namely "Presentation, Practice, and Production (PPP), and also used "Audio-Lingualism" method. These are considered to be the solution for me in grabbing their attention, in order to make them fully understand the lesson. The presentation is expected to be attended by English teachers, teacher trainers, and those who are interested in the area of teaching English to young learners.

Keywords: : teacher preparation, teaching English to young learners

1. INTRODUCTION

The idea of doing this study is because of some problems that I faced in the classroom. I did observation to my own class. This observation was taken in a preschool at Central Jakarta. There were 18 students in the class and I have to spend 30 minutes from Monday to Thursday for teaching English. The observation itself has been done for few months. The observation focused on the student's behavior in learning English and how to prepare them for main activity.

It's important to know the habitual of each student in classroom. How we make a comfortable atmosphere between teacher and students, including the way we deliver the lesson for them. Some cases were found and need solutions. Each student has different character and behavior. In a book called *Verbal Behavior*, the psychologist Bernard Skinner suggested that much the same process happens in language learning, especially first language learning (*Skinner 1957*). The baby needs food so it cries and food is produced. Later, the infant swamps crying for one-or two-word utterances to produce the same effect, and because words are more precise than cries he or she gradually learns to refine the words to get exactly what is wanted. Learning a foreign language as an adult may be different from the baby's acquisition of a mother tongue, but many methodologists supposed that Behaviorist principles could still apply.

It is obvious that most of students will spend their time with playing and laughing. In fact, it's hard for them focus in studying lesson. They prefer to do the activity based on their own wish, such as: running all over the place, playing with their friends, playing toys or doing their hobbies like singing, dancing and drawing. There will be some distraction when we want to teach them, but teachers need to be patient and do not lose hope because there are some ways to overcome these issues.

Some ways can be a better solution for us. Effective and creative ways should be provided for our students. How we use the techniques in delivering lesson, and how managing the rough and uncertainty condition must be thought carefully. This paper presents a description about some steps that we need to prepare before lesson for our students. Since I taught English at Preschool so I chose English lesson as my presentation.

The presentation in this paper is expected to enrich the area of discussion on steps of teaching which is preparing our students before main activity.

2. LITERATURE REVIEW

In this part I will elaborate the methods I took based on the data that I have in my own experience at Preschool. I got the data from the observation class, from Monday to Thursday every week. I used a qualitative method in collecting the data through observation in the class. I chose qualitative research to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected to fulfill a given quota. (<https://www.snapsurveys.com/blog/what-is-the-difference-between-qualitative-research-and-quantitative-research/>).

There are 2 methods that I used to do the observation. The methods that I used in preparing students before the lesson are:

First is Presentation, Practice and Production (PPP) method and I took it from Harmer (2001) in “The Practice of English Language Teaching”. In this procedure the teacher introduces a situation which contextualizes the language to be taught. The students now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase, or sentence all together with the teacher’s urging), and cue-response drills (where the teacher gives a cue such as cinema, nominates student by name or by looking or pointing, and the student makes the desired response, e.g. *Would you like to come to the cinema?*).

Second is Audio-Lingualism. Harmer (2001) in “The Practice of English Language Teaching” argues that Audio-Lingualism methodology owed its existence to the Behaviorist models of learning (Behaviorism theory). This method presents a methodology technique which is owed its existence to the Behavioral models of learning. Using the Stimulus-Response-Reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners. Audio-lingualism relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill.

3. DISCUSSION

3.1. “Presentation, Practice, and Production (PPP)”

Applying Presentation, Practice, and Production (PPP) method, I did some following procedures. First is Presentation, it explains that the teacher shows the students the following picture and asks them whether the subject in the picture are at work or on doing something else, to elicit the fact that the picture shows an activity.



The Teacher shows a picture of a boy doing an activity

The second is Practice. The teacher gets the students to repeat the sentence *He is washing the car* in chorus. The teacher can choose certain students to repeat the sentence individually, and the teacher corrects any mistakes he hears. Make sure that they repeat all the sentences correctly.



The teacher can choose certain students to repeat the sentence individually

The third is practice. The final of PPP cycle is production, which some trainers have called 'immediate creativity'. At this point the students are asked to use the new language (in this case the present continuous) in sentences of their own. They must see the entire pictures given by the teacher and answer it by using their language. Here are some pictures that given by the teacher to the students:



3.2. Audio-Lingualism

As my research went through, I think Audio-Lingualism becomes important to be used in my classroom. Applying the Audio-Lingualism model, I did the following procedures.

At the time in the class when I want to teach about water, I should prepare some pictures for them. Interesting and colorful pictures would be better materials to attract their attention. I bring some pictures that show the function of water. At this session I prepared a picture of a boy, a girl, a man and a woman who is using water for washing cars and drink. I select one picture then I and the students say it slowly and clearly and ask them to repeat the sentences that we just said..

Teacher: The boy is washing the car... repeat

Students: The boy is washing the car

Teacher: The girl

Students: The girl is washing the car

Teacher: The man

Students: The man is washing the car

Teacher: The woman

Students: The woman is washing the car

I just need to change the subject of the sentence. The result of these design exercises will bring positive effects to the students. They will follow the teacher's way in producing the sentences. They imitate and behave like the teacher's behavior. When the teacher say some words or sentences, the students will do the same way and that's why this design will avoid lot of mistakes since the appropriate patterns have been given by the teacher. These kinds of drills are quite effective for us to see the skill level of each student in how they pronounced the sentence correctly and so with the grammar. We can measure the student's skill, who are fast and how are slow in absorbing the materials.

4. CONCLUSION

The lessons should be transferred correctly. The lead –in process should be arranged well. Give students a clear picture and explanation about the subject that they learn. When giving them examples teachers need to make sure that we fully understand with the target of materials. PPP and Audio-Lingualism are effective techniques for preparing students for the main activity.

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